

DESIGN MY FUTURE

Career Learning Units for
Primary School



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Learning Units by Career Management Skills:

	Personal effectiveness	Managing relationships	Finding and accessing opportunities	Managing life and career	Understanding the world
1st Level (6 – 8 years)	3	2	1	1	4
2nd Level (8 years – 10 years)	4	1	2	1	2
3rd Level (10 – 12 years)	4	1	1	1	2

Summary of Units

Units for Ages 6-8

My little universe	1. Personal effectiveness	6-8 years	National Center for Policies and Evaluation in Education
<p>Identification of favorite hobbies, games and activities. Children between 6-8 years will watch an animation that presents different hobbies and activities. Then, in pairs, they will solve puzzles that present images of hobbies, different from those presented and individually every pupil will draw a hobby, a game or an activity they prefer. The drawings will be exhibited inside the classroom. A group of pupils will present in a role play the benefits of practicing a preferred activity or a hobby. At the end every pupil will select the emotion experienced during this activity on an activity sheet that presents eight emotions.</p>			
Who am I?	1. Personal effectiveness	6-8 years	CASCAID Ltd
<p>A simple and fun, physically active Q and A game that encourages pupils to consider work environments, conditions, and core tasks.</p>			
Upgrade your emotional life	1. Personal effectiveness	6-8 years	Centro Studi Pluriversum
<p>The Unit allows pupils to understand their emotions, to identify efficient methods for coping with negative emotions in many situations, to develop positive attitudes towards others and to boost their self-esteem. The unit helps students become more confident and teaches them how to cope with fear.</p>			
Career genogram of my family	2. Managing relationships	6-8 years	Ozel Bilkent Ortaokulu
<p>This is a family tree picture or diagram covering many generations with information on the occupations of family members.</p>			
Jobs Museum	2. Managing relationships	6-8 years	Bucharest Municipal Centre for Educational
<p>The students will bring different objects at school (toys, phones, robots, flowers, pencils, syringes, spoons etc.) related to different simple jobs, known by them. Then, using these objects, they will present in front of the group a specific action representative for a job, within a role play. After that, students will organize a jobs museum using all the objects.</p>			
Imagine the future	4. Managing life and career	6-8 years	Centro Studi Pluriversum
<p>This activity offers a first reflection on how the world is changing and on major phenomena which are shaping the future of the world and of careers.</p>			
Jobs Up!	5. Understanding the world	6-8 years	D'EP INSTITUT
<p>Activity to get to know professions. The first part of the session will be based on a memory of professions and gender. The second part of the session will consist in the children asking questions to another in the group to know what profession card they have in that turn.</p>			

This is a problem!	5. Understanding the world	6-8 years	University of Florence
Discovering needs, rights, and duties of oneself and of others; be aware of the problems of the community (e.g. environmental); be able to analyse and solve a critical situation (identify the problem, imagine the solution, make an action plan, act).			
How many jobs!	5. Understanding the world	6-8 years	IC di Maniago
Simple activities to start to discover different types of jobs: Interviewing parents, relations, etc., Creation of a collective book, Action game.			
Get to know jobs - Adults present their job	5. Understanding the world	6-8 years	VIA University College
Adults present their jobs Parents or other adults present their jobs for the pupils in the class - orally and by presenting materials and tools which the pupils can touch and try.			
Class jobs	3. Finding and accessing work	6-8 years	IC di Maniago
Children understand that the class is a small community and that everyone must take on tasks and responsibilities.			

Units for Ages 8-10

Look at me!	1. Personal effectiveness	8-10 years	IC di Maniago
Pupils understand who they are and how the others (their classmates) see them through both linguistic and art activities. In the end they will discover if their opinions match.			
Let's choose a profession	1. Personal effectiveness	8-10 years	Ozel Bilkent Ortaokulu
What would have happened without professions? To recognize the professions in mental and experiential ways.			
Connections	1. Personal effectiveness	8-10 years	CASCAID Ltd
A fun small group activity that encourages pupils to understand how jobs are related to one another.			
Magic Balloons	1. Personal effectiveness	8-10 years	Bucharest Municipal Centre for Educational
Each student will create a self-portrait. Working in small groups, students will discuss their strengths (skills, talents, qualities, capacities). Then they will receive coloured balloons and every student will note on a balloon their most important personal skills/abilities. When all the balloons are ready, students will put them together and tie them so that the balloons will rise into the air carrying the self-portraits high into the sky. Conclusion- "personal qualities can help you grow up".			
Skill Goose Game	2. Managing relationships	8-10 years	D'EP INSTITUT
Work on transversal skills through a traditional goose game. The activity is carried out through a board game in which participants will be able to explore the working life and trades and professions of a city, putting into play knowledge and competences.			
Finding out about the world	3. Finding and accessing opportunities	8-10 years	University of Florence
What I think and what I know! Individual and group activities focus on the knowledge possessed about the professions for deconstructing and restructuring them through information and data research (interviews, texts, etc.).			
The best school in the world	4. Managing life and career	8-10 years	University of Florence
How would we like it to be? Create a prototype starting from their school idea working in a group on the design of the school they would like.			
Timeline of an adult	3. Finding and accessing opportunities	8-10 years	VIA University College
The students draw a timeline of an adult person's life and present the timelines for each other and discuss new insights and what to be learnt on life.			
Careers around me	5. Understanding the world	8-10 years	Centro Studi Pluriversum
The Unit allows pupils to improve understanding of careers and to capitalise on school-trip experiences or on other encounters with professionals. It offers tools to support careers exploration via two simple games and a simple methodology to lead interviews to professionals.			

Family tree	5. Understanding the world	8-10 years	VIA University College
Educations and jobs through time in the family tree.			

Units for Ages 10-12

Boxes	1. Personal effectiveness	10-12 years	IC di Maniago
Discovering themselves through art workshops and/or team games.			
Advertising my perfect profession	1. Personal effectiveness	10-12 years	Ozel Bilkent Ortaokulu
To recognize and promote professions linked with interests through different media. In addition to a range of characteristics, it is great importance for individuals to explore which activities like when choosing a profession. Because the choice of profession includes professional satisfaction. When some individuals are childhood, they are exploring what they are interested in, and move on that path. And then there may be new discoveries of their interest. But some individuals are not sure what they are interested in when they need to choose a profession. It is therefore important to support them in exploring their professional areas.			
From hobby to work	1. Personal effectiveness	10-12 years	CASCAID Ltd
This unit is designed to encourage pupils to use self-discovery to investigate how their hobbies and interests can relate to careers.			
SelfNet	1. Personal effectiveness	10-12 years	D'EP INSTITUT
SelfNET will work on self-knowledge through two activities. The first part of the session will be based through the escape room methodology, the participants will discover the elements that are part of self-knowledge. The second part will consist in making a dreamcatcher and noting on the feathers, defining personal characteristics.			
It is a problem!	2. Managing relationships	10-12 years	University of Florence
Adapted also for older students, the unit covers discovering needs, rights and duties of oneself and of others; be aware of the problems of the community (e.g., environmental); be able to analyse and solve a critical situation (identify the problem, imagine the solution, make an action plan, act).			
Skills & Profession	3. Finding and accessing opportunities	10-12 years	Ozel Bilkent Ortaokulu
<p>Several skills gained through different experiences and trainings are important for professional life. While some skills are required only for a particular job or profession, common skills that can be used in different professions and jobs can also be defined as basic skills.</p> <p>In the first step of the unit, students are divided into groups. The lists containing different professions are distributed to each group, for instance Group A health professions, Group B art professions, etc. The groups are asked to choose three</p>			

occupations. Each group is given a list of Skills List Set. What they must do here is to match the three most appropriate and necessary skills from the Skills list for the three professions. They are asked to discuss them as a group. After the groups decide the skills required for the professions, a spokesperson from each group explains the three occupations they have chosen for the whole class and why they chose the three skills required for that occupation. In the second step of the study, students focus on the skills required for their dream job(s).

I set my own goals	4. Managing life and career	10-12 years	Bucharest Municipal Centre for Educational
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Every student will receive a work sheet- The Line of Life and they will set personal and career goals, concerning the domains: Family, Profession, Leisure, Friends, Money, Hobbies, Travel, Emotions - at different ages. They will express themselves using key words, sentences, pictures, drawings. Students will explore the link between skills, activities, and personal career goals.

Education and jobs at a nursing home	5. Understanding the world	10-12 years	VIA University College
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Students visit a nursing home. A nursing home employs people with different educational backgrounds which the students gain insight into. The employees talk about their educational background and their job. The students talk with some of the residents about their life, educational background, and work through life (both paid and unpaid work). The residents also talk about what it's like to live in someone else's workplace.

I understand how changes in society relate to my learning and work	5. Understanding the world	10-12 years	National Center for Policies and Evaluation in Education
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In a word square the pupil will discover professions/ occupations from different fields of activity and they will reflect on the reasons people make choices. Through examples, the teacher will support the pupils to gain interest for two categories of benefits in choosing a certain profession/ occupation. (Benefits for themselves and benefits for the society).

Learning Units for ages 6-8 years

My little universe

Age group	6-8 years
Primary CMS area	1. Personal effectiveness
Other CMS areas	<i>I know who I am and what I am good at.</i>
Unit Description	This unit is meant to help pupils to discover their hobbies, the games, and the activities they prefer, using animation and images. Every pupil will present by drawing his own hobby, game, or the activity he prefers. Using the role play (“Chess and my friend”) the pupils will discover the benefit of practicing a hobby (wellbeing, developing self-confidence and abilities, pleasant way to spend spare time, discovering own talents, passions, the opportunity to gain new friends that practice the same activities and hobbies).

Learning outcomes	<p>General objective:</p> <ul style="list-style-type: none"> - To identify hobbies, games, and activities they prefer, according to their age. <p>Specific objectives:</p> <ul style="list-style-type: none"> - To reflect on their own hobbies, games, and preferred activities. - To present their own hobbies, games, and preferred activities. - To reflect on the benefits of practicing a hobby or a preferred activity.
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Activity Name	"My little universe"
Description	<p>For the beginning the pupils will watch an animation that presents different hobbies and activities preferred by children between 6-8 years.</p> <p>In pairs, pupils will solve puzzles that present images of different hobbies, others than the ones presented at the beginning in the animation. Then, every pupil will draw a hobby, a game or an activity they prefer.</p> <p>The drawings will be exhibited inside the classroom. The pupils will be encouraged to address questions to their colleagues regarding their drawings.</p> <p>A group of pupils will express in a role play the benefits of practicing a preferred activity or a hobby. The group of pupils will be selected based on children's preferences or can be selected by the teacher. Depending on pupils' age, the scenario will be created by the pupils or will be proposed by the teacher.</p> <p>At the end every pupil will select the emotion experienced during this activity on an activity sheet that presents eight emotions.</p>
Learning materials	<p>The animation presented at the beginning: https://www.youtube.com/watch?v=nddRGDEKxA0</p> <p>Puzzle images:</p> <p>https://pxhere.com/en/photo/1530983</p> <p>https://www.pexels.com/photo/assorted-plastic-toy-lot-1249159/</p> <p>https://pixabay.com/ro/photos/copii-fat%C4%83-drume%C5%A3ii-baston-rucsac-4355477/</p> <p>https://pixabay.com/ro/photos/fericit-fun-copii-muzician-3046565/</p> <p>https://pixabay.com/ro/vectors/fat%C4%83-patinaj-ghea%C5%A3%C4%83-rochie-fular-306439/</p> <p>https://pixabay.com/ro/photos/copii-juca-distrac%C5%A3ie-juc%C4%83rii-2267971/</p>

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	<p>https://www.needpix.com/photo/download/1020783/horse-riding-horses-farm-riding-stallion-ranch-nature-equine-equestrian</p> <p>https://www.publicdomainpictures.net/en/view-image.php?image=18901&picture=learning-to-skate</p> <p>https://pxhere.com/en/photo/169645</p> <p>https://www.maxpixel.net/Win-Success-Happy-Children-Play-Video-Game-593313</p> <p>https://commons.wikimedia.org/wiki/File:Jigsaw_Puzzle.svg</p> <p>Image with emotions for the activity sheet:</p> <p>https://commons.wikimedia.org/wiki/File:Manga_emotions-EN.jpg</p> <p>For the role play is necessary a chess game.</p> <p><i>Bibliography:</i></p> <p>The curriculum for Personal development for preparatory, first grade and second grade approved by The Ministry of National Education - Order no. 3418/2013</p>
Timing	<p>Activity duration 50 minutes:</p> <ul style="list-style-type: none"> - 5 minutes – to watch the animation - 5 minutes – to identify activities/ hobbies with puzzle images - 25 minutes – to represent a hobby, a game or a preferred activity in a drawing - 10 minutes – role play for identifying the benefits of hobbies - 5 minutes – activity impact on how children felt and assessed with the activity sheet
Role of the teachers	The teacher will facilitate and supervise the activity, will manage the time necessary for carrying out the activity.
Methodology	1 - Personal effectiveness (1. I know who I am and what I am good at.)

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Assessment

The teacher will analyse the pupils' choices on the activity sheet, with eight emotions.

Using observation method, the teacher will assess the activity as follows:

- Every pupil drew a drawing which represents a hobby, a game, or a preferred activity
- Every pupil represented in the drawing at least two characteristics of a hobby or of a preferred activity (for example: the environment, necessary instruments or accessories, persons that participate in that activity).

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Who am I?

Age group	6-8 years
Primary CMS area	1. Personal effectiveness
Other CMS areas	<i>Understanding the World and Managing Relationships</i>
Unit Description	<p>This unit seeks to encourage pupils to consider different kinds of workplace environments, work activities, core skills, and personal characteristics. The scope of questioning is limited only by the individual pupils ability level, allowing for differentiation.</p> <p>Activity one: Pupils must identify job roles by asking questions. The task involves pupils working with one another to ask and answer questions.</p> <p>Activity two: Pupils take part in a class discussion where they have the opportunity to say whether they would enjoy the job role assigned to them. They discuss why/why not.</p>

Activity 1.

Learning outcomes	<p>General Aim:</p> <ul style="list-style-type: none"> • Connect core work tasks, skills, and environments to job roles <p>Specific Objectives:</p> <ul style="list-style-type: none"> • All pupils will identify work skills, work tasks, and work environments • Most pupils will correctly identify a job role based on the work skills, work tasks, and environments related to the role
Activity Name	Who am I?
Description	<p>This game can be played in two ways. Option one is a whole class activity, option two pairs students.</p> <p>TASK ONE:</p> <p>Option one:</p>

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	<p>Each pupil has a job role attached to them but not visible to them (using a post-it note on the forehead or attached to a headband made from paper). They are given 20 minutes to walk around the classroom asking closed questions of other pupils. They also answer the questions asked by other pupils. After 20 minutes, they are invited to say, 'who they are'.</p> <p>Option two:</p> <p>Pupils are assigned a partner. Each pupil has a job role attached to them but not visible to them (using a post-it note on the forehead or attached to a headband made from paper). The two pupils are given 20 minutes to take it in turns to ask the other a question and receive an answer. After 20 minutes, they are invited to say, 'who they are'.</p> <p>TASK TWO:</p> <p>Pupils are given the opportunity to discuss whether they would like to have the job that was assigned to them in the future, saying why/why not.</p>
<p>Learning materials</p>	<p>Basic classroom materials only:</p> <ul style="list-style-type: none"> • Post-it notes / who am I cards <p>https://docs.google.com/document/d/1prsH0mexC_EobjhkiWCnVyS7yK2iWcoVPkAH98UpPE/edit</p> <ul style="list-style-type: none"> • Card or paper cut into strips and fashioned into a headband *optional <p>Example questions:</p> <p>https://docs.google.com/document/d/1TBV-a_MiPfrwCGzuJV2B0grtD1CqOnX0Jlgl74Jk4/edit</p>
<p>Timing</p>	<p>45 minutes:</p> <p>Attach a job title to each student's head - 5 minutes</p> <p>Who am I activity - 20 minutes</p> <p>Class discussion - 20 minutes</p>

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Role of the teachers	<p>Attach job roles to pupil's heads using headbands or post-it notes.</p> <p>Facilitate the activity, helping weaker students consider questions and controlling the questions asked. *Pupils should not be permitted to simply ask, "Am I an X?, Am I a Y?"</p> <p>Control the timings</p> <p>Lead the class discussion, posing questions, and encouraging pupils to think about what they like and don't like about certain roles. Take the opportunity to challenge stereotypes that emerge regarding job roles, such as assumptions about suitability to job roles based on gender.</p>
Methodology	<p>Personal Effectiveness:</p> <ol style="list-style-type: none"> 1. I know who I am and what I am good at. 2. I can review my skills in relation to what employers are looking for <p>Understanding the World:</p> <ol style="list-style-type: none"> 1. I am open to opportunities, including those in other countries <p>Managing Relationships:</p> <ol style="list-style-type: none"> 1. I interact confidently and well with others
Assessment	<p>Assess pupils' ability to think about and identify work skills, work tasks, and different kinds of work environments through observation and questioning.</p>

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Upgrade your emotional life

Age group	6-8 years
Primary CMS area	1. Personal effectiveness
Other CMS areas	<ul style="list-style-type: none"> - <i>I remain positive when facing setbacks and I keep a positive orientation for the future.</i> - <i>Building and maintaining a positive self-concept</i> - <i>I interact positively and effectively with others</i> - <i>I change and grow throughout life</i>
Unit Description	The Unit allows pupils to understand their emotions, to identify efficient methods for coping with negative emotions in many situations, to develop positive attitudes towards others and to boost their self-esteem. The unit helps students become more confident and teaches them how to cope with fear.

Learning outcomes	<p>General objectives:</p> <ul style="list-style-type: none"> - to identify emotions; to identify cognitions behind them; to build a coping strategy for each situation - to identify the role of fear and anger in adaptation - to cope with major fears and anger
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Activity Name	Upgrade your emotional life
Description	<p>The activities planned in the unit work together to help children be aware of their emotional life and to better cope with the negative emotions they may feel. A collaborative approach is promoted to highlight the role of the group of peers as potential helpers.</p> <p>Stage 1:</p> <p>The unit starts with an ice-breaking activity, a mime game on emotions. Pupils are secretly given a piece of paper with an emotion and are asked to mime it. Without speaking pupils need to create groups of different emotions.</p> <p>The game opens up to the idea that emotions are part of our life, that they are shared and that they are a special ingredient which colours the way we live, and we stay together. The teacher is invited to introduce children to different emotions</p> <p>Stage 2:</p> <p>Children are divided in groups; the teacher gives to each group a card with a common situation that may make children angry (different situations for different groups).</p> <p>Each group is asked to identify behaviours that they would instinctively put in place to respond to the situation and emotion felt and to create one card for each behaviour.</p>

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The groups are then invited to swap the set of cards created.

Each group receives a new situation with a new set of behavioural reactions. At this stage, children are invited to collaboratively think of an action plan for positively handling each specific action response. Children are invited to draw/write the strategy/solution at the back of the card with the behavioural response.

Once each behavioural reaction has a positive, the different groups of children are invited to a session of role-playing where each member of the group must act to dramatize the situation. Each group will have a main character, other contextual characters and the “anger doctor”.

Stage 3:

This last activity works for highlighting fears that are common and the fact they can be overcome.

In this activity, students are asked to write a list of their fears (in order from the smaller to the bigger) on a “fear-meter” – a thermometer to measure the intensity of each fear. They have to arrange each fear on this instrument, considering the numbers as intensity.

The students are then asked to work in groups with a role-playing problem-solving approach. Each group will now act as an equip of doctors and will have to cure the patients' fears, referring to the personal fear-meter created above. Students will be announced that any kind of relaxing or decreasing medicine is allowed, such as: a teaspoonful of courage, a dust of smile, a kilo of encouragement, two packs of support from friends,

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	<p>etc. The purpose of the exercise is to give students alternative methods to overcome their fears and suggestions for creating a support network in a creative and motivational way.</p> <p>Once the bigger fears have specific prescriptions, the different groups of children are invited to a session of role-playing where each member of the group has to act to dramatize the situation. Each group will have a main character, other contextual characters and the “fear doctor”.</p>
Learning materials	Goleman, D. (2006). Emotional intelligence. Bantam.
Timing	<p>Stage 1: 20 min</p> <p>Stage 2: 60 min</p> <p>Stage 3: 60 min</p>
Role of the teachers	To facilitate the activities and offer reflective insights throughout the activities. The teacher will be particularly important in Stage 2 to reflect on the different behavioural responses created and to highlight the variability of emotional responses. At the end of Stage 2, the teacher will need to support action plans which promote prosociality and proactivity.
Methodology	The unit is built on the use of different methodologies such as peer learning, cooperative learning, enquiry-based learning.

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Assessment

Students are given a specific time for evaluation and debriefing.

Students are first asked to choose the way they prefer (write a poem, write some rap, draw, act, write a text, etc.) to tell how they found the activity interesting and which elements they found particularly interesting.

Students are then asked why students should do or not do this activity at school.

Finally, a rubric is used to ask the students to assess the unit.

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Career genogram of my family

Age group	6-8 years
Primary CMS area	Understanding the world
Other CMS areas	<i>Managing relationships</i>
Unit Description	This is a family tree picture or diagram covering many generations with information on the occupations of family members.

Activity 1.

Learning outcomes	<p>General objective to develop the skills that students will define family members' professions and skills.</p> <p>Specific objective to look at the professions of parents and their siblings as well as grandparents generally may lead to some awareness in individuals.</p>
Activity Name	Career Tree
Description	<p>Stage 1: Parent information letter and preparation</p> <p>A. A letter is sent to parents for explaining purpose of the event. In order to make a career genogram of family, the members of the family are required to write their occupations and jobs with their children. The guidelines are adapted for situations whether the child is adopted or a single parent.</p>

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	<p>B. Students are given instructions: We will prepare a career genogram of family. In order to do this, you will focus on your family members' professions. Each student will study a career genogram of own family. I've written a letter to your parents about it. Try to collect as much information as you can to build your family career tree (See, App.).</p> <p>Stage 2: Drawing a career genogram in the classroom</p> <p>Students are asked to draw their trees with the help of their family career list. By encouraging creativity during this activity, the child is allowed to express different professions in different colors and shapes.</p> <p>3. When the tree is completed, the information obtained from the activity is examined. Some of the questions that may be helpful connected with CMSs:</p> <p>What is your mother doing to support her life?</p> <p>What is your father doing to support his life?</p> <p>What are your grandparents doing to support their lives?</p> <p>What do people (named people) do in this kind of work?</p> <p>Can both women and men do this kind of work? Why is that?</p> <p>Why did your parents choose these professions?</p> <p>Do you think that day-to-day work at home counts as work? Why is that?</p> <p>4.Children are asked to share their family career trees with their classmates.</p>
<p>Learning materials</p>	<p>Appendix: MY FAMILY CAREER LIST</p> <p>My mother's profession: Job:</p> <p>My father's profession: Job:</p>

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	<p>Profession of my mother's father: Job:</p> <p>Profession of my mother's mother: Job:</p> <p>Profession of my father's father: Job:</p> <p>Profession of my father's mother: Job:</p> <p>(If any) My mother's sister/brother(s) profession(s): ... Job:</p> <p>(If any) My father's sister/ brother(s) profession(s): Job:</p> <p>Profession of my cousin (s): Job:</p> <p>Profession of my sister or brother (if any): Job:</p> <p>My grand-grandfather's profession: Job:</p> <p>My grand-grandmother's profession: Job:</p> <p>Prof. Dr. Binnur Yeşilyaprak. (2015). Mesleki Rehberlik ve Kariyer Danışmanlığı: Kuramdan Uygulamaya (Vocational Guidance and Career Counseling: From Theory to Practice). Pegem Akademi, 6. Baskı, Ankara/Türkiye.</p>
Timing	<p>80 minutes</p> <p>Stage-1: 40 minutes,</p> <p>Stage-2: 40 minutes</p>
Role of the teachers	Facilitate, and oversee the activities
Methodology	<p>2. Managing relationships</p> <p>- I can find and use information and the support of others for my (future) career.</p> <p>5. Understanding the world</p> <p>- I understand how learning and work change over time</p>

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Assessment

Being a reflective thinker:

Students can response following questions with written or drawing to assess the whole process:

What did you notice about professions in your family career tree?

What is the most interesting thing in your family career tree?

How have professions or jobs changed in your family?

What do you think about these activity? How did you feel when you were studying on your family career tree?

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Jobs Museum

Age group	6 - 8 years
Primary CMS area	Area 2. Managing relationships (inter-relational skills and communication skills)
Other CMS areas	Personal effectiveness Finding and accessing opportunities Understanding the world
Unit Description	<p>The main objective of this unit is to encourage students to interact with jobs and professions, in a simple way, but at the same time to communicate and to socialize with classmates. Each learning intervention is done in the form of a game, and through concrete actions if they relate to their age. Our students learn about concepts regarding work. The activities will help students learn work related terms and use them properly.</p> <p>This unit aim is about work, tools, environment, products, persons, workforce etc. This kind of activity supports students in their interaction with jobs and professions, thus they can reflect about their future and life. The students will need to be able to discuss about occupations, in different modalities: role plat, art-creative techniques, group activities. The teacher facilitates a creative atmosphere where students can talk about jobs. Learning about occupations through interactions is very important because it is an excellent opportunity to become aware of their talents, qualities, interests.</p>

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Activity 1.

Learning outcomes	<p>General objective:</p> <ul style="list-style-type: none"> - To find and use information and the support of others for (future) career <p>Specific objectives:</p> <ul style="list-style-type: none"> - To interact confidently with others - To build relationships and networks - To explore different jobs and professions - To exercise soft skills through gamification
Activity Name	<p>Yes, I know the work</p>
Description	<p>Each student presents himself/herself to the others through a quality that he/she believes he/she has and which is important for a profession (for example: honesty- lawyer, carefully and loving- teacher, skilled- auto mechanic).</p> <p>They will bring at school different objects related to different simple jobs, known by them. Then, using these objects, they will present a simple action, in pair.</p> <p>The students will participate in a game where each student will draw an object and tell the class what jobs that object can be used for. The classmates will continue with information about the guessing job, the work environment, salary, education etc.</p> <p>Worksheet. Imagine your job when you will grow up. Please describe the tools used in the profession that you will practice. Talk about the conditions of this work. Then, draw and write down the 3 most important sentences or keywords about what you want to do when you are older. My dream job is..., What motivates you to fulfil your dream?</p>

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Learning materials	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=G5UHA2sf-IE, Jobs and Occupations for Kids What Does He/she Do? - https://www.youtube.com/watch?v=R69YKFmlcnA, Kids vocabulary - Job - Let's learn about jobs - https://www.youtube.com/watch?v=VnP-Q7Y9bI0, Learn about Jobs and Professions for Kids Learning occupation for Children Various professions - https://www.youtube.com/watch?v=BOv4EnaeM9w, Occupations Song 🎵 Community Helpers Kids Song 🎵 Best Kids Songs 🎵 Career Song 🎵 The Learning Station - https://www.youtube.com/watch?v=TL7K6C6bR7g, Learning Professions for Toddlers and Kids - What Tools Different Professions Use - https://www.youtube.com/watch?v=UsuRhtTeygE, SELFIE tool: Supporting students for learning in the digital age - A worksheet- Be motivate, dream big
Time	<p>1 hour:</p> <ul style="list-style-type: none"> - Introduction about professions (10 min.) - Presentation about quality and profession (10 min.) - Presentation in team of tools used in different professions in team (10 min.) - Working in pairs or in team on worksheet IMAGINE YOUR FUTURE JOB (25 minutes) - Debriefing, reflections (5 minutes)
Role of the teachers	Monitoring the activity by facilitation, motivate and support the involvement of students during the activity.
Methodology	<i>Inquiry based learning (active learning & experiential learning)</i>
Assessment	Evaluation by emoticons created by students.

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Activity 2. Jobs Museum

Learning outcomes	<p>General objective:</p> <ul style="list-style-type: none"> - Get to know different jobs, important for the future <p>Specific objectives:</p> <ul style="list-style-type: none"> - Find and use information and support of others for my (future) career - Apply career information in various learning contexts
Activity Name	Jobs Museum
Description	<p>Introduction- Teacher asks students about the museums they have visited, or they know about. The teacher talks about Top 10 Museums of the world. Then, he/she asks about careers related to a museum.</p> <p>Examples:</p> <ul style="list-style-type: none"> ● What kind of jobs do you meet in a museum? ● Please describe a profession necessary in this place. ● Create an art gallery of all the jobs you know- drawings! Choose a job from this jobs museum and describe a regular workday. ● Each student will create a flashcard with a job, then the teacher will collect and mix them into a box. Each student will extract a flashcard from the box and the others must guess the job, asking questions only with YES or NO answers." Is it about medical domain? Is it risky? It is safe? A lot of money? Long time for education? Does it require special uniform?" <p>"Jobs Museum" The students will bring at school different objects (toy, phone, robot, flower, pencil, syringe, spoon etc.) related to different simple jobs, known by them. Then, using these objects, they will present in front of the group a specific action, skills, motivations, conditions for a job. They can participate at the role play in pairs or in groups. After that, in team, the students organize the jobs museum using all the objects.</p>

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Learning materials	<ul style="list-style-type: none"> - Tools, instruments, photos, symbols about different careers brought by the students - Flashcards with jobs created by students: doctor, teacher, carpenter, IT specialist etc. - Example of questions to find the correct job-" Guess How" - Online images with the top 10 Museums of the world
Time	<p>1 hour</p> <ul style="list-style-type: none"> ● Brainstorming about museums (What it is a museum?), introductory activity related with the most important museums of the world (10 min.) ● Jobs related to the museum (15 min.)- individual, pairs and team activities interventions ● The Jobs Museum- arranging the classroom as a jobs museum, using all the objects, tools, and materials (30 min.) ● Debriefing/ metacognition/ reflections (5 minutes)
Role of the teachers	The teacher facilitates the understanding of the achieving goals. Support and motivation for the games and activities, communicate the most important ideas about the career exploring.
Methodology	<i>Inquiry based learning (active learning & experiential learning)</i>
Assessment	<p>What have I gained?</p> <p>Students will fill in the class Honour book - graphics, design, sentences and feelings/ emotions about the jobs museum.</p>

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Imagine the future

Age group	6-8 years
Primary CMS area	4. Managing life and career
Other CMS areas	Understanding the World - I understand how life, learning and work change over time Understanding the World - I can make a positive impact on society
Unit Description	This activity offers a first reflection on how the world is changing and on major phenomena which are shaping the future of the world and of careers.

Activity 1.

Learning outcomes	<p>General objectives:</p> <ul style="list-style-type: none"> - To be able to draw a scenario from the future and potential future careers. <p>Specific objectives:</p> <ul style="list-style-type: none"> - to be able to think of at least one innovation or changing aspect related to different areas of life. - to be able to draw a future scenario - to be able to think and imagine a future career
Activity Name	IMAGINE THE FUTURE
Description	<p>The activities planned in the unit work together to help children think creatively on how living, learning and working change over time. The unit focuses on the potential impact of innovation on life and the world of work. The unit works to offer structured occasions for reflections on the future and works to give students the chance to think of changes in a proactive way to promote the pupils' sense of agency and to highlight opportunities.</p> <p>Stage 1: Look back</p>

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The first activity invites pupils to look back and to think of the major changes of the past. Children are either invited to collect old family pictures or are given old pictures. They are invited to draw on a copy of the pictures how the world would look like now. Children are invited to show their drawings and to list the elements added focusing on what changed in the last decades.

The activity can be planned to happen in a class setting or pupils can be asked to do the drawing at home and to then present them at school.

Stage 2: Look ahead

Pupils are now asked to look ahead and to think of future changes which will shape society and work.

Pupils are read the example of a short story set in 2050 where a young girl/boy is going to a museum where innovations from the recent past are shown (see the short story in Appendix). Pupils (individually or in group) are then asked to think of one innovation that could be invented in the future (which could be one of the innovations shown in the museum). Students are invited to create a little exhibition on the innovations they chose to describe, and they are asked to prepare a little description of each of them and an image to describe it (as it could be shown in the museum).

A useful supporting material for this activity could be the interview of Isaacs Asimov done in 1983. In the interview he was asked to predict the world in 2019. <https://www.thestar.com/news/world/2018/12/27/35-years-ago-isaac-asimov-was-asked-by-the-star-to-predict-the-world-of-2019-here-is-what-he-wrote.html>

This stage ends with the presentation of the work of every group/pupil as in the museum described in the short story.

Stage 3.

Once the future is described with activity presented in Stage 2, each student is invited to create a word cloud of the future to draw a words portrait of a future scenario.

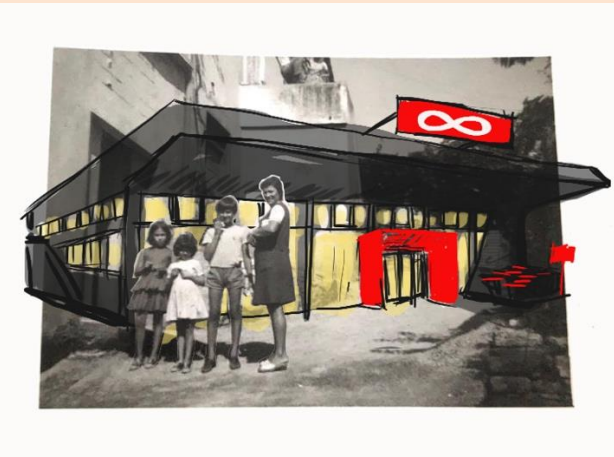

The teacher is invited to create a common word cloud which could represent the individual works.

Stage 4.

Pupils are asked to work in groups to think of a future career. The list of questions shown below can be used as a form to fill in ("the future career passport").

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	<p>Name of the career: What does she/he do in his/her job? Which are the main features of this job? Which are the main tools? Which skills does she/he need? Where does she/he work? Who are her/his colleagues?</p>
<p>Learning materials</p>	<p>An example of photo before and after the drawing.</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>

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An example of plate for the invention to be shown in the museum

Timing

- Stage 1: 30 min
- Stage 2: 90 min
- Stage 3: 20 min
- Stage 4: 20 min

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Role of the teachers	To facilitate the activities and offer a reflective moment at the end of each (especially for stage 1, 3 and 4). In Stage 2, the teacher is asked to coordinate the groups' final presentations.
Methodology	Collaborative learning Design thinking and visual thinking
Assessment	Students are given a specific time for evaluation and debriefing. Students are first asked to choose the way they prefer (write a poem, write some rap, draw, act, write a text, etc.) to tell how they found the activity interesting and which elements they found particularly interesting. Students are then asked why students should do or not do this activity at school. Finally, a rubric is used to ask the students to assess the unit.

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Jobs Up!

Age group	6-8 years
Primary CMS area	5. Understanding the world
Other CMS areas	3. Finding and accessing opportunities
Unit Description	This unit aims to <i>work, in a gamified way</i> , the concept of professions and explore with children, what professions they know, as well as identify elements (tasks, tools or instruments, ...) that can be linked to these professions.

Activity 1.

Learning outcomes	<p>General objective:</p> <ol style="list-style-type: none"> 1. Get to know and explore the professions chosen through a game. <p>Specific objectives:</p> <ol style="list-style-type: none"> 1. Find out what tasks and workspaces different professionals use. 2. Explore future and emerging professions. 3. Form a critical attitude from childhood. 4. Providing male and female role models of professions without gender stereotypes 5. Familiarize students with professions in which each gender is underrepresented. 6. Promote gender equality in the world of professions. <p>Promote spaces, games and dynamics that offer resources to children to be able to break, during their working life, the glass ceiling that conditions and limits women.</p>
Activity Name	Jobs Up!
Description	The activity is started by presenting the memory game and explaining its operation. It is a good time to be able to talk in a big group about what the professions are and what they know. In this way we make sure that children understand the contents that we want to address with gamification. The format of the game has been created with the will to work on gender equality in the field of professions. For this we have built professional pairings where the figure of a woman is

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	<p>represented on the one hand and, on the other, that of a man. In this way we want to exalt the existence of professions and professionals with different gender identities within the various fields of work.</p> <p>It should be noted that two activity implementation formats have been designed: face-to-face and online.</p> <p>In-person: The class is organized into groups of 4-5 students. The game starts with all the cards face down, one of the children starts trying to find the pairs, if he gets it, he keeps the cards and continues to play until he is wrong, at that moment the turn goes to the next child. The game ends when there are no cards left in the center, at this point you will have to do a card count and see who has achieved the most pairs.</p> <p>The cards are accompanied by the image of the professional and the name of the profession they represent. When the game is finished it may be interesting to read the professions shown in the cards and be able to ask students if they know them all, if they know anyone who dedicates themselves to those professions and if they like one of these professions or what others are interested in.</p> <p>Online: In this case, the activity is performed individually and requires device connected to the internet. First, they access the game "Jobs up!", which has a memory-like dynamic, with 6 professions. Once the game is over, the same reflection is raised on the knowledge and interest of the students. A second dynamic is then proposed in which students must relate tasks, tools, objects, or work contexts to the different professions. It may be interesting, at the end, to reflect on these components that help to understand the different professions, and that can define their own profession (through a downloadable tab).</p>
Learning materials	<ul style="list-style-type: none"> - Memory Jobs up! - Memory Jobs up! (on line).
Timing	<p>Activity duration 50 minutes:</p> <ol style="list-style-type: none"> 1. 5 minutes – Introduction to the activity 2. 35 minutes – Memory (or memory online and what do you know about...?) 3. 10 minutes - Reflection and closing of the activity
Role of the teachers	<p>The teacher will facilitate and supervise the activity, manage the time necessary to carry out the activity.</p>
Methodology	<p>5. Understanding the world</p> <ul style="list-style-type: none"> - I understand how training and work changes throughout life.

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	3. Finding and accessing opportunities - I learn throughout my life.
Assessment	The evaluation of the activity will be continuous, during the game will use the observation to define whether the objectives initially raised are being achieved through it. At the end of the activity through the questions posed we can also acquire information on the level of achievement of the objectives by the participants.

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It is a problem!

Age group	6-8 years
Primary CMS area	5. Understanding the world
Other CMS areas	Personal effectiveness
Unit Description	This unit focuses on discovering needs, rights, and duties of oneself and of others; being aware of the problems of the school or community (e.g., environmental) and able to analyse a critical situation through applying the inquire circle (identify the problem, imagine the solution, make an action plan, act). The activity is developed using different type of maps and problem tree diagram.

Activity 1.

Learning outcomes	Learning the problematizing Understanding the value of collaboration understanding that it is possible to make a positive impact on society
Activity Name	This is a problem!

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Description	<p>Introduction</p> <ul style="list-style-type: none"> - Introduction of the activity (15 minutes) - making groups (15 minutes) <p>Execution</p> <ul style="list-style-type: none"> - Brainstorming on the meaning of "being responsible" and preparing a conceptual map (1 hour) - Mapping the school or community environment for finding common problems or issues (1 hour) - Realizing a "tree problem analysis" (problem, cause and consequences: roots, trunk and branches with leaves and fruits) (1 hour) through a graphic representation. <p>Closure</p> <ul style="list-style-type: none"> - Group discussion about hypothesis of solutions, highlighting the tasks/role of the students (How can we help solve this problem?) (½ hour)
Learning materials	<p>OECD, (2017). PISA 2015 COLLABORATIVE PROBLEM-SOLVING FRAMEWORK CAMPBELL, K.L.I. GARFORTH, C. HEFFERNAN, C. MORTON, J. PATERSON, R. RYMER, C. UPTON, M. (2006): The Problem Tree. Analysis of the causes and effects of problems. ODI (2009): Problem Tree Analysis. Successful Communication: Planning Tools. London: Overseas Development Institute URL</p>
Timing	<p>The activity lasts 4 hours: Introduction ½ hour Execution 3 hour Closure ½ hour</p>

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Role of the teachers	The teacher participates in the activity and collaborates with the career educator. His/her role is to facilitate the engagement of students and their learning achievement. The teacher evaluates the activities and integrate them with curriculum and subjects.
Methodology	<p>Inquiry based learning (active learning & experiential learning)</p> <p>Students will understand they can make a positive impact on society</p> <p>Activities focus on inquiry-oriented learning. This includes critical thinking, problem solving, self-management and collaboration skills (Darling- Hammond, 2011; Halpern, 2003). Inquired-based work often includes tasks that require multiple students working together to achieve a team goal, such as a final report, integrated analyses, or a joint presentation. In this case, collaborative problem solving is applied to a familiar context - school, community or neighbourhood - but it can be integrated into specific courses of study, such as the sciences, mathematics and history.</p>
Assessment	<p>We evaluate:</p> <ul style="list-style-type: none"> - Student engagement and participation in working group - Capacity to problem-finding and problem-analysis <p>The evaluation tool:</p> <ul style="list-style-type: none"> - Checklist for observing the interaction dynamic in the working group - Checklist for analysis of maps and problem trees realized by student groups

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How many jobs

Age group	6-8 years
Primary CMS area	Area 5 - Understanding the world
Other CMS areas	Area 1- Personal effectiveness
Unit Description	This unit is about the world of work. The aims are to discover what the pupils know about their parents' jobs and think about what their dreams for the future are and what they would like to be when they grow up. The unit suggests an activity for the first aim and 2 activities for the second aim. Teachers can choose to work on both activities 2 and 3 or choose to develop only one of them.

Activities 1, 2 & 3.

Learning outcomes	<p>General objectives:</p> <ol style="list-style-type: none"> 1. Know and explore different types of jobs. 2. Bring pupils into the world of work with fun, strengthening their knowledge and confidence in their capacities. <p>Specific objectives:</p> <ul style="list-style-type: none"> ● Make children aware of the importance of work ● Recognize different jobs ● Interview their parents
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	<ul style="list-style-type: none"> • Collaborate with classmates • Take responsibilities • Develop a common project (second activity: our Job book) • take part in a game by respecting rules (third activity: job game)
Activity Name	1. MANY DIFFERENT JOBS
Description	<p>Step 1: teacher asks pupils What is their father/mother's job? What do they do ...? In order to discover what they know about their parents' jobs</p> <p>Step 2: parents' interview about their jobs</p> <p>Step 3: pupils create a poster with a barchart of their parents' job</p>
Activity name	2. WHEN I GROW UP, I WANT TO BE
Description	<p>Step 1: pupils make a circle and teacher asks them: what do you want to be when you grow up? Why do you want to be a/an ...?</p> <p>Step 2: creation of a big collective book where each page represents a pupil and his/her chosen job</p>

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	 <p>EXAMPLE OF THE BOOK - TITLE: WHEN I GROW UP I WANT TO BE</p>  <p>Example of one page: chef and hairdresser</p>
Activity name	3. OUR JOBS GAME - Chinese Whispers
Description	<p>Step 1: like in activity 2</p> <p>Step 2: pupils create big cards to organise a game using their chosen jobs</p> <p>Step 3: the teacher organises the game</p> <p>In the gym: The teacher divides the class into two teams, which form a line (one behind the other) and go to the other end of the gym. The teacher places the cards previously created on a gym mat with the picture facing upwards. The team leaders run to the teacher, who whispers to them one of the jobs on the mat. The leader then runs back to their team and whispers the profession to the next pupil. This continues until they reach the last pupil in the line. The last pupil then runs to the mat and</p>

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	<p>touches the picture. The first pupil to touch the correct profession, gets a point for the team. If the profession is wrong, no point. The first team to reach 10 points, wins the game.</p>
Learning materials	<p>Paper</p> <p>Scissors</p> <p>Glue</p> <p>Magazine</p> <p>Paper</p> <p>Photos</p> <p>Books</p> <p>Fabrics</p> <p>Coloured markers</p> <p>Crayons</p> <p>To play game: gym mat</p> <p>https://sites.google.com/caedraw.merthyr.sch.uk/iknowwhatiwanttobe/home</p>
Timing	<p>Activity 1: 20 minutes discussion, 30 minutes interview, 30 minutes creation of the bar chart</p> <p>Activity 2: 20 mins circle time, 2/3 hours to create the book during art lessons</p> <p>Activity 3: 2 hours to create cards and 20/30 min. for the game</p>

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Role of the teachers	The teacher organises and facilitates the work with prompts, additional inputs ...
Methodology	<p>Interactive lessons</p> <p>Circle time</p> <p>Workshops (art workshops)</p> <p>Learning by playing</p>
Assessment	<p>Observations:</p> <p>How pupils cooperate with each other in the different activities. Their participation asking questions and making proper and personal observations.</p> <p>They are able to play a game following the rules</p> <p>Evaluation of the final products: the bar chart and the book/game</p>

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Get to know jobs - Adults present their job

Age group	6-8 years
Primary CMS area	Area 5 Understanding the world
Other CMS areas	Area 3 Finding and accessing work
Unit Description	<p>This learning unit seeks to give pupils insights into different jobs and broaden their horizons in terms of which jobs exist and their content. The aim is to begin a process where the pupils become acquainted with jobs that they do not meet through the family in which they grow up. The pupils begin at a basic level talking about jobs.</p> <p>The activity outlined in this unit approach the world of work through conversation and tools. The teacher discusses with the pupils what it means to work - both paid work and unpaid work. The class is visited by adults who talk about their work and show tools or materials they use in their work. After the visit, the teacher discusses with the pupils what they have heard and seen. The teacher can ask parents to talk about issues around jobs and work with their children.</p> <p>The learning unit is developed with inspiration from schools and project managers of Education & Job in Horsens Municipality, Denmark.</p>

Activity 1.

Learning outcomes	<p>Objective:</p> <p>Pupils begins to gain insight into</p> <ul style="list-style-type: none"> - jobs - 3-4 jobs - that all jobs contribute to something in society - reasons to work
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	Students form or further develop a language to discuss jobs.
Activity Name	Get to know jobs - Adults present their job
Description	<p>Introduction (10 min)</p> <p>The teacher presents the activity to the students: That they will get to know some jobs - maybe some jobs they did not know before, and, if they know the job in advance, they will gain greater insight into the job.</p> <p>How do people spend their time (30-60 min.)</p> <p>The teacher talks to the pupils about how people spend their time - as a child and as an adult – in everyday life and on weekends. The discussion is based on the students' experiences from themselves, their parents and possibly grandparents. E.g.</p> <ul style="list-style-type: none"> • Work at home – e.g. cooking, cleaning, repairing, gardening • Other unpaid work • Work outside the home • School • Hobbies • The family together • Meeting with friends • Sleep <p>In small groups the pupils brainstorm on what children and adults spend their time on. Based on this the class make a poster illustrating how children and adults spend their time. Each of the activities is illustrated by a few words or an illustrative drawing/picture.</p>

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Why do people work? (30 min)

In this session the teacher facilitates a discussion about reasons for going to work - and reasons for working with unpaid work.

The pupils discuss in pairs, and this is followed by a joined brainstorm. The different ideas are categorized, and a common poster is made.

The teacher tells the pupils that adults (e.g., 3-4) will visit the class and tell them about their work.

Job presentations (1-2 timer)

3-4 adults visit the class and talk about their job, approximately 10 minutes each.

The adults can address issues such as:

- What is the overall aim/objective of the job - what does the job contribute to?
- Why is the job important?
- What do I do in the job (e.g., tasks and functions)?
- What do I wear in the job and why (e.g., which clothing/costume is required in the job and how does it relate to the tasks)?
- Which equipment, tools, machines do I use in the job?
- Whom do I work with (e.g., target groups, customers, partners, colleagues, other professionals)?
- Where do I work (e.g., specific places, indoors, outdoor, different places – same place)?
- Which education is required for the job?
- What is exciting about the job?
- What is interesting about the job?
- Give an example of how one or more of the school's subjects is used in the work?
- If you like your job - why do you like it?

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To give the pupils a better understanding of the job, the adult can - if possible - bring and display objects, tools, pictures, clothing from work. e.g.

- The chef can bring vegetables and chop them while talking about his/her job and let the kids eat them while listening.
- The nurse can bring plaster that the children try to put on each other. Or bring a stethoscope with which the children can try to listen to each other's heartbeat.
- The adults can bring clothes and tell the children about the function of the clothing in the job and let the children touch and try the clothes.

If the adult brings materials and tools, the adult explains what the materials and tools are used for in the workplace and why they are important.

The pupils are given the opportunity to ask questions about the presented. The teacher is aware helping questions along by asking the children if there is anything they would like to know more about. The teacher can ask questions herself which she expects to be meaningful to the pupils.

The adults presenting their jobs may be present and listen to each other's presentations. Alternatively, the adults can come in shifts. It depends on how long time the adults have for the visit.

Dialogue on jobs – what do we know now? (30-60 min)

After the visit of the adults the teacher facilitate a dialogue in the class and discusses questions like these with the pupils:

- What jobs did we hear about (write them up on the board, supplemented with a little illustrative drawing)
- Were there any jobs you already knew? Which ones? What did you know in advance? What did you find out that you didn't know?
- What jobs had you not heard of before? What did you find out about these jobs?
- Why are the different jobs visiting us important?
- What did we find out about work? - for what different reasons are adults happy to go to work?

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- Is there anything we would like to know more about?

The teacher can, together with the students, revisit the previous poster and discuss whether the visits have given rise to supplementing these - what do we know now that we did not know before?

Optionally

Based on the visits and the discussions two new posters are produced:

- What jobs have we met and why are each of them important?
- Reasons to be happy about your work

Supplementary option

The activity can be supplemented by the pupils talking to their own parents about what they do at work and at home, which jobs are present in the local area, what do these consist of, why are the different jobs important. The parents and child can also talk about why people might like their work.

The teacher can support the parents' conversation with their child by:

Informing the parents about the focus on the world of work in the school, and that the purpose is to provide the pupils with insight into various jobs, including expanding their horizons in relation to which jobs exist and what they more specifically consist of (see description of career learning below).

The teacher can formulate questions for the parents that may inspire their conversation with their child about the world of work. E.g.:

- Who do I help in my job and/or in my non-paid work?
- How do I do it?
- Whom do I work with?

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	<ul style="list-style-type: none"> • Why is my work important? • In what way is my work based on subjects from the school? • What jobs are there in the companies we pass by every day? • What are the different employees in the company doing? <p>These conversations can be picked up at school by the teacher writing / drawing on the board. Categories can be formed, and the posters can be supplemented with the new knowledge.</p> <p>It is important to see the activity as a continuous effort to support students' career learning through the schooling.</p>
Learning materials	Blackboard Carton for posters Tush Materials brought by the adults presenting their jobs: E.g., pictures, work clothes, tools
Timing	10 min <ul style="list-style-type: none"> • Introduction 30-60 min. <ul style="list-style-type: none"> • How do people spend their time? 30 min. <ul style="list-style-type: none"> • Why do people work? 1-2 timer <ul style="list-style-type: none"> • Job presentations 30-60 min <ul style="list-style-type: none"> • Dialogue on jobs – what do we know now? <p>The different elements in the learning unit can be placed on different days, but there should not be a long time between them. It is important that students experience the process with close coherence and progression.</p>

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	<p>The teacher plans breaks in the activity in line with the students' ability to concentrate, etc.</p> <p>In addition, the teacher must expect time to recruit and prepare the adults for the job presentations.</p>
<p>Role of the teachers</p>	<p>Recruitment and preparation of the adults</p> <p>The teacher has an important role in relation to</p> <ul style="list-style-type: none"> • recruit adults who can tell about their work. The teacher can approach the students' parents or other adults in their own or the students' network. It is important to be out with the query well in advance. • prepare the adults how to talk about their jobs to the children, cf. the above-mentioned questions that the adults can address in their narrative. It is important that the story is adapted to the children's level and that it has an appropriate length related to the children's age (e.g., 10 minutes). • describe the purpose of the visit and the focus on the world of work - namely that pupils gain a beginning insight into the world of work in a way that supports curiosity. It is also important to clarify that the aim is not making the pupils making educational choices. <p>All students' parents are encouraged to talk to their children about their own jobs and jobs in the local area – what are people doing at the various businesses in the local area/ neighbourhood and why are the jobs important? The parents are encouraged to talk to their children about the jobs other adults have presented for the class in the school.</p> <p>Focus on career learning – not on choice of educational programme and/or vocation</p> <p>The activity is developed to support the children's career learning, especially that they gain an expanded knowledge of the world of work and develop a basic language around the world of work. Throughout the activity, the teacher must focus on supporting a curious approach to the world of work. The activity is about jointly becoming wiser on the world of work. The activity can, in conjunction with other activities during the schooling, help the pupils to develop a broad and solid foundation for making an educational and vocational choice over time. In order to support the students' widening of horizon in relation to educational programmes and jobs, the activity don't focus on the specific educational choices the students and their parents will make in the future. Therefore, questions and dialogues on 'what do we now know about the world of work?' are important. While questions such as 'what would you like to work with?' is not relevant in relation to the aim of the learning unit (Read more in Skovhus, 2016).</p>

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	<p>Normativity</p> <ul style="list-style-type: none"> • In order to support pupils' increased knowledge of the world of work and horizon expansion, it is important that the teacher as a professional is aware of the norms that he brings into the classroom and reproduces in the teaching and the everyday life of the school. It may be norms about which education and jobs are 'suitable' respectively boys and girls, which educations and jobs are more or less worthy of recognition, etc. • It is important to consider how, as a professional, one can work norm-critical and pay attention not to – intentionally or unintentionally – reproduce such norms. • The teacher must also consider and be aware how he or she talks about people who do not have paid work. • If, as a teacher, you want to break down and change norms, it is important to be aware which new norms arise and whom or what they may or may not exclude intentionally or unintentionally (read more about norm-critical pedagogy in Wikstrand & Lindberg, 2016, p 31-33). <p>When presentations and discussions of jobs focus on 'Who is the person helping in his/her job?' or 'Why is the job important?'</p> <p>it helps to massage status differences of jobs. For example, the cleaning assistant at the hospital has an important job because she/he helps to avoid sick people becoming more ill. The doctor at the hospital helps people who are ill.</p> <p>Adjust</p> <p>The learning unit has been prepared for the age group 6-8 years. Pupils and classes can differ greatly in this age group. It is important that the teacher adapt the activity to his or her group of pupils so that it is redidactivated and differentiated to ensure progression for all pupils.</p>
<p>Methodology</p>	<p>2. Managing relationships</p> <ul style="list-style-type: none"> - I interact confidently and well with others <p>3. Finding work and accessing learning</p> <ul style="list-style-type: none"> - I learn throughout life <p>5. Understanding the world</p>

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	<ul style="list-style-type: none"> - I understand how learning and work change over time - I am open to opportunities
Assessment	Based on the question 'what do we know now that we did not know before', which the teacher discusses with the pupils, the teacher assesses the students' progress in relation to insight into the world of work.

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Class jobs

Age group	6-8 years
Primary CMS area	Area 3 - Finding and accessing work
Other CMS areas	Area 4 – Managing life and career
Unit Description	<p>The unit aims at helping children to:</p> <ul style="list-style-type: none"> • understand that everyone must take on tasks and responsibilities so that a community operates • understand that the class is a small community that also works with the contribution of the students themselves

Activity 1 – Activity 2


Learning outcomes	<p>Objectives:</p> <ul style="list-style-type: none"> • Identify the class' needs • Identify the tasks, individual and collective, that everyone must carry out so that everything works well (in accordance with the pupils' needs) • Define the tasks to be associated to the jobs • Take on small responsibilities for class management • Choose and accept the assignment and the tasks to be performed • Carry out the tasks related to the job undertaken with responsibility • Establish the period for carrying out the assignment to guarantee the rotation for all the students or at least a good part of them • Self-evaluate the work carried out both at the level of personal and group assignments • Self-assess the assignment and the related tasks to highlight problems or propose improvements / suggest procedures
Activity Name	I TAKE CARE OF...

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<p>Description</p>	<p>The teacher will read the story THE COUNTRY WITHOUT RULES "Would you like to live like you want without having to obey anyone, without respecting any prohibition, doing everything you like? (...) Allegropoli is a rather particular country: its citizens do not respect the rules, because they do not like the rules: they find them annoying. (...) Mr. Zozzoni is walking with his dog on a leash. Bobby poops on the sidewalk, but Mr. Zozzoni does not want to bend down to pick it up, although the Mayor has put around the signs ordering it, with bags and pallets. Dr. Irritati does not notice and puts a foot on it ... "(story taken from THE RULES TOLD TO CHILDREN by G.Colombo & M.Morpurgo, Edizioni Feltrinelli Kids)</p> <p>The teacher will ask the pupils what the places are where they can be together (family, school, ...) and will focus on family first asking the question " what should be done in order to make family work?".</p> <p>The teacher will then focus the pupils' attention on school and will ask the question: what should be done to make school work well? At this point the teacher will focus the discussion on the class, asking the pupils to think of what could be done to make their class work well. Once the need to assume small responsibilities for class management has emerged, the pupils will be encouraged to find activities to which everyone will have to commit (shared and individual tasks) to manage activities. For each assignment the tasks will be identified, and a poster will be created (see proposal below)</p> <div data-bbox="1055 619 1451 995" data-label="Image">  </div> <p>Proposal for the billboard: the sachets could be made of paper and the title of the billboard changed to I TAKE CARE OF ... (clean the desks, rearrange them before going home ...)</p>
<p>Activity Name</p>	<p>CLASSROOM JOBS</p>
<p>Description</p>	<p>The second activity will start by assigning the tasks to be performed for the functioning of the class; the names of the children in charge of carrying them out will be inserted on the billboard made in the previous activity, precisely in the envelopes. Every pupil will be given a card, prepared by the teacher, with his/her name and the "job" he/she will perform.</p>

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	<p>Once everyone will have performed his/her job, each pupil will be asked to self-assess how he/she performed the assigned task, pasting one of the following symbols on the back of the card:</p> <p> I did my job well</p> <p> I did my job quite well</p> <p> I could have done my job better</p> <p>At the very end (the pupils may perform their jobs also for the entire school year) each one will receive a "SUPERCLASS" certificate. The meaning of SUPERCLASS will be explained as "class in which each pupil contributes to the well-being of others" by:</p> <ul style="list-style-type: none"> - keeping the library in order - organizing the games corner - keeping the class organized - etc ...
<p>Learning materials</p>	<p>Material to create the billboard (plastic or paper bags, cards, pictures ...)</p> <p>Identification tags (name + assignment / job)</p> <p>Adhesive symbols for self-assessment</p> <p>Certificates of merit</p>
<p>Timing</p>	<p>Reading of the story and discussion 30 min.</p>

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	<p>2 hours for setting up the billboard</p> <p>Each teacher decides the period of implementation of the CLASSROOM JOBS activity</p>
Role of the teachers	<p>The teacher guides the pupils in discussions through prompt questions; favours relationships within work groups; prepares the classroom environment (e.g., space for small library, games corner ...)</p>
Methodology	<p>Brainstorming</p> <p>Group work</p> <p>Individual work</p> <p>Self-assessment</p>

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Learning Units for ages 8-10 years

Look at me

Age group	8-10 years old
Primary CMS area	Area 1 – Personal effectiveness
Other CMS areas	Area 2 – Managing relationships
Unit description	<p>The main objective of this unit is to help pupils understand who they are and how the others (their classmates) see them. Three activities will be carried out. In the first activity, pupils are asked to fill out a list, in which they must indicate their classmates' characteristics, for example using adjectives or simple expressions. In the second activity, each pupil creates a mini poster with pictures and words representing themselves (they are free to cut and paste photos or words from magazines, newspapers, etc). In the meantime, the teacher prepares a playing card for each pupil with the adjectives (and no names) from activity one and puts all the cards in a box. The mini posters are then hung on the classroom wall (the pupils write their name on each one). In the third activity, each pupil draws a card from the box and tries to match it to the corresponding poster, according to the description provided on the playing card. At the end of this activity, the teacher asks the pupils if they are happy with their choices, or if they would like to change the position of some of the cards. When the pupils are happy, the teacher then reveals the correct descriptions for each child.</p> <p>The unit ends up with a reflection on the activities. The teacher guides the pupils to reflect on what they are good at and what they should improve. The discussion can then develop into a discussion on strengths and weaknesses.</p>

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Activities

Learning outcomes	<p>General objective: to help pupils understand who they are and how others see them.</p> <p>Specific objectives: to interact confidently and well with others; to build positive relationships with others; to accept different points of view; to recognize one's weaknesses and strengths</p>
Activity name	Activity 1. Look at me ...what do you see? Activity 2. What do I see? Activity 3. Do we agree?
Description	<p>Activity 1:</p> <p>The teacher introduces the activity to the pupils. He/she gives them the materials and checks that they follow the given directions. Then the teacher collects the pupils' outputs and summarizes all the adjectives, etc. on a blank playing card for each pupil.</p> <p>Activity 2 (art activity):</p> <p>The teacher provides the pupils with the materials to carry out the activity (to create a mini poster with pictures or words representing themselves using magazines, etc.). Once the posters are ready, the teacher hangs them so that they are clearly visible to everybody.</p> <p>Activity 3:</p> <p>The teacher elicits the pupils' attention by showing them a box which contains the playing cards created in activity one. The teacher asks them questions to arouse their curiosity about the contents of the box. The pupils are invited to guess what they are going to do. The teacher then explains the activity. He/she calls a pupil to draw a playing card from the box. The pupil reads the playing card out aloud and the teacher asks them to match it with the poster they think it is describing. When the</p>

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	<p>game is over, the teacher starts a discussion to see if all the pupils agree. If not, they can also change the matches and justify why.</p> <p>Conclusion</p> <p>The teacher guides the pupils to reflect on what they are good at and what they should improve. The discussion can then develop into a discussion on strengths and weaknesses.</p>
Learning materials	All what is needed to carry out the activities (paper, cardboard, coloured pencils, markers, scissors, glue, magazines and newspapers, fabric, etc.).
Timing	<p>Activity 1.</p> <p>1 hour (10 min. for the teacher's introduction, and pupils' questions, 45 min. for the activity, depending on the number of the students)</p> <p>Activity 2.</p> <p>2 hours (10 min. for the preparation of materials and for the teacher's introduction, 1 hour and a half to create the posters, 10 min. to collect the posters and hang them).</p> <p>Activity 3.</p> <p>1 ½ hour (15 min. for the teacher's introduction, 45 min. for "Do we agree?" activity, 30 min. for final discussion and possible changes.)</p> <p>The activity can be reviewed in the following days, by emphasizing the pupils' strengths and weaknesses.</p>

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Role of the teachers	The teacher gives directions and explanations, helps the pupils acting as facilitator, guides the discussion making them reflect and understand.
Methodology	Individual work, art workshop, group work
Assessment	The pupils' assessment will be made by observing their way to organize their ideas, their work and how they motivate their choices.

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Let's choose a profession

Age group	8-10 years
Primary CMS area	Personal Effectiveness
Other CMS areas	Finding work and accessing learning
Unit Description	To recognize professions in mental and experiential ways.

Activity 1.

Learning outcomes	<p>General objective to recognize professions in mental way.</p> <p>Specific objective <i>To recognize professions in experiential way.</i></p>
Activity Name	What would have happened without this profession?
Description	<p>Stage 1: Creating a list of professions</p> <p>A. A list of professions is formed with students. This list of occupations may be well-known by the students because of their environment. They can add any interesting profession to this list. The list is displayed in the classroom and write a paper.</p> <p>B. Professions in this list are cut and put in a bag.</p> <p>C. The following instruction for playing a game, "What would have happened without this profession", is given to the students:</p>

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	<p>When we walk down a street, we see some sign boards around. They are name of the professions. We can also see some professional members on the street. This bag contains some of the professions. Now each student will draw one of these papers. I will ask you to imagine as if you were doing the work of the professional member written on the paper. I will explain how we plan to do and will give you enough time to explore this profession, better. After researching the chosen profession, you will introduce the profession, praise your work and tell us about its' benefits in role-playing stage. You will share what would have happened if we would not have this profession in our lives.</p> <p>D. Students are given a preparatory period for researching their chosen profession. If possible, it is best to discuss with an employee who has professional life. It may be asked how s/he decided to do this job. In addition, it can be inquiry whether there are a relationship between his/her personal characteristics and profession, or not.</p> <p>Stage 2: Role-playing</p> <p>E. Each student plays the chosen profession. S/He shows benefits of the profession to society while playing her/his role. In particular, s/he shares what our lives would have experienced without this profession.</p>
<p>Learning materials</p>	<p>Appendix: Profession list</p> <p>Bus driver, Pharmacist, Iceman, Greengrocer, Optician, Architect, Journalist, Bank cashier, Butcher, Police, Tailor, Doctor, Bookstore, Greengrocer, Shoemaker etc.</p> <p>Deneysel Olarak Sınanmış Grupla Psikolojik Danışma ve Rehberlik Programları (Group Counseling and Guidance Programs as Experimental Tested). Mesleki Grup Rehberliği (Career Group Guidance by) Melda Evren. PegemA Yayıncılık, 2005. Ankara/Türkiye.</p>
<p>Timing</p>	<p>80 minutes</p> <p>Stage-1: 40 minutes,</p>

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	Stage-2: 40 minutes
Role of the teachers	Facilitate, and oversee the activities
Methodology	<p>1 Personal Effectiveness</p> <ul style="list-style-type: none"> - I know who I am and what I am good at. <p>3 Finding work and accessing learning</p> <ul style="list-style-type: none"> - I can find work or learning opportunities that are right for me.
Assessment	<p>Being a reflective thinker:</p> <p>Students can give written feedback regarding their feelings and thoughts in drama session. Also, they can evaluate how their personal characteristics match with chosen profession.</p>

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Connections - The World of Work

Age group	8-10 years
Primary CMS area	1. Personal effectiveness
Other CMS areas	Managing Life and Career and Finding Work and Accessing Learning
Unit Description	<p>This unit is designed to broaden pupils' horizons and have them understand how different job roles relate to one another.</p> <p>It is also intended to illustrate to pupils the variety of options they have to apply their skills or have a career in a particular industry.</p> <p>The unit explores questions such as:</p> <p>How many different job roles does it take to make a company/industry work?</p> <p>What kind of job roles exist in all companies/industries?</p> <p>How many different job roles involve working with (animals/art/cars, etc.)</p>

Activity 1.

Learning outcomes	<p>General Aim:</p> <ul style="list-style-type: none"> • Gain an understanding of how job roles are related to one another <p>Specific Objectives:</p> <ul style="list-style-type: none"> • Identify the different job roles associated with one industry/type of work • Identify the different tasks performed by the people in the job roles identified • Identify at least three different industries/areas where they could work in their chosen field • Some pupils will identify the different ways that people in different roles support each other's work
Activity Name	Name of the activity.
Description	A small group activity.

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	<p>Students work in small groups (3 - 4) to identify the different job roles associated with a particular industry/theme/ or work activity.</p> <p>Once the groups have completed the activity, each group presents their findings to the class.</p>
Learning materials	<p>This Basic classroom materials only:</p> <ul style="list-style-type: none"> • Worked example of the activity https://docs.google.com/document/d/1c2pabg3sewuHhIE6sWMxHDt1YryN5l5X7-Z3LaWWaDg/edit • Large sheets of paper (Flip chart) • Coloured pens • Teacher's aid - sectors and occupations https://docs.google.com/spreadsheets/d/1Af81nHC0bcjGFusxldBY2_DFMYurpbqEPWg6LNA2PE/edit#gid=0
Timing	<p>Illustrate the activity using an example and set up the activity - 5 - 10 minutes</p> <p>Student activity (small group - 3 - 4) - 30 minutes:</p> <p>Show and tell - 10 - 15 minutes</p>
Role of the teachers	<p>Introduce the activity using an example - The idea is to have pupils understand that they may be able to pursue a career in a field that they love. For example, they may not get to be a race car driver, but they may be able to promote racing events as a marketer.</p> <p>Facilitate the groups of students as they complete the activity</p> <p>Control the timings</p> <p>Facilitate the group presentations</p>
Methodology	<p>Personal Effectiveness:</p>

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	<p>1. I am able to set myself career goals</p> <p>2. I generate ideas that help me to achieve my goals</p> <p>3. I remain positive when facing setbacks and I stay positive for the future.</p> <p>Managing Life and Career</p> <p>1. I am innovative and creative in my thinking about my work, learning and life</p> <p>Finding Work and Accessing Learning</p> <p>2. I can find work or learning opportunities that are right for me</p>
Assessment	Assess pupils' work through observation and questioning.

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Magic balloons

Age group	8-10 years
Primary CMS area	Area 1. Personal effectiveness
Other CMS areas	Understanding the world Managing relationships
Unit Description	<p>This unit seeks to work on self-awareness, the inner power, which is the base of future career. The need to highlight the link between personal and professional is the key aspect involved in the development of the learning unit activities.</p> <p>The first activity can be used as an initial activity but also as an icebreaker for the second activity, consisting in a reflexive play regarding personal skills and their contribution to identity and personal success but in simply terms. Within the third activity, based on the second, children will have to find new skills they want to gain/get and then, to reflect on strategies, possibilities for achieving them.</p>

Activity 1.

Learning outcomes	<p>General objective:</p> <ul style="list-style-type: none"> - Get to develop self-awareness in children <p>Specific objectives:</p> <ul style="list-style-type: none"> - Reflect on their abilities, capacities, and aptitudes through a funny motility game
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	<ul style="list-style-type: none"> - Share with others about of inner self
Activity Name	Circle Play
Description	<p>- A group of 6 volunteers will come in front of the class. The group will form a circle. A sheet of paper will be placed close to the feet of each child. Each sheet will show a number (from 1 to 6) and a message/a question. Music will be used, and students will rotate in a circle, outside the paper sheets, on the rhythm of the music. When the teacher stops the music, each student will stop in front of a sheet. The teacher will use a die, throw it in the middle of circle and will say the number that will appear. Thus, the student placed in front of the sheet with this number - will answer the question asked on the paper. The play can be repeated with other students involved.</p> <p>Variant: it could be more circles at the same time, working together.</p>
Learning materials	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=qYU4OgMDSjM - Sheets with messages: one number and a message each (Example: 1- What is your favourite hobby? Describe it!; 2- Tell us about your best achievement! 3- Three personal qualities; 4- Something I want to learn ; 5- Something that I can do better; 6- My future dream/career dream) - A dice - A CD player
Time	<p>1 hour</p> <ul style="list-style-type: none"> - Introduction to the activity (10 minutes) - Play/activity, until all students speak (30 minutes) - Closing reflections (15-20 minutes)

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Role of the teachers	Facilitating and leading the activity, starting and stopping music, organising classroom, preparing 24 (6X4) sheets, asking students
Methodology	Self-reflection, educational game, <i>active learning</i> .
Assessment	Answering the Questions: What did you find about you, playing this game?

Activity 2.

Learning outcomes	<p>General objective:</p> <ul style="list-style-type: none"> - Get to reflect on personal strengths, skills, and talents. <p>Specific objectives:</p> <ul style="list-style-type: none"> - Explore personal skills - Reflect on the power of own /personal strengths
Activity Name	Magic Balloons
Description	Introduction: The teacher will spread markers and worksheets for every student and will introduce the task- making a self-portrait. Each student will create a self-portrait. (10 minutes) and then the teacher will ask students to form small groups (4,5 students) and to discuss about their strengths (skills, talents, qualities, capacities).

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	<p>Activity: in small groups, they will receive coloured balloons and every student will choose and note, on the balloon his most important personal skill/ ability. When all the balloons are written, students will put them together and tie them so that the balloons would rise up in the air carrying the self-portraits.</p> <p>The assessment: children will be asked to share the meaning of this exercise, their feelings working together. A creative conclusion can be “personal qualities can help you grow up”.</p>
Learning materials	<ul style="list-style-type: none"> - a feedback sheet - a worksheet –frame for self portrait - at least 30 balloons/a class, 5 balloons/group - at least 30 markers
Time	<p>1 hour:</p> <ul style="list-style-type: none"> - Introduction, materials distribution (10 minutes) - Creating self-portraits- making groups, presentation in groups, personal decision- writing the most important skill on the personal balloon (40 minutes) - Closings- reflections about the power of the skills in life, feelings, thoughts about future, desires, goals (10 minutes)
Role of the teachers	Facilitate and oversee the activity, timing control and progress of groups.
Methodology	Self-exploration, personal reflection, peer activity
Assessment	<p>A feedback sheet:</p> <ol style="list-style-type: none"> 1. Note a single word expressing your feelings at the end of this activity 2. Draw a symbol of what you have learned about you today.

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Activity 3.

Learning outcomes	<p>General objective:</p> <ul style="list-style-type: none"> - Get to reflect on personal improving strategies <p>Specific objectives:</p> <ul style="list-style-type: none"> - Identify personal issues that can be improved - Note some action strategies for personal development - Offer suggestions for improving behaviours of your classmates
Activity Name	<p>Paper Balloons</p>
Description	<p>Children will have to find new skills they want to develop and then will have to reflect on strategies and possibilities for achieving this.</p> <p>The activity proposes a reflection session on a personal weakness, something to be changed, to be straightened or improved in themselves, ways of thinking or acting. Using a worksheet representing a drawn balloon, every student will have to write first his/her name and then to write inside the balloon what he/she wants to improve in himself/herself. Outside the balloon- the students will fill practical ways to do it (actions, persons who can offer support, suggestions). After that, every student will squeeze his worksheet, making a little paper balloon, and the teacher will collect all the paper balloons in a box. Randomly, the students will extract a paper balloon, which must be different from his/her own. Every student will write a suggestion for improving the weakness of the classmate whose ticket he extracted. The</p>

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	exchanges of paper balloons between students will be made and every student will receive a little advice written on the sheet by a partner student.
Learning materials	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=9dLLw7_v_Do - a paper box for gathering paper balloons - worksheet – a drawn balloon, markers
Time	<p>1 hour</p> <ul style="list-style-type: none"> - Introduction of the activity (10 minutes) - Activity - writing weaknesses, finding a personal solution, extracting another paper balloon, writing new suggestions for improvement (35 minutes) - Sharing received solutions, conclusion (15 minutes)
Role of the teachers	Facilitating and leading the activity, gathering all paper balloons, highlighting the conclusion
Methodology	Self-reflection
Assessment	Answering the Questions: What did you find about you, playing this game?

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Skills goose game

Age group	8-9 years
Primary CMS area	2. Managing relationships (interrelational skills and communication skills)
Other CMS areas	1. Personal effectiveness
Unit Description	This unit works cross-cutting competencies in a gamified way through a board game that collects the working life and professions of Collaboratively, students put into play different personal skills, which help them explore the world of professions.

Learning outcomes	<p>General objective:</p> <ul style="list-style-type: none"> - Know and identify the various cross-cutting skills linked to specific work situations and linked to the trades that are presented through the game. <p>Specific objectives:</p> <ol style="list-style-type: none"> 1. Identify trade characteristic of an Olympic stadium, hospital, hotel, school, shopping centre, factory, theatre, construction space, orchard and farm, city square, airport, police station and fire station. 2. Understand the role that cross-cutting competencies play in the different workspaces of the game and understand the dimension they address inside and outside the workspaces. 3. Break with the social relationship that is established between certain professions and the gender of people, knowing the various characters who work in the city. 4. Become aware of the different occupations that exist 5. Promote cooperative work. 6. To promote creative and expression capacity through mimicry. 7. Promote the freedom of future non-gendered professional choices
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Activity Name	"Skills goose game"
Description	<p>The activity is carried out through a board game in which participants will be able to explore the working life and trades and professions of a city, putting into play knowledge and competences.</p> <p>It should be noted that two activity implementation formats have been designed: face-to-face and online.</p> <p>In-person: Each team (4-5 people) starts the activity by placing the tab in the start box and depending on the number indicated by the die, advance that number of boxes</p> <p>The board has the general structure of the traditional Oca game but incorporates a set of adaptations. This game is cooperative, you must collaborate between the whole group to earn maximum points. The goal is to get the maximum of cards that show the professions of the different spaces that make up the city (the competency cards should not be added).se).</p> <p>The game ends when a team reaches the final square of the board. That is when they review the cards obtained by each team. The number of cards will determine the level achieved by the group (described in the game instructions). Cards can be obtained based on the passing of different types of tests (mimicry, explanation of the profession without using any words or reading a specific definition), in a limited time. If you fail the test, the profession card must be returned to the pile, without displaying it, at the end of the pile and will pass the turn to the next group.</p> <p>The board also has squares that will show different cases where the workers of the city have put into play (or not) a specific work competition during their work. These boxes will allow you to advance (or not) in the group path.</p> <p>Digital: In this case, although the activity is also carried out as a group, it is the teacher who is responsible for managing the board, spins, etc. Likewise, the typology of tests can be simplified, adapting to the context of the game (i.e. if done in person, but with digital resources or online). See instructions.</p>
Learning materials	<ul style="list-style-type: none"> - Skills goose game - Skills goose game (online).
Timing	<p>Activity duration 60 minutes:</p> <ol style="list-style-type: none"> 1. 10 minutes - Preparation and introduction to the activity 2. 35 minutes –Play with Skills goose game 3. 15 minutes - Reflection and closing of the activity

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Role of the teachers	The teacher will facilitate and supervise the activity, manage the time necessary to carry out the activity.
Methodology	<p>1. Personal effectiveness</p> <ul style="list-style-type: none"> - I am able to set my professional goals myself. - I am able to reflect on my strengths and take into account my weaknesses. <p>2. Managing relationships (interrelational skills and communication skills)</p> <ul style="list-style-type: none"> - I interact confidently and effectively with others. - I establish professional relationships and networks that favor my (future) career.
Assessment	<p>The evaluation of the activity will be continuous, during the game will use the observation to define whether the objectives initially raised are being achieved through it.</p> <p>At the end of the activity, it is proposed that students be able to brainstorm with the professions and competencies they have been able to know through the game.</p>

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Find out about the world: what I know about my heroes!

Age group	8-10 years
Primary CMS area	3. Finding and accessing opportunities
Other CMS areas	4. Managing life and career
Unit Description	<p>The unit deals with the development individual and group learning strategies through inquired based learning Individual and group activities focus on finding the link between challenges of the life environments and professions that face these ones. The Unit is based on collecting information and data with interviews, text, documents. Students also work on the different aspects and dimension of professions like activities, workplace, etc. This unit focuses on inquiry-oriented learning. This includes critical thinking, problem solving, self-management and collaboration skills (Darling- Hammond, 2011; Halpern, 2003). Inquired-based work often includes tasks that require multiple students working together to achieve a team goal, such as a final report, integrated analyses, or a joint presentation. In this case, collaborative problem solving is applied to a familiar context - school, community, or neighbourhood - but it can be integrated into specific courses of study, such as the sciences, mathematics, and history.</p>

Activity 1.

Learning outcomes	<p>Analysing the own life environments Finding and analysing problems (Students experiment learning throughout life) Identifying opportunities (Students cope with challenges and changes which take place in life)</p>
Activity Name	What I know about my world
Description	First activity is dedicated to find challenges in the life environment of the students. The work is developed in the following steps:

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	<p>Introduction</p> <ul style="list-style-type: none"> ● Introduction on the activity (20 minutes) ● Brainstorming on the challenges in the environment ● Identify a/some specific problem/s <p>Execution</p> <p>first step</p> <ul style="list-style-type: none"> ● analysis the problem identified (causes, effects, etc.) and context resources ● formulating hypotheses to collect information on the context <p>second step</p> <ul style="list-style-type: none"> - sharing collected data - identify opportunities of the context to solve the problem <p>Closure</p> <p>Presentation and discussion about the works of the student group</p>
Learning materials	<p>Bell, T.; Urhahne, D.; Schanze, S.; Ploetzner, R. (2010). "Collaborative inquiry learning: Models, tools, and challenges". International Journal of Science Education. 3 (1): 349–377.</p> <p>Roth, Wolff-Michael; Jorret, Alfredo (2013). "Toward a theory of experience". Science Education. 98 (1): 106–26.</p> <p>What is Inquiry Based Learning (EBL)? Centre for Excellence in Enquiry-Based Learning. University of Manchester. Retrieved October 2012</p>
Timing	<p>The activity lasts 2 hours:</p> <ul style="list-style-type: none"> ● Introduction ½ hour ● Execution 2 hour (1 first step + 1 second step) ● Closure 1 hour
Role of the teachers	<p>The teacher participates in the activity and collaborates with the career educator. His/her role is to facilitate the engagement of students and their learning achievement. The teacher evaluates the activities and integrate them with curriculum and disciplines.</p>

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Methodology	collaborative inquiry learning Students experiment learning throughout life Students cope with challenges and changes which take place in life.
Assessment	Observes students' abilities and the learning achievement during each step of finding and analysing the problem, though a checklist

Activity 2.

Learning outcomes	Manage previous knowledge to systematize it (Students assess own information about work and professions)
Activity Name	Who are the heroes of my world?
Description	<p>Introduction</p> <ul style="list-style-type: none"> - Explain activity to the working group <p>Execution</p> <p>In this activity, the working group analyse the professions that face the challenges identified responding to the following questions:</p> <ul style="list-style-type: none"> - who takes care of this challenge? - what activities do they do? - where they work? - why do they do it? - how do you learn to do that job? <p>Closure</p> <ul style="list-style-type: none"> - Representing the knowledge possessed on the professions that face challenges through a drawing or a graphic

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Learning materials	<p>Bell, T.; Urhahne, D.; Schanze, S.; Ploetzner, R. (2010). "Collaborative inquiry learning: Models, tools, and challenges". <i>International Journal of Science Education</i>. 3 (1): 349–377.</p> <p>Roth, Wolff-Michael; Jornet, Alfredo (2013). "Toward a theory of experience". <i>Science Education</i>. 98 (1): 106–26.</p> <p>What is Inquiry Based Learning (IBL)? Centre for Excellence in Enquiry-Based Learning. University of Manchester. Retrieved October 2012</p>
Timing	<p>The activity lasts 2 hours:</p> <ul style="list-style-type: none"> • Introduction 15 minutes • Execution 1 hour • Closure 45 minutes
Role of the teachers	<p>The teacher participates in the activity and collaborates with the career educator. His/her role is to facilitate the engagement of students and their learning achievement. The teacher evaluates the activities and integrate them with curriculum and disciplines.</p>
Methodology	<p>collaborative learning</p>
Assessment	<p>Observes students' abilities and the learning achievement during each step of finding and analysing the problem, though a checklist</p>

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Activity 3.

Learning outcomes	Collecting, organizing and processing of information and data
Activity Name	What I know about heroes of my world?
Description	<p>Introduction Explain activity to the working group</p> <p>Execution</p> <ul style="list-style-type: none"> - Interview witnesses, experts, family members or others to gather general and specific information on the identified professions - organizing and processing the information collected through a drawing or graphic <p>Closure Compare the information collected with those previously held per finding the difference (activity 1)</p>
Learning materials	<p>Bell, T.; Urhahne, D.; Schanze, S.; Ploetzner, R. (2010). "Collaborative inquiry learning: Models, tools, and challenges". International Journal of Science Education. 3 (1): 349–377.</p> <p>Roth, Wolff-Michael; Jornet, Alfredo (2013). "Toward a theory of experience". Science Education. 98 (1): 106–26. What is Inquiry Based Learning (EBL)? Centre for Excellence in Enquiry-Based Learning. University of Manchester. Retrieved October 2012</p>
Timing	<p>The activity lasts 4 hours:</p> <p>Introduction 15 minutes</p> <p>Execution</p> <p>1 hour to prepare collecting data</p> <p>1 hour to organize data</p> <p>Closure 45 minutes</p>

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Role of the teachers	The teacher participates in the activity and collaborates with the career educator. His/her role is to facilitate the engagement of students and their learning achievement. The teacher evaluates the activities and integrate them with curriculum and disciplines.
Methodology	Inquiry based learning Data collecting
Assessment	Observes students' abilities and the learning achievement during each step of finding and analysing the problem, though a checklist

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The best school in the world!

Age group	8-10 years
Primary CMS area	4. Managing life and career
Other CMS areas	2. Managing the relationships
Unit Description	<p>Students work on the following topics: what is innovation? Why is it important to know how to develop new ideas? What is our school like? How would we like it to be?</p> <p>Starting from a problem, the goal is to design a prototype of the school they would like. The activities require that children work in groups, focusing on common projects. It is possible to foresee that the groups work on different projects (planning of the school they would like, a playground near the school, etc.). It is important that all children participate actively.</p>

Activity 1.

Learning outcomes	<p>Students experiment learning throughout life</p> <p>Students interact confidently and well with others</p> <p>Students are innovative and creative in their thinking about work, learning and life</p>
Activity Name	The best school in the world!

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Description

Introduction

- Introduction of the activity (15 minutes)
- making groups (15 minutes)

Execution

- a. To each child is assigned a “student” of School X (the first school on a new planet) who has a particular problem that needs to be solved. We have the kids think about how their students are feeling by circling options from a list of words. They then share their students’ problems and feelings with the group.
- b. “My student needs me to solve a _____ problem.” We give the kids a list of major social problems (transportation, education, energy, etc.) and then ask them to circle one or more social problems that apply to their character’s personal problem. They then complete the above statement.
- c. Brainstorming on solution: We introduce these rules, paper, and markers and let the students go
- d. Prototyping and testing solution: We ask the student to describe prototyping and we discuss the importance of the cycle of testing and iterating an idea. After everyone understands why this is important to the design process, we hand out clay or other materials and ask the kids to create a model of their favourite idea from the Ideate stage. As they build, the facilitators serve as “testers” by walking around the room and asking student group questions about their inventions.

Closure

Discussion on the different phase of design thinking carried out

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Learning materials	Stanford's Design Process for Kids: Teaching Big Picture Problem Solving http://www.ideaco.org/2013/07/standfords-design-process-for-kids-teaching-big-picture-problem-solving/ Discover Design Thinking https://dschool.stanford.edu/k12-lab-network/discover-design-thinking
Timing	The activity lasts 4 hours: <ul style="list-style-type: none"> • Introduction ½ hour • Execution 3 hour • Closure ½ hour
Role of the teachers	The teacher participates in the activity and collaborates with the career educator. His/her role is to facilitate the engagement of students and their learning achievement. The teacher evaluates the activities and integrates them within curriculum and subjects.
Methodology	The Unit is based on design thinking methodology. It is a non-linear, iterative process which seeks to understand users, challenge assumptions, redefine problems and create innovative solutions to prototype and test.
Assessment	Self-evaluation on work group activities Peer evaluation on prototypes

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Timeline of an Adult

Age group	8-10 years
Primary CMS area	<ol style="list-style-type: none"> 1. Finding work and assessing learning <ul style="list-style-type: none"> - I learn throughout life 2. Managing life and career <ul style="list-style-type: none"> - I am innovative and creative in my thinking about my work, learning and life - I maintain a balance in my life, learning and work that is right for me - I can cope with challenges and changes which take place in life 3. Understanding the world
Unit Description	The students draw a timeline of an adult person's life and present the timelines for each other and discuss what to be learnt on life.

Activity 1.

Learning outcomes	Students gain insight into an adult's educational and job history and important events in his/her life. The activity gives the students insight into how a life can unfold. It increases their awareness that in their neighbourhood and network there are both knowledge, experiences and narratives that relate to careers and which can inspire students' own reflections on life including career. Students gain insight that careers are often not planned but develop under the influence of chance and happenstance.
Activity Name	<i>Timeline of an adult</i>
Description	The students work together in groups to draw a timeline over the life of an adult. Each group of students work with an adult around a timeline for his/her life.

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For example, it can be adults at school, in the community, among students' families and networks, or in the network of the teacher. Collaboration can take place in class during school hours or outside school during school or leisure time.

Teacher's preparation

The teacher must find an adult for each group – or ensure that each group has an adult to work with.
The teacher introduces the adult to the task.

Introduction for the students

The teacher introduces the students to the concept of timeline. What is a timeline? How to make it? Which information can you e.g., put into a timeline?

The teacher can draw his own timeline on the board and talk about his life.

The teacher tells the students that they in groups now have to make a timeline for an adult person's life together with the adult.

The timeline is as long as the person's life. E.g., if she is 36 the timeline is 36 cm/inches long.

The students will draw the timeline while talking to the adult.

The teacher and the students talk about how to pose questions to the adult to support him/her in telling his/her story so the students thereby can draw the timeline.

Timelines

The students talk to an adult and draw his/her timeline while talking

Presentation of the timelines

The students hang the timeline on the wall.

The students present the timelines for each other so that each student gets insight to two timelines for two other adults.

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	The teacher and the students reflect together on what they noticed about life and career on the basis of the timeline.
Learning materials	A blackboard and chalk Posters for drawing the timeline Tush Tape/pin
Timing	Introduction for the students (30 minutes) Drawing a timeline (45 minutes) Presentation of timelines (30 minutes) Joint reflection at the class (30 minutes)
Role of the teachers	Find adults who will talk to the students about their life. Or support that the students find adults to talk to in groups. The teacher facilitates the students' reflections on the timelines.
Methodology	<p>Normativity</p> <ul style="list-style-type: none"> • In order to support pupils' increased knowledge of the world of work and horizon expansion, it is important that the teacher as a professional is aware of the norms that he brings into the classroom and reproduces in the teaching and the everyday life of the school. It may be norms about which educations and jobs are 'suitable' respectively boys and girls, which education and jobs are more or less worthy of recognition, etc. • It is important to consider how, as a professional, one can work norm-critical and pay attention not to – intentionally or unintentionally – reproduce such norms. • The teacher must also consider and be aware how he or she talks about people who do not have paid work.

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	<ul style="list-style-type: none"> If, as a teacher, you want to break down and change norms, it is important to be aware which new norms arise and whom or what they may or may not exclude intentionally or unintentionally (read more about norm-critical pedagogy in Wikstrand & Lindberg, 2016, p 31-33). <p>It is important to see the activity as a part of a continuous effort to support students' career learning through the years in school.</p> <p>Adjust The learning unit has been prepared for the age group 8-10 years. Students and classes can differ greatly in this age group. It is important that the teacher adapt the activity to his or her group of pupils so that it is re-didactivated and differentiated to ensure progression for all pupils.</p>
Assessment	Students make a timeline. Students talk with each other about timelines and the life of people. Their reflections are supported by the teacher.

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Careers around me

Age group	8-10 years
Primary CMS area	Understanding the world - I understand how life, learning and work change over time
Other CMS areas	Managing life and career - I am innovative and creative in my thinking about work, learning and life Understanding the World - I can make a positive impact on society
Unit Description	The Unit allows pupils to capitalise on school-trip experiences or on other encounters with professionals as it offers tools to reflect on the career learning components of typical school activities.

Activity 1.

Learning outcomes	<p>General objectives:</p> <ul style="list-style-type: none"> - To be able to reflect on professionals I meet - To explore careers around me
Activity Name	CAREERS AROUND ME
Description	<p>The activities planned in the unit work together to help children explore and learn about careers they might encounter during the school year. This might happen during a specific activity at school (e.g. inviting a parent or a professional at school) or during a school trip. The structure of the activity can be also used in the form of a group work to be done at home.</p> <p>The Unit can be run throughout the school year with the possibility of creating a class or individual database of careers.</p> <p>Stage 1.</p>

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Children are introduced to the world of careers with a simple and fun “Guess who game”. The teacher reads (or presents using a PowerPoint presentation) the features of the professional profiles to be guessed and invites children to guess. Children can work individually or in groups. It is recommended to have small groups. The team who correctly guesses more job profiles wins. The activity offers a first gamified approach to careers and explores features of work which aim at enriching understanding of careers.

Stage 2.

Children are now invited to ask the teacher questions to guess the described career. This version of the “Guess who” game asks children to formulate questions which can be only answered with yes or no. This aims at familiarising children with the idea of interviewing professionals (Stage 3) and teaches them how to describe a career (e.g. which tools, where the professional works, what skills, educational journey, etc.).

Stage 3.

This activity consists in preparing students to interview a professional.

Students are divided in groups and are given a blank ID form of a professional. They are invited to decide the areas/fields to describe the professional profile. Children are taught that the forms they will create will be used to guide the interview of professionals who they will meet in the school year. Each group is given 15 minutes to think of the structure of the ID form. Once done, the teacher leads the creation of a communal ID form putting together the inputs of the students and highlighting fields which are eventually not mentioned by the students (see example ID form).

Stage 4.

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This activity consists in the interview of a professional. This can be done in different settings and situations (e.g. inviting a professional to school or a parent, during school trips, etc.).

During the activity, students are provided with the final ID form they have created in the previous stage and are invited to fill it in during the interview. The teacher is invited to allocate specific responsibilities to different children in the classroom according to the sections suggested in the ID form.

This is a suggestion of responsibilities within a classroom which will need to be aligned to the final ID form collectively created.

- 2 students can be the official interviewers and can chair the session.
- 1 student can be the tools expert (“which are the main tools?”)
- 1 student can be the curiosity expert (“curiosity”, “are there curious/unexpected/particular aspects in your work?”)
- 1 student can be the context expert (“where can she/he work? who are her/his colleagues?”)
- 1 student can be the “important ingredients” expert (“what skills does she/he need? What things should she/he like to be able to do this job?”). The pupil responsible for this section can be invited by the teacher to ask specific questions regarding intercultural skills.
- 1 student can be the future expert (“the future of this career” – in the section together with “curiosity”).

The teacher invites the responsible students to ask questions to the professional and invites all the students to take notes to fill in the ID form. The 2 official interviewers are invited to coordinate the session together with the teacher.

It is recommended to save 5 minutes at the end of the activity for thanking the professional and asking children to summarize what heard during the interview.

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	The ID created can be added to a personal career database.
Learning materials	A proposal of ID form. Supporting material for the “Guess who” game.
Timing	Stage 1: 15 min Stage 2: 15 min Stage 3: 60 min
Role of the teachers	To facilitate the activities and offer reflective insights throughout the activities. It is recommended that the teacher liaises with the professional prior to the interview and shares the structure of the interview. In case of school trips, the teacher is invited to review the interviews together with the students.
Methodology	The unit is built on the use of enquiry-based learning.
Assessment	Students are given a specific time for evaluation and debriefing. Students are first asked to choose the way they prefer (write a poem, write some rap, draw, act, write a text, etc.) to tell how they found the activity interesting, which elements they found particularly interesting and what they think they learnt about careers. Students are then asked why students should do or not do this activity at school. Finally, a rubric is used to ask the students to assess the unit.

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Educations and jobs through time in the family tree

Age group	8-10 years
Primary CMS area	Area 5 Understanding the world <ul style="list-style-type: none"> - I understand how changes in society relate to my learning and work - I understand how learning and work change over time
Unit Description	<p>Students gain insight into their family educational and job history and the societal changes of the world of work over time.</p> <p>With the help of parents, students make a family tree that including the educations and jobs in the family over time. This forms the basis for conversation about how the labour market and the connection between family and working life have changed over time.</p>

Activity 1.

Learning outcomes	<p>Students get a beginning insight into</p> <ul style="list-style-type: none"> - own family history - how family life and the labour market has changed during time - the labour market has changed and is constantly changing <p>Students gain experience in talking about education and jobs.</p>
Activity Name	Educations and jobs through time in the family tree and society
Description	The activity is part of a theme focusing on life 'in the old days' and life now. For example, the activity can be integrated into history teaching or social studies.

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The teacher informs the student's family about the activity and ask the family to help with the student create the family tree

Parents are informed (e.g., via letter or school web platform) about the activity and the purpose: The students gain insight into their own family's educational and job history and the societal changes of the world of work over time.

At home parents are asked to help their children fill out the family tree cards for the four generations: Pupil, parents, grandparents, great-grandparents. Parents are informed that the student and parent can choose to fill out cards only for one branch, or choose to go back fewer generations if, for example, there is some information that is difficult to access.

Introduction for the students (2 hours)

The teacher introduces the students to the concept of family tree. What is a family tree? How to make it? How to make your own family tree? Often one writes in a family tree name as well as year of birth. The teacher explains that family trees can also be made to contain other information. For example, who cared for one while you were a child, vocation etc.

The teacher can draw his own family tree on the board and talk about his family. The teacher can tell how he / she has gained the knowledge needed to draw the family tree. The teacher also tells that sometimes you can't get the knowledge you want about your ancestors.

The teacher tells the students that each of them now must make a family tree for themselves and that this has two purposes

- To get insight into their own family.

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- The individual student's family tree will contribute to a joint study of how schooling, family life, the labour market have changed over time.

Template that students and families fill to make a family tree

The teacher prepares cardboard / paper template cards that students complete in collaboration with their family. Below is shown how a template could look like - the template is meant as an inspiration. It is important that the teacher adapt the categories to the local context.

Name	
Year born	
Who cared for the person during the day before the school age? (e.g. parents, grandparents, nursery)	
How many years did the person attend compulsory school?	
Does the person have an education after compulsory school? if so,	

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	which (if more than one, give an example)?											
	Work (give one or two examples) paid or unpaid.											
Generation	1 Student – 2 Parent – 3 Grandparents - 4 Great-grandparents											
<p>The cards are A6 size (10.5 x 14.8 cm) (4.1 x 5.8 in).</p> <p>The teacher writes the generation number on the cards.</p> <p>If possible, the cards for the four generations have different colour. It will make it more visual for the student to work with different generations. And make it easier for students to work with the family trees in the class afterwards.</p> <p>The chart below shows how many cards a student with two parents and no bonus parents should have for each generation. Some students may also want to fill in for bonus parents, etc. and may therefore wish for more cards. Other students do not fill the cards in all branches of the family. This is not so crucial since the activity is a common/a joint study of developments in family life and the world of work over time – and all students contributes to this whether they have filled few or many cards in their family tree.</p>												
	<table border="1"> <thead> <tr> <th data-bbox="515 1034 824 1134">Generation number</th> <th data-bbox="828 1034 1131 1134">Example of the card colour</th> <th data-bbox="1131 1034 1675 1134">Number of cards for the students for each generation</th> </tr> </thead> <tbody> <tr> <td data-bbox="515 1134 824 1185">1 - Student</td> <td data-bbox="828 1134 1131 1185">Green</td> <td data-bbox="1131 1134 1675 1185">1</td> </tr> <tr> <td data-bbox="515 1185 824 1236">2 - Parent</td> <td data-bbox="828 1185 1131 1236">Yellow</td> <td data-bbox="1131 1185 1675 1236">2</td> </tr> </tbody> </table>	Generation number	Example of the card colour	Number of cards for the students for each generation	1 - Student	Green	1	2 - Parent	Yellow	2		
Generation number	Example of the card colour	Number of cards for the students for each generation										
1 - Student	Green	1										
2 - Parent	Yellow	2										

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3 – Grandparents	Red	4
4 - Great-grandparents	Blue	8

The teacher presents for cards for the students.

Family work (e.g., 1 week)

Each child completes the cards with his or her family. As mentioned before, the child may wish to extend the family tree to the bonus parents and the extended family. Students and parents can also choose to make only one branch of the family tree.

A deadline is set for when the template cards must be completed and brought to school. It is important to work with a deadline that make it realistic for families to have time to work on the task. And at the same time so narrow that they do not forget the task.

The teacher can remind students and parents about the task a few days before working with the family tree at school.

Working with family trees in class (2-3 hours)

Immediately after the students have brought the family tree, work on it in class.

The students are divided into groups of two people. They place their template cards on the table and shape their individual family tree.

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The teacher asks specific questions that the students discuss with each other by looking at their family trees. Counting and discussing perspectives are facilitated by the teacher.

Who cared for the children during the day before they started school?

The students look at their family trees and discuss with each other the question 'who cared for the different generations during the day before they reached school age'. The students write on the board who looked after the children. The teacher and the students look at the board and find out, which the categories can be created. On this basis a schema is created, for example:

Who took care of the child during the day before school age?	1 Student	2 Parent	3 Grandparent	4 Great-grandparent
Mother				
Father				
Grandmother				
Grandfather				
Kindergarten				
Etc.				
Etc.				

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A joint study is now being done. E.g.: The teacher asks how many of you have great-grandparents who were cared for in kindergarten? The students look at their family tree, raise their hand if they have one or more great-grandparents who were cared for in a kindergarten. The teacher counts and notes in the schema. The procedure is repeated for grandparents, parents, and the students.

The teacher discusses with the students which image is outlined? What pattern emerges? Why does it look like this? Why have these changes occurred over time? What kind of community development does it represent?

How many years did the family members attend compulsory school?

The teacher asks the students to look at their family trees. How many years did the grandparents attend compulsory school? The parents of the students? How many years can students expect to have to attend compulsory school?

The teacher can discuss with the students why there is this difference. Why has it been decided that children should go to school for more years?

Does the person have an education?

The students look at their family trees in pairs. What educations are in the family tree?

The students mention educations represented in the family tree. The teacher writes them in a scheme. The students only mention educational programmes that are not already mentioned.

Education	2 Parent	3 Grandparent	4 Great-grandparent
Farmer			
Carpenter			

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Chef			
Secretary			
Teacher			
Engineer			
Etc.			
Etc.			

A joint study is now being done in which the students help each other in pairs. The students go to the board and put a line/mark in the frame/cell if they have a parent, grandparent and/or great-grandparent with the mentioned education. In this way, the scheme is filled out.

The teacher discusses with the students what pattern emerges? Why does it look like this? Why have these changes occurred over time? What kind of community development does it represent?

Work - paid or unpaid

The students look at their family trees in pairs. What jobs are in the family tree?

The students mention jobs represented in the family tree. The teacher writes them in a form. The students only mention jobs that are not already mentioned.

Job	2 Parent	3 Grandparent	4 Great-grandparent
Farmer			
Carpenter			

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Chef			
Secretary			
Teacher			
Engineer			
Etc.			
Etc.			

A joint study is now being done in which the students help each other in pairs. The students go to the board and put a line/mark in the frame/cell if they have a parent, grandparent and/or great-grandparent with the mentioned job. In this way, the scheme is filled out.

The teacher discusses with the students what pattern emerges? Why does it look like this? Why have these changes occurred over time? What kind of community development does it represent?

The types of educations and jobs the different generations had were discussed. Perhaps it becomes clear that the great-grandparents worked extensively in agriculture and that the pattern of education and types of employment changed over time?

Advantages and disadvantages in the labour market before and now can be discussed.

It can also be debated whether students can see a gender aspect in the family tree. Is there a difference between women and men?

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If the teacher finds it too time consuming to discuss all the questions the students have filled in the family tree, only some can be selected.

Presentation of the generational survey

The student's family tree cards are hung on the wall.

All cards with '1. generation - students are gathered and hang next to each other in a group. All cards with '2. generation Parents are gathered and hung up in a group, etc.

This way of presenting the family trees visually illustrate that this is a joint study of how the development in family life and the world of work has been. Focus is removed from the individual family history to the societal development. In addition this reduces the risk that some students and possibly their parents may find it intimidating that their family history is presented in class.

Supplementary option

Working on the family tree can be included in an overarching theme on family and working life before and now. The students can read texts, watch movies, etc. The aspects that emerge in the overarching theme on family and working life before and now can be related to the family tree study the class has done. The generational groups placed on the wall can make it easier to remember the results and the discussions that took place in connection with the family trees.

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Learning Units for ages 10-12 years

Boxes

Age group	10-12 years
Primary CMS area	<i>Area 1. Personal effectiveness</i>
Other CMS areas	<i>Area 2 – Managing relationships Area 5 – understanding the world</i>
Unit Description	<p>This unit is about:</p> <p>IDENTITY</p> <ul style="list-style-type: none"> - Think about their identity in terms of aspects that make up their own way of being - compare their representation with that of their classmates to collect similarities and differences, recognize the uniqueness and diversity of their characteristics - talk about themselves to describe important events and / or actions and begin to understand the important role that events have in conditioning their projects. <p>COMMUNICATION</p> <ul style="list-style-type: none"> -recognize the essential elements of an artwork to understand its meaning. -create a representation of themselves through what has belonged to them. Use of belongings to represent who they are and what they have become <p>LEARN TO LEARN – ENTREPRENEURSHIP</p> <ul style="list-style-type: none"> - Understand that a project involves several steps for its realization.

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Activity 1 – 2 and 3

Learning outcomes	<p>Specific objectives:</p> <ul style="list-style-type: none"> - Discover Cornell, an artist who, despite never having moved from his city, knew how to travel, overcoming the limits of space and time. - talk about themselves, telling moments of their life through the mediation of an object - listen to the others, learn turn-taking and discuss the topic - organise activities taking into account the necessary information, times and available resources. - recognise the strengths and weaknesses in their behaviour, in the learning procedures implemented, in their choices, modifying them if necessary - discover the world of work through the knowledge of the profession that they would like to do in the future - understand the organization of the Italian school system to reflect on the importance of study paths in order to achieve their projects
Activity Name	ME IN A BOX
Description	<p>Introduction of the activity through a conversation focused on the meaning of the phrase "EVERY BOX IS AN EMPTY SPACE TO FILL WITH SOMETHING"</p> <p>Analysis of some of Cornell's artworks to understand his inner world of emotions, his stories and journeys.</p> <p>Collection of significant objects from the first years of their lives to the present (games, clothes, pine cones, shells, stones, milk teeth ...) with the possibility of including even secrets that they can decide whether to reveal or not.</p> <p>choice of the box or boxes (also of different materials: cardboard, transparent plastic, metal, ...) organisation of the box; oral presentation of their box (every pupil presents their box to their classmates)</p>

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Activity name	BOXES OF MY FUTURE
Description	<p>The teacher invites students to imagine themselves in the future and ask questions about how they see themselves.</p> <p>He/she asks student to draw and/or collect pictures of what they want to become when they grow up. The collected material will be placed in a box (one for each student; the boxes must all be the same).</p> <p>Once set up, the boxes are placed, in random order, in the centre of the room. The pupils sit in a circle around them.</p> <p>Each pupil, in turn, takes one of the boxes and describes the contents to their classmates. They have to guess the profession represented and the name of the boy/girl who created the box.</p>
Activity name	A PROJECT IN THE BOX
Description	<p>The teacher organises a number of identical boxes (1 for each pupil); each box includes tools regarding a profession:</p> <ul style="list-style-type: none"> ● Tools ● Uniform or work clothes ● Educational path ● Place where the activity is carried out <p>The pupils form teams (the number of teams depend on the number of pupils)</p> <p>Each team chooses an equal number of boxes</p> <p>Each team, in turn, opens one of the chosen boxes, describes the contents and tries to guess the profession represented. If the team does not guess, they can hand the box over to another team. The team will have to try to guess. If this team guesses the profession they get a point, if they don't, they lose a point.</p> <p>The team with the most points wins the game</p>
Materials	Exercise book, pen, pencil smartboard

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	<p>pictures of artworks by Cornell bibliography of the artist pictures, objects, photos ... found at home or at school. cardboard, metal, plastic boxes set of identical boxes</p>
Timing	<p>Activity 1: to analyse the Cornell's artwork: 1 hour (art lesson); 10 minutes to set up the boxes; 1 hour (about 3 minutes for each pupil) for the oral presentation</p> <p>Activity 2: the drawings and the collection of pictures will be assigned as homework; for the activity in group 1 hour and a half.</p> <p>Activity 3: maximum 1 hour</p>
Role of the teachers	<p><i>The teacher gives directions and explanations, helps the pupils acting as facilitator, guides the discussion making them reflect and understand.</i></p>
Methodology	<p>Class participation Text teaching Lab teaching Teaching through play</p>
Assessment	<p>- Discover Cornell , an artist who, despite never having moved from his city, knew how to travel, overcoming the limits of space and time. <u>Multiple choices about life and artworks by the artist</u></p> <p>talk about themselves , telling moments of their life through the mediation of an object. <u>Observation sheets about: organisation and coherence of communication also with regards to their chosen object.</u></p> <p>- listen to the others, learn turn-taking and discuss the topic. <u>Observation sheets about turn taking and discussion</u></p>

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My perfect profession

Age group	10-12 years
Primary CMS area	Personal Effectiveness
Other CMS areas	Finding work and accessing learning
Unit Description	The study is carried out in 2 sessions. In the first session, students are made to realize that there are some features and requirements to practice their professions. In the second session, they are expected to present the requirements of the profession they are interested in.

Activity 1.

Learning outcomes	<p>General objective</p> <p>Students are expected to develop:</p> <ul style="list-style-type: none"> • There are different features and requirements in the application processes of professions, • It is important to relate personal qualities to the needs of the professions. • To improve being a thinker person on their career goals. <p>Specific objective</p> <p>In the career development process:</p> <ul style="list-style-type: none"> • Researching and discovering areas where the students are strong, • To accept some sides that need improvement in the profession they are interested in, • is aimed that they continue to plan and implement development oriented.
Activity Name	My perfect profession

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Description	<p>Distance Learning - ZOOM PRACTICES</p> <p>Lesson 1 My Perfect Profession (Time: 40 min.)</p> <p>The activity is designed to help the student research and imagine a profession linked with her/his interest, nowadays. By preparing a job advertisement for this profession of interest, a sharing opportunity will be provided for her/his current interest.</p> <ol style="list-style-type: none"> 1. The following explanation is given to students: “We will do a workshop with you called “My perfect profession”. In this study, you will introduce a profession that interests you. You will learn how to prepare a job advertisement for it. We will work with you in this lesson to decide which job posting to prepare. 2. What is a job advertisement? What are its features? Let's examine the examples together (Appx1: Examples of job advertisement. It is Turkish. Please prepare it with your native language). Job ads in Appx1 are sent to students via Zoom chat as a file. Students are first asked to examine job postings for a few minutes, individually. Then, the same file is shared and reflected to all students. Question: What should be included in a job posting? They are invited to share what attracted their attention in the job postings. <ul style="list-style-type: none"> ➤ Basic features that should be in a job posting: <ul style="list-style-type: none"> ○ Job description: What are the jobs to be done in this profession? What are duties and responsibilities? What is expected of the person doing this job? ○ Qualifications required: What are the general characteristics required by the profession? Which skill areas and skills are needed? What is the education level required to do this job? <p>Note to the practitioner: You can change job postings by choosing the job you want.</p> 3. Question: Which profession are you interested in these days? Of course, your interest in the professions may change over time. You may think about your current interests, or there may be professions that you find interesting nowadays. Appx2 “My perfect profession form” is shared on the screen so that all students can view it. Short explanations are made over the questions. 4. “Now I am sending you this form via chat. First, everyone will download and save it please. Then, fill out this form individually”. (Time: 15 min.)
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- "We will use this form to help connect your interests and professions. We will work on it today in order to facilitate your job postings about the profession. Let's share it with the whole class now. Who would like to share? ". After sharing, similarities or differences are discussed. (Time: 10 min.)
- Announcement to students: Could you send your forms to e-mail me, please?
5. The study is completed by making the following explanation to the students. This information document is also sent to the students via chat. They are asked to download and save the file. (Time: About 5 min.)
 6. Next week we will hold the "My perfect job posting" activity. Our goal is to create a job posting for your perfect job, where you will be the perfect candidate. In fact, you will prepare the job advertisement of the profession you are thinking about today. So, you will introduce this profession to your friends, next week. Good preparation is essential for a good presentation.
- It is good to have the following information in your advertisement: Name of the employer; duties and responsibilities; required educational qualifications; required physical, ability, personality, and experience characteristics of the profession; work environment, etc. I would like to expect you to prepare a job posting that will showcase the wonderful aspects of the profession linked with above information. You can prepare it on a cardboard or paper, or design it as a social media image, or take a video, or use any other method what you wish. How you introduce your perfect profession to your friends is up to you :) The maximum time for each presentation is 2 minutes. Please, take the time limitation into consideration.

Lesson-2: Job advertisement of my perfect profession (Time: 40 min)

The lesson begins by summarizing the last week's work.

1. Explanation: "Today we will listen to your presentations on job postings of the professions that you are interested in or find them interesting. In a sense, you will introduce the professions to your friends. Please take your notes while listening to the presentations. It is important because when the presentations are over, I will ask you 3 professions which you find them interesting related with the today's presentations. I'll also ask 2 new information about the professions that you learned today. " (Time: 5 min).
2. Students start their job postings to their friends. (Duration: 25 min)

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	<p>3. Formative assessment "I would like to ask you evaluate this 2-weeks process related with the activity called "My perfect profession". I am sending you a form via chat (Appx3: Activity Assessment Form). Please download and save it, first. Also, the evaluation form is opened and share with all students. A short explanation is given to the students on the form. Then, ask to students fill in the form individually. This evaluation form is requested to be sent to the teacher via e-mail or chat at the end of the lesson. After the study is completed, volunteer students can share their feelings and thoughts with their friends. (Time: 10 min)</p>
<p>Learning materials</p>	<p>Internet connection, pencil, eraser, forms (Appx1: Examples of job advertisement; Appx2: My perfect profession form; Appx3: Activity assessment form)</p> <p>Appendix1: JOB ADS</p>

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Tüm adayların; B sınıfı sürücü belgesine sahip ve aktif olarak araç kullanabilmesi, erkek adayların askerlik hizmetini tamamlamış olması şartı aranmaktadır.

Tüm başvurular kesinlikle gizli tutulacaktır.
Başvuru: kopelinsankaynaklari@koyuncugrup.com
Faks: 0232 478 27 27

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 - B sınıfı ehliyete sahip
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- **ZİRAAT MÜHENDİSİ (Zootekni)**
 - İyi derecede İngilizce bilgisi
 - Seyahat engeli bulunmayan
 - B sınıfı ehliyet'e sahip
 - Ofis programlarına hakim
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Appendix2: MY PERFECT PROFESSION FORM

(Adapted from: A Handbook for School Counselors: Tools for Self-Discovery. Fidan Korkut Owen, Dean W. Owen, Ozlem Karairmak. Anı Publishing, 1st Edition, Ankara-Turkey, 2013.)

Student Name: Date:

1. What are your favourite subjects in school?
.....
2. What do you like to do in your spare time?
.....
3. What 3 things do you think yourself capable or resourceful in?
a)
b)
c)
4. Which professions are you interested in these days?
.....
5. Which profession will you prepare a job post for?
.....

Appendix3 ACTIVITY ASSESSMENT FORM FOR "MY PERFECT PROFESSION"

Student Name:..... Date:

Dear Students,

You prepared a job advertisement with the "My perfect profession" activity and shared it with your friends. You all introduced different professions to your classmates. Please answer what you have learned after your friends' presentations according to the questions below. Also, give me feedback by evaluating the two-week activity process. So, you'll help me make this activity better for children with your age. Thank you.

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	<p>3 professions you find interesting in the presentations:</p> <p>a)</p> <p>b)</p> <p>c)</p> <p>2 new information you learned about the professions:</p> <p>a)</p> <p>b)</p> <p>1 profession you are curious about and wanted to research more:</p> <p>a)</p> <p>Let's evaluate the activity</p> <p>To evaluate the activity, let's consider an imaginary ruler like the one below.</p> <p>10 = I like it very much, and 1 = I don't like it at all. Please indicate how you feel about this activity between 10 and 1 by painting the box of that number or putting a mark. Explain below why you chose that number. Please add if you have any suggestions about the activity.</p> <table border="1" data-bbox="517 740 1767 855"> <tr> <td style="text-align: center;">I do not like it all</td> <td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td style="text-align: center;">I like it very much</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> <td></td> </tr> </table> <p>I rated for the "My perfect profession" activity because</p>	I do not like it all										I like it very much	1	2	3	4	5	6	7	8	9	10	
I do not like it all										I like it very much													
1	2	3	4	5	6	7	8	9	10														
<p>Timing</p>	<p>80 minutes</p> <p>Stage-1: 40 minutes,</p> <p>Stage-2: 40 minutes</p>																						
<p>Role of the teachers</p>	<p>Teacher</p> <ul style="list-style-type: none"> • An effective listener, • Facilitates explore and improvement with indirect questions that are intriguing. 																						

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Methodology	<p>1 Personal Effectiveness</p> <ul style="list-style-type: none"> - I can review my skills in relation to what employers are looking for <p>3 Finding work and accessing learning</p> <ul style="list-style-type: none"> - I can develop skills which will help me to get what I want out of work
Assessment	<p>The assessment form of the activity is filled by the students end of the study. There are items include feedback to both the student and the practitioner in the assessment form.</p>

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From Hobby to Job

Age group	10-12 years
Primary CMS area	1. Personal effectiveness
Other CMS areas	
Unit Description	<p>This unit is designed to encourage pupils to use self-discovery to investigate how their hobbies and interests can relate to careers.</p> <p>Pupils complete this activity individually. The person facilitating the activity will answer questions and support pupils as they explore how the skills and experiences they may gain through hobbies and interests can be transferred to the world of work.</p>

Activity 1. Name of the activity

Learning outcomes	<p>General Aim:</p> <ul style="list-style-type: none"> • To relate hobbies and interests to careers <p>Specific Objectives:</p> <ul style="list-style-type: none"> • Pupils will identify 5 hobbies or interests that they have • Pupils will identify how their interests/hobbies may come in handy in the future • Pupils will match careers to interests • Pupils will match their interests/hobbies to careers
Activity Name	From Hobby to Job
Description	<p>An individual worksheet-based student activity.</p> <p>Pupils are given a worksheet to complete. They begin by selecting all of the interests/hobbies that apply to them from the worksheet. Next, the pupils match a selection of careers listed in the worksheet to particular interests. Following this, they choose their top 5 interests/hobbies from the list and identify careers that connect to their interests.</p>

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Learning materials	<p>Hobby to job worksheet</p> <p>https://docs.google.com/document/d/1gPwzZVj8mSa9isBx74fz8xZps3JJVxFj949_CTH57iw/edit</p> <p>Teacher copy of worksheet, with answers</p> <p>https://docs.google.com/document/d/1q_RLYKYw1ELdFV7HaojhCUu4tc6gfbLF9KE0uRciFqI/edit</p>
Timing	<p>Introduce the activity - 4 minutes</p> <p>Complete activity sheet - 30 minutes</p> <p>Discuss the results - 10 - 15 minutes * Alternatively, teachers can collect the completed worksheets from students and mark these.</p>
Role of the teachers	Introduce the activity, facilitate the activity, and lead the discussion of results/mark papers.
Methodology	<p>Personal Effectiveness:</p> <ol style="list-style-type: none"> 1. I know who I am and what I am good at 2. I'm able to reflect on my strengths and address my weaknesses. 3. I make effective decisions relating to my life, learning and work. 4. I can review my skills in relation to what employers are looking for
Assessment	Assessment is by observation and by reviewing the students' completed worksheets.

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SelfNet

Age group	10-12 years
Primary CMS area	2. Managing relationships
Other CMS areas	4. Managing life and career
Unit Description	This unit works self-known through two activities. In the first, the students explore the aspects and vocabulary to take into account in a process of self-knowledge and in the second activity, it is the students the same who performs, through their own production, their self-known process.

Activity 1.

Learning outcomes	<p>General objective:</p> <ol style="list-style-type: none"> 1. Identify the key aspects as well as strengths that make up the personal profile itself. <p>Specific objectives:</p> <ol style="list-style-type: none"> 1. Learn how to analyze a professional profile, considering competencies, skills, interests, or occupational values. 2. Understand the self-knowledge process as a key aspect in the design of the Life and Professional Project. 3. Know how to describe, using different resources (texts, images), the personal profile itself.
Activity Name	"Selfnet"
Description	<p>The unit is structured into two activities. In the first, students access (through a link) an application in which, in a gamified way, it explores the different elements that make up a personal profile from a guidance perspective (personality, skills and competencies, occupational values and interests).</p> <p>In the second activity, students are asked to carry out their own self-knowledge process, also incorporating an aspirational component (and you... What do you want to be when you are older?). For the realization of this activity two possible production formats (physical or digital) are contemplated. Through these productions, students will need to explain what they are like, what are their strengths are and what are their weaknesses, as well as expose what they would like to pursue in the future and why, putting this objective in relation to their personal profile.</p>

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	This unit can be done in a single session or expand, the time dedicated by incorporating a presentation to the class group, by each student.
Learning materials	<ul style="list-style-type: none"> - SelfNet (on line) - Trapped dreams (físic and online)
Timing	<p>Activity duration 60 minutes:</p> <ol style="list-style-type: none"> 1. 5 minutes - Presentation of the activity 2. 20 minutes – SelfNet game play. 3. 5 minutes – Explanation of production (physical or digital) 4. 30 minutes – Elaboration of the production of the dream catcher or digital mashup. <p>In addition, the teacher may dedicate a session (60 minutes) to the presentation by the students of their personal profile productions.</p>
Role of the teachers	The teacher will facilitate and supervise the activity and manage the time necessary to carry out the activity.
Methodology	<ol style="list-style-type: none"> 1. Personal effectiveness <ol style="list-style-type: none"> 1. I know myself and I know what I'm good at. 2. I can reflect on my strengths and take into account my weaknesses 4. Managing life and career <ul style="list-style-type: none"> - I can decide and set professional goals for myself by setting appropriate deadlines to achieve them - I am innovative and creative in the way I think about work, training and my life
Assessment	<p>The evaluation of the activity will be continuous, during the game will use the observation to define whether the objectives initially raised are being achieved through it.</p> <p>Likewise, the teacher will be able to assess the achievement of the objectives through the productions that the students will make, in the second phase of the activity.</p>

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It is a problem!

Age group	10-12 years
Primary CMS area	2. Managing relationships
Other CMS areas	1. Personal effectiveness
Unit Description	This adaptation of a similar unit of the same name for ages 6-8 focuses on discovering needs, rights and duties of oneself and of others; being aware of the problems of the school or community (eg. environmental) and able to analyze a critical situation through applying the inquire circle (identify the problem, imagine the solution, make an action plan, act). The activity is developed through the use of different type of maps and problem tree diagram. The activities focus is on the power of collaboration and responsibility in front of common challenges.

Learning outcomes	<p>Making effective decisions relating to my life, learning and work.</p> <p>Interacting confidently and well with others</p> <p>Finding and using information and the support of others for my (future) career</p>
Activity Name	This is a problem!

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Description	<p>Introduction</p> <ul style="list-style-type: none"> - Introduction of the activity (15 minutes) - making groups (15 minutes) <p>Execution</p> <ul style="list-style-type: none"> - Brainstorming on the meaning of "being responsible" and preparing a conceptual map (1 hour) - Mapping the school or community environment for finding common problems or issues (1 hour) - Realizing a "tree problem analysis" (problem, cause and consequences: roots, trunk and branches with leaves and fruits) (1 hour) through a graphic representation. <p>Closure</p> <ul style="list-style-type: none"> - Group discussion about hypothesis of solutions, highlighting the tasks/role of the students (How can we help solve this problem?) (½ hour)
Learning materials	<p>OECD, (2017). PISA 2015 COLLABORATIVE PROBLEM-SOLVING FRAMEWORK CAMPBELL, K.L.I. GARFORTH, C. HEFFERNAN, C. MORTON, J. PATERSON, R. RYMER, C. UPTON, M. (2006): The Problem Tree. Analysis of the causes and effects of problems. ODI (2009): Problem Tree Analysis. Successful Communication: Planning Tools. London: Overseas Development Institute URL</p>
Timing	<p>The activity lasts 4 hours: Introduction ½ hour Execution 3 hour Closure ½ hour</p>

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Role of the teachers	<p>The teacher participates in the activity and collaborates with the career educator. His/her role is to facilitate the engagement of students and their learning achievement. The teacher evaluates the activities and integrates them within curriculum and subjects.</p>
Methodology	<p>Inquiry based learning (active learning & experiential learning) - Activities focus on inquiry-oriented learning. This includes critical thinking, problem solving, self-management and collaboration skills (Darling- Hammond, 2011; Halpern, 2003). Inquired-based work often includes tasks that require multiple students working together to achieve a team goal, such as a final report, integrated analyses, or a joint presentation. In this case, collaborative problem solving is applied to a familiar context - school, community, or neighbourhood - but it can be integrated into specific courses of study, such as the sciences, mathematics, and history</p>
Assessment	<p>We evaluate:</p> <ul style="list-style-type: none"> - Student engagement and participation in working group - Capacity to problem-finding and problem-analysis <p>The evaluation tool:</p> <ul style="list-style-type: none"> - Checklist for analysis of maps and problem trees realized by student groups - Self-evaluation of the engagement and participation in working group

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Skills and Profession

Age group	10-12 years
Primary CMS area	Finding work and accessing learning
Other CMS areas	Personal effectiveness
Unit Description	The study is carried out in 2 sessions. In the first session, students are asked to analyse professions that require common and different skills. In the second session, they are asked to reflect on the profession interested in and realize which skills they need, and the skills they need to develop in themselves.

Activity 1.

Learning outcomes	<p>General objective</p> <p>Students in the career development process:</p> <ol style="list-style-type: none"> 1. are aware of the connections of professions with skills, 2. try connection their own skills related to the professions and their interests, <p>is important to improve the skills required by the professions.</p> <p>Specific objective</p> <p>Students:</p> <ol style="list-style-type: none"> 1. Recognize that they need to make effective decisions to improve their skills throughout the process of achieving their career goals, 2. To ensure that they can generate ideas that will help them reach their goals.
Activity Name	<p>Skills and Profession</p> <p>Adapted by Dr Jale Atasalar</p>
Description	Distance education - ZOOM PRACTICES

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Lesson 1

A short explanation is given to the students about the objectives of the lesson.

1. "Today we will discuss with you the professions and skills needed for the professions. Skills acquired through different experiences and trainings are important for professional life. Some skills are only required for a particular job or profession. Common skills that can be used in different professions and jobs are also basic core skills." The skills list is shared on a screen for the whole class (Appx2). And, the skills are explained briefly: Social skills, communication skills, organizational skills, emotional management skills, research skills, critical thinking skills, creative thinking skills. (Duration 10 min)
2. "Let's examine the profession groups now. Profession groups are reflected on the screen (Appx1). Which professional groups are there? Justice, engineering, teaching, health, arts, sports and tourism professions. In which profession do you want to be? We will do a group work. What will you do when you switch to group work? You will choose 3 professions as a group from the professions list. You will discuss what skills are absolutely necessary for these 3 professions and why. Your task in the group is to visualize the group discussion by typing them in a document or prepare simple power point slides. You will share outcome of the group discussion with your class mates. Now I'll send you the profession and skills lists via chat. Please, download and save them to your computer."
3. Rooms for group work: Students are asked to choose their friends in advance so that the class occupies 7 different professions. 7 breakout rooms are opened in Zoom, and students are grouped. The duration of this group work was determined as 10 minutes.
- 4.

Note: Students are allowed to screen share in Zoom.

After making the necessary explanations about the work to be done to the students, break out group work starts. (Total time 15 minutes)

5. The task is completed with the spokesperson of the group explaining to the whole class why they chose 3 professions and 3 skills required for those professions (Time: 15 min).

Lesson-2: Skills Required for My Dream Job (Duration 40 min)

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	<p>The lesson begins by summarizing the professions and skills activity of the previous lesson.</p> <ol style="list-style-type: none"> 1. The purpose of today's lesson is explained: I don't expect you to decide on a career at this age. But let's let ourselves dream a little: Let's say we're in a time capsule that will take us 10-15 years into the future. You are taking or completing the training of a profession you have dreamed of. Visualize and color it as much as possible. What are you doing? What kind of work environment in? Let's be quiet now and let everyone get into their own dreams. (Students are allowed a few minutes. Time:10 min.) 2. Students are sent two forms from the chat section. The first is Appx3 (Which skills required for my dream profession form) and the second is Appx2 (Skills list), which was used last week. Then the following explanation is made: "Now, your task is fill in the "Which skills required for my dream profession form", which I sent from the chat section, focusing on the skills required for your dream job." Thus, students are provided to work on the form individually. (Time: 15 minutes). <p>Students start to share in groups.</p> <ol style="list-style-type: none"> 3. After students complete their work on their forms, they become a group with 2 people in breakout rooms and share their work with each other. If a problem arises in terms of time, volunteer students can share with the whole class instead of group work (Estimated time for this sharing: 10 minutes). 4. The skills and professions activity assessment form in Appx4 is sent to the students via chat section. They are asked to assess process of the two-week activity. The study is completed after the assessment are taken from the chat section. (Estimated time: 5 min).
<p>Learning materials</p>	<p>Internet connection, pencil, eraser, forms (Appx1: Skills List; Appx2: Professions Group List; Appx3: Which skills required for my dream profession form; Appx4: Activity assessment form.</p> <p><u>Appx1- Profession Group List</u></p> <p>HEALTHCARE PROFESSIONS</p>

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Medical Medicine
Dentist
Pharmacy
Veterinarian
Midwifery
Nursing
Health Officer
Physical Therapy and Rehabilitation
Nutrition and Dietetics

JUSTICE PROFESSIONS
Lawyer
Public Prosecutor
Judge (Judge)
Legal Secretary
Execution and Protection Officer (Guardian)
Notary
Minutes Clerk

ENGINEERING PROFESSIONS
Biomedical Engineering
Computer Engineering
Environmental Engineering
Marine Technology Engineering
Electrical and Electronic Engineering
Industrial Engineering
Physics Engineering
Shipbuilding Engineering
Genetic Engineering
Food Engineering
Hydrogeology Engineering
Civil Engineering
Management Engineering

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Geological Engineering
Chemical Engineering
Control Engineering
Mechatronic Engineering
Mechanical Engineering
Metallurgy and Materials Engineering
Nuclear Power Engineering
Forest Industry Engineering
Automotive Engineering
Petroleum and Natural Gas Engineering
System Engineering
Textile Engineering
Aircraft Engineering
Space Engineering
Software Engineering

TEACHING PROFESSIONS

Computer Teacher
Biology Teacher
Geography Teacher
Chemistry Teacher
Math Teacher
Physics Teacher
History Teacher
Science Teacher
Visually Impaired Class Teacher
Hearing Impaired Class Teacher
Mechanical Drafting Teacher
Music Teacher
Home Teacher
Art Teacher
Foreign Language Teacher
Literature Teacher

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Pre-school Teacher
 Physical Education Teacher
 Fine Arts Teacher
 Child Development and Education Teacher
 Hairdressing and Beauty Knowledge Teacher
 Ceramic Teacher
 Social Studies Teacher
 Philosophy Teacher
 Aircraft Electricity-Electronics Teacher
 Medical Laboratory Teacher
 Plastic Arts Teacher
 Interior Decoration Teacher
 Musical Instrument Making Teacher
 Motor Vehicle Technology Teacher

ART PROFESSIONS

Painter
 Art teacher
 Graphic Artist-Designer
 Animation (Cartoon) Artist
 Sculpture Artist
 Photography Artist
 Ceramic Artist
 Traditional Handicraft
 Old Tile Repair Artist
 Old Script (Calligraphy) Artist
 Carpet, Rug and Old Fabric Artist
 Fashion Designer
 Fashion and Textile Designer
 Jewelry Designer
 Interior Architect and Environmental Designer
 Visual Communication Designer
 Industrial Designer

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SPORTS PROFESSIONS

Physical Education and Sports Teaching
 Coach (Sports Trainer)
 Sports Manager
 Recreation Specialist
 Sports Referee
 Footballer
 Basketball Player
 Volleyball Player

TOURISM PROFESSIONS

Hotel Receptionist
 Service Staff
 Chef
 Pastry Cook
 Housekeeping
 Travel Agency
 Animator
 Tour Operator
 Host and Hostesship
 Hotel Management

Appx2-Skills List

1. SOCIAL SKILLS Cooperation, leadership, empathy, participation in teamwork
2. COMMUNICATION SKILLS Effective use of written and verbal communication, effective use of digital communication tools
3. ORGANIZATION SKILLS Setting goals, using weekly-monthly-yearly planners
4. EMOTIONAL MANAGEMENT SKILLS Coping with stress, motivation, concentration, overcoming difficulties, analyzing failure
5. RESEARCH SKILLS
 Information literacy: Ways to access information, identify and apply solutions, results and reporting.
 Media literacy: Making connections between different sources of information and seeking diverse perspectives
6. CRITICAL THINKING SKILLS Observe, evaluate evidence and assumptions, develop different perspectives

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7. CREATIVE THINKING SKILLS Generating new and questioning ideas, establishing unusual connections between objects and ideas, diversifying perspective

Appx3- WHICH SKILLS REQUIRED FOR MY DREAM PROFESSION FORM

Student Name: Date:

My dream profession

(If you don't have a dream profession, you can write a job you find interesting here.)

Review the skill sets that may be required for this profession and write down the 3 most essential skills below:

- a)
- b)
- c)

Which of these skills do you have the most? Please give example.

.....
 Which skills would be beneficial for you? You can review the skills list if you wish.

.....
 What can you do to improve these skills? What is your plan?

Appx4- SKILLS AND PROFESSIONS ACTIVITY ASSESSMENT FORM

Student Name: Date:

Dear Students,

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	<p>You have tried to discover and inquiry which skills are required for professions with the activity "Skills and Professions". And, you shared it with your friends. It will be useful for the improvement of the current activity to share your thoughts,below. Thank you.</p> <p>To evaluate the activity, let's consider an imaginary ruler like the one below. 10 = I like it very much, and 1 = I don't like it at all. Please indicate how you feel about this activity between 10 and 1 by painting the box of that number or putting a mark. Explain below why you chose that number. Please add if you have any suggestions about the activity.</p> <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 5px; text-align: center;">I do not like it all</td> <td colspan="8"></td> <td style="border: 1px solid black; padding: 5px; text-align: center;">I like it very much</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">1</td> <td style="border: 1px solid black; text-align: center;">2</td> <td style="border: 1px solid black; text-align: center;">3</td> <td style="border: 1px solid black; text-align: center;">4</td> <td style="border: 1px solid black; text-align: center;">5</td> <td style="border: 1px solid black; text-align: center;">6</td> <td style="border: 1px solid black; text-align: center;">7</td> <td style="border: 1px solid black; text-align: center;">8</td> <td style="border: 1px solid black; text-align: center;">9</td> <td style="border: 1px solid black; text-align: center;">10</td> </tr> </table> <p>I rated for the "Skills and Professions" activity because</p> <p>.....</p> <p>If you were to reapply this current activity, what would you like to be done differently?</p> <p>Source for skills list: MYP From Principals into a Practice https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_0_mypxx_guu_1409_1_e&part=3&chapter=4</p>	I do not like it all									I like it very much	1	2	3	4	5	6	7	8	9	10
I do not like it all									I like it very much												
1	2	3	4	5	6	7	8	9	10												
Timing	<p>80 minutes</p> <p>Stage-1: 40 minutes,</p> <p>Stage-2: 40 minutes</p>																				
Role of the teachers	<p>Teacher,</p> <ul style="list-style-type: none"> • has general information and guidance; • use effective listening for similarities and differences, • is a facilitator with using inquiry to explore connection between professions and skills. 																				

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Methodology	<p>3 Finding work and accessing learning: <i>- I can develop skills which will help me to get what I want out of work</i></p> <p>1. Personal effectiveness: <i>- I can review my skills in relation to what employers are looking for</i></p>
Assessment	<p>The "Assessment form" (Appx4) that will provide feedback to the practitioner is filled by the students in the end of the second part of the study. Students reply their feelings and thoughts based on following questions.</p>

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I set my own goals

Age group	10 -12 years
Primary CMS area	Unit 4. Managing life and career
Other CMS areas	Finding and accessing opportunities Understanding the world
Unit Description	<p>This unit aim is to help students reflect about their personal and professional future. The proposal wants to develop in children a global vision about new possibilities of living their life, using skills, talents and wishes but also, being in contact with parts of the adult reality -family, money, hobbies, leisure, healthy and so.</p> <p>The activity has an inner approach and puts the students in the situation to clarify personal and professional ways to design their life, to set goals, to reflect on the type of activities which are proper to achieve their objectives. The teacher must be a link between the inner world and the external dimension in order to encourage students to choose, compare, analyse and establish new life ways of living according to their personality in the future world. The second activity is about finding the link between goals, actions and skills and helps children to create a personal vision about the possibility to achieve the goals using the opportunities offered by education, environment, motivation.</p>

Activity 1.

Learning outcomes	<p>General objective:</p> <ul style="list-style-type: none"> - To reflect on life dimensions, personal and professional
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	<p>Specific objectives:</p> <ul style="list-style-type: none"> - To be in contact with what they are and what they want for themselves - To explore different life dimensions: family, career, friends, money, leisure - Put into play different transversal skills such as critical thinking or teamwork through gamification.
Activity Name	I Set my Own Goals
Description	<p>The teacher will spread a worksheet- The Line of Life. This sheet includes a line with marked ages, from 10 to 10, up to 80 years.</p> <p>Children are asked to imagine their life in different stages and to focus on what they want to achieve as adults, personal and professional goals.</p> <p>They could choose a moment in future (a particular age) and, for it, they will set goals concerning the domains: family, career, money, friends, clothes, leisure, sports, hobbies, travel, emotions.</p> <p>The application will be resolved individual after the teacher will give the instructions. The students will present in front of the group.</p> <p>Instructions:</p> <p><i>Think about your future. Imagine what your life will look like. Choose a particular age. Mark on your Line of Life sheet. Consider the dimensions / areas of life below: Family, Career, Money, Free time, Emotions, Friends. For each domain - make a suggestive draw, a symbol, write a single word that suggests how you would like it to be this aspect of your life in the future or explain what you expect to happen.</i></p>
Learning materials	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=yiFWPd1PJZc - https://www.youtube.com/watch?v=8cCiqbSJ9fg - https://www.youtube.com/watch?v=E8agsaXfHN4 - https://www.youtube.com/watch?v=R9xMTGjsZPo

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	- A worksheet- The Line of Life
Time	1 hour: <ul style="list-style-type: none"> - Introduction given by the teacher, spreading sheets. Instructions transmitted from the teacher. (10 minutes) - Individual solving, reflection. (15 minutes) - Self-presentation (20 minutes) - Conclusions (5 minutes)
Role of the teachers	Facilitate and oversee the activity, motivate, encourages, time control and facilitate the self-presentation/ exposure
Methodology	4. Managing life and career <ul style="list-style-type: none"> - I can make decisions and set career goals for myself within appropriate timescales 5. Understanding the world <ul style="list-style-type: none"> - I am open to opportunities including, those in other countries 3. Finding and accessing opportunities <ul style="list-style-type: none"> - I learn during the lifespan
Assessment	Sharing what they found about themselves during the activity.

Activity 2.

Learning outcomes	General objective: <ul style="list-style-type: none"> - Get to know different strategies to achieve their goals
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	<p>Specific objectives:</p> <ul style="list-style-type: none"> - Relate personal and career goals to actions, skills, and motivation.
Activity Name	How to achieve my goals?
Description	<p>The teacher will inform the students that, to achieve some goals, people must act in a specific way and demonstrate their abilities. He/She will extract 3 cards from a bag: a card which names an activity and two cards which names 2 different skills. Students who will consider that all 3 elements extracted can help them reach their previously proposed objective will raise their hand and will explain how those elements can be useful for them in achieving their objective, in one of the previous set areas (Family, Career, Money s.o). They have to explain the link, if there is one, between the 3 elements and their specific goal.</p> <p>Example: I want to make a lot of money.</p> <p>Activity - learning a lot</p> <p>Abilities - ability to work, curiosity</p> <p><i>My interest in cars and my ability to work as a mechanic, with my father, can help me to learn a lot in this domain, and can lead me to have my own company and to get my money.</i></p> <p>Examples- skills (cards):</p> <p>Respect, tolerance, communication, negotiation, leadership, being patient</p> <p>Example- activities (cards):</p> <p>To volunteer, to collaborate, to practice a sport, to run, to play an instrument, to help others, to care the others, to help people, to work hard, to deal with people, to negotiate</p>

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Learning materials	<ul style="list-style-type: none"> - https://www.youtube.com/watch?v=yiFWPd1PJZc - https://www.youtube.com/watch?v=8cCiqbSJ9fg - https://www.youtube.com/watch?v=E8agsaXfHN4 - https://www.youtube.com/watch?v=R9xMTGjsZPo <p>Cards: Examples Skills (cards): Respect, tolerance, communication, negotiation, leadership, being patient, curiosity, Activities (cards): To volunteer, to collaborate, to practice a sport, to run, to play an instrument, to help others, to care the others, to help people, to work hard</p>
Time	<p>1 hour</p> <p>Introduction of the activity, work sheets distribution to each student, giving instructions about the game/ play(10 minutes)</p> <ul style="list-style-type: none"> - Play/activity (30 -35 minutes)- individual interventions, personal reflections - Closing reflections (10 minutes)
Role of the teachers	<p>Facilitating and leading the activity, calling out the words related to activities and skills, making a final conclusion of the game, explaining why an activity and having certain skills can help achieving many goals</p>
Methodology	<p>1. Personal effectiveness</p> <ul style="list-style-type: none"> - I generate ideas that help me to achieve my goals <p>3. Finding and accessing opportunities</p> <ul style="list-style-type: none"> - I learn throughout life
Assessment	<p>What I have learned? Students will be asked to build together a big phrase, saying everyone a single word, one by one. They will make together a big sentence, using all words, with the meaning of what achieving a goal <i>means to them</i>.</p>

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Educations and jobs at a nursing home

Age group	10-12 years
Primary CMS area	Area 5 Understanding the world
Other CMS areas	
Unit Description	<p>This learning unit gives students insight into the fact that different professional groups work in a company and that they have different educational backgrounds and different job functions, all of which contribute to the common task solution. Students get acquainted with a specific workplace.</p> <p>The students become familiar with how education and the labour market has changed over time - before and now.</p> <p>The students visit a nursing home, where they meet various professional groups, hear about their work and talk to nursing home residents about their working lives and what it is like to live in someone else's workplace.</p> <p>The learning unit is developed with inspiration from vocational playmaker Peter Gravlev Bertelsen, Mariager Fjord Municipality, Denmark.</p>

Learning outcomes	<p>Students gain insight into</p> <ul style="list-style-type: none"> - a workplace in the local area - local job opportunities - that employees in a workplace / company have different skills and tasks - employees of different professions work together for a common purpose
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	<p>- that educations and the labor market has changed over time</p> <p>Students gain experience in talking about education and jobs.</p>
Activity Name	<i>Educations and jobs at a nursing home</i>
Description	<p>Preparing (1 hour) Students brainstorm what businesses / workplaces are in the local area. It is identified which welfare workplaces exist in the local area (e.g. the school the students attend, kindergarten, nursing home). The teacher and the students discuss why these institutions exist.</p> <p>Example: Kindergartens and schools provide opportunities for children and young people to learn and develop their life here and now, and at the same time, the institutions must create opportunities for children and young people to develop into active democratic-participating community citizens. Nursing homes offer different levels of care or support to people, typically elderly citizens, unable to cope in their own homes. It is often a goal that residents in a nursing home have as natural a life as possible. It is the task of the staff in collaboration with the resident and the relatives to help the resident with the individual needs.</p> <p>The teacher and the students talk about how various staff groups work at welfare institutions (as is also the case in other workplaces). The starting point of the discussion is the school the students attend. It is discussed which staff work here. The students discuss this two and two. Their bids are subsequently written on the board. The teacher and the students talk about that the various groups of staff have different tasks but all work together on the same task - to create a safe and developing school for the students.</p> <p>The teacher tells the students that a visit to another welfare institution is planned, namely the nursing home. Here they will investigate and gain insight into which professional groups work here and what their tasks are. The students will also talk to residents at the nursing home about how their working life was (both paid and non-paid) and what it is like to live in other people's workplaces now.</p> <p>The teacher discusses with the students what questions they would like to ask the resident. Together, they formulate questions that are written on the board. The students bring the questions to the visit in order to support the conversation with the residents.</p>

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The teacher talks to the students about what is important when visiting a workplace and someone else's home.

Visit at a nursing home (4 hours + transport)

The students and the teacher visit the nursing home.

Students are initially introduced to the workplace: what is the purpose of having a nursing home. What do this nursing home emphasize?

Presentation of today's program for the students.

Below a programme is presented as an inspiration. In planning the programme it is emphasized that the students are presented for different staff groups /occupational groups and their tasks. Practice activities related to the tasks of the staff groups is integrated in the programme

It is also emphasized that the presentations of work tasks etc. to the students take place at the nursing home where everyday life unfolds (and e.g. not in an 'auditorium' where the students don't get a feeling of the nursing home).

The program offered will depend on the specific nursing home.

The visit lasts 4 hours

Programme – Example

9:00 to 9:10:

Welcome

Introduction to the workplace. The person who welcomes the students also talks about who lives at the nursing home and about her/his work.

It is mentioned that students are welcome to ask questions during the visit.

9:10 to 9:30

Guided tour of selected parts of the nursing home - what do we see here and what function do the various rooms have. The guided tour can be a part of the students walk to where they meet the next employee.

9:30 to 10:00:

A person from the nursing staff talks about his/her education and work tasks, for example also about the work tasks at night, and what is important in the work.

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	<p><i>Students are presented for compression/support stocking and their function. They try the stocking and to put them on each other.</i></p> <p>10:00-10:10 Walk from one place to another</p> <p>10:10-10:40: Kitchen The nutrition assistant/chef talks about his education and work - what is important in the work, what are the tasks. <i>Students get a bun to eat and some to drink while listening</i></p> <p>10:40-10:50 Walk from one place to another</p> <p>10:50-11:20: Day activity center An occupational therapist / Activity worker talks about his/her education and job. <i>The students participate in an activity, e.g. sitting gymnastics, reading news from the newspaper aloud to a resident, etc.</i></p> <p>11:20-11:30 Walk from one place to another</p> <p>11:30-12:00 Janitor The students see the janitor's workshop/garage and he/she tells about the work, for example maintenance - what are the tasks. How did he/she become a janitor at this nursing home, and what is special/important/giving about being a janitor in a nursing home.</p> <p>12:00-12:10 Walk from one place to another</p>
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	<p>12:10-12:40: The students meet and talk to / interviews a resident. Approximately 3 students per. resident. The students can visit the resident in his/her room/apartment or in the living room. Focus:</p> <ul style="list-style-type: none"> - Tell about your life, including your working life (payed or non-paid work) - What is it like to live in other people's working places? <p>12:40-12:50 Walk from one place to another</p> <p>12:50-13:00: Rounding off The person who welcomed the class (or another of the staff the students have met) rounds of the day. They tell the students that they hope the visit has given students greater insight into what it means to work and live in a nursing home. And mentions that students are welcome to come back with questions.</p> <p>After work (1-2 hours) The students are placed in smaller groups (3-4 people) where they tell each other about their conversations with a nursing home resident (3-4 people in each group. The students in the group have talked to different residents). The students tell each other: What did the person tell about his working life and about living in someone else's workplace. The group chose two things based on the stories they have heard to share with the class. The teacher facilitate the sharing.</p> <p>The teacher facilitates that the students discuss:</p> <ul style="list-style-type: none"> ● What did you notice on your visit? ● What surprised you? ● Do the jobs you saw at the nursing home have anything in common? ● What tasks can there be in a nursing home that we have not seen? Why did we not see this taskes? ● Why are the different tasks at the nursing home important?
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	<ul style="list-style-type: none"> • What do you think is important when working in a nursing home? • What do you think nursing home residents find to be important competences and personal qualities for those working in a nursing home? • At what time of the day and night do the various professional groups work at the nursing home? What are the advantages and disadvantages of this, for example in relation to other part of life? • What do we know now that you didn't know before? • Is there anything you would like to know more about? How can we help each other gain this knowledge? <p>Expandability Before the visit, students can be taught how to ask open questions (the teacher may draw inspiration from Karl Tomm's question types) and active listening. After the visit, students discuss their experiences of interviewing a person they do not know beforehand. Before the visit, the teacher can introduce the students to the genre of writing portraits. After the visit they write a portrait of the nursing home resident they have interviewed.</p> <p>The teacher can inform the parents about the purpose of the activity, which is to expand the students's horizons in relation to educational and job opportunities and support their reflection on the contribution of different jobs to our society. The teacher can encourage parents to discuss the jobs and educational opportunities in the local area and other places the family visit. For example, at a tourist attraction, you can discuss the job opportunities here, what the employees are doing in the various jobs and how the job is important. One can guess who worked here before the tourist attraction was completed.</p> <p>Revision option If it is not possible to visit a nursing home in the local area, the activity can be changed so that the students visit another company where they can gain insight into the work of different professional groups at the company.</p>
Learning materials	Blackboard
Timing	Preparing- 1 hour

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	<p>Visit a nursing home - 4 hours + transport</p> <p>After work - 1-2 hours</p>
<p>Role of the teachers</p>	<p>Focus on career learning – not on choice of educational programme and/or vocation</p> <p>The activity is developed to support the student's career learning, especially that they gain an expanded knowledge of the world of work and further develop their language around the world of work. Throughout the activity, the teacher must focus on supporting a curious approach to the world of work. The activity is about jointly becoming wiser on the world of work. The activity can, in conjunction with other activities during the schooling, help the students to develop a broad and solid foundation for making an educational and vocational choice over time. In order to support the student's widening of horizon in relation to educational programmes and jobs, the activity doesn't focus on the specific educational choices the students and their parents will make in the future. Therefore, questions and dialogues on 'what do we now know about the world of work?' are important. While questions such as 'what would you like to do for a living?' is not relevant in relation to the aim of the learning unit (Read more in Skovhus, 2016). The insight into jobs and tasks at a nursing home also support students in recognising the importance of what people do in their job and their contribution to the common society. This supports cohesion in the society.</p> <p>The teacher recruits nursing home(s) for collaboration</p> <p>The teacher recruits nursing home(s) for collaboration. In the teacher's request to the nursing home for cooperation, the teacher describes the purpose of the course - namely that the students gain initial insight into the world of work in a way that supports curiosity. It is clarified that it is not about the student making an educational choice – the visit is not about supporting the students in finding out whether they want to work in nursing homes or not.</p> <p>Meeting - The teacher and the nursing home</p> <ul style="list-style-type: none"> • Sharing expectations for the students' visits at the nursing home. Discussion of practical details, content and preparation. The students' learning and reflection opportunities are in focus. • The teacher and the nursing home representative discuss how to ensure that all staff who speak to students know that the purpose is to provide insight and expand educational and vocational horizons - career learning - and not educational choices • The teacher presents how the students are prepared for the visit and how the experiences are processed

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	<ul style="list-style-type: none"> • Exchange of additional information <p>The teacher collaborates with the nursing home staff during the visit to make it work as well as possible.</p> <p>The teacher asks questions during the visit that are relevant for the students.</p> <p>Facilitates student's preparation and processing of the visit to support that students' reflect further than they could go by themselves.</p>
Methodology	<p>2. Managing relationships</p> <ul style="list-style-type: none"> - I interact confidently and well with others <p>3. Finding work and accessing learning</p> <ul style="list-style-type: none"> - I learn throughout life <p>5. Understanding the world</p> <ul style="list-style-type: none"> - I understand how changes in society relate to my learning and work - I understand how learning and work change over time
Assessment	<p>The students participate in the visit and in the discussions.</p>

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I understand how changes in society relate to my learning and work

Age group	10-12 years
Primary CMS area	Understanding the world
Other CMS areas	I understand how changes in society relate to my learning and work
Unit Description	In this unit pupils will work in teams to identify benefits of certain professions/ occupations. In a word square pupils will discover professions/ occupations from different fields of activity. Pupils will look for different professions/ occupations and they will reflect on the reasons people make choices. Through examples, the teacher will support the pupils to gain interest for two categories of benefits in choosing a certain profession/ occupation. (Benefits for themselves and benefits for the society).

Activity 1.

Learning outcomes	Description of the goals to be achieved (specific and tangible). What do we expect? Must have structured arguments, purpose of the goal (educational, guidance...) Must be concise and accurate. General objective: <ul style="list-style-type: none"> - To identify the benefits of certain professions/ occupations for themselves and society. Specific objectives: <ul style="list-style-type: none"> - To identify benefits of some professions/ occupations in their own manner - To design a list of benefits of some professions/ occupations
Activity Name	„My future starts today”
Description	Explain the dynamics. Each activity must have an introduction, execution, and closure. At the beginning of the activity pupils will work in pairs and will discover professions/ occupations horizontally and vertically in a word square.

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The professions that will be discovered by the students are: actor, photographer, accountant, teacher, doctor, driver, policeman, farmer, hairdresser, fireman, painter, journalist, tailor, psychologist, cook, mechanic, pilot

M S A C T O R I J T F L P Y Z C
D P H O T O G R A P H E R I V
O N V T U L H M E C H A N I C
C P A I N T E R S V R T U B C N
T E A C H E R J O L P Y W D C I
O E C V P S Y C H O L O G I S T
R D C O O K W D G T U I Z C B
I B N O P O L I C E M A N D I P
V M U D G F A R M E R D G T I
X M N G F I R E M A N M P V L
H W T A I L O R V B W R S J I O
K H B V W R J O U R N A L I S T
O B N H A I R D R E S S E R V I B
D R I V E R F H K Y E D V N M S I

In the second part of the activity the pupils will work in groups and every group will choose four professions / occupations, from those discovered in the word square. The pupils in each group will reflect on reasons why people choose those professions / occupations. (The pupils will write down these reasons and they also can represent it in drawings). One group of pupils will choose another group to talk about the selected professions / occupations and the reasons why people make these choices. The teacher will write down a synthesis of the reasons the pupils have mentioned and will complete with necessary information. This information refers to the benefits of a profession / occupation:

- self benefits: money, employment perspectives, desired lifestyle, social prestige, working environment, flexible working hours
- society benefits: environment protection, protecting human rights, saving human lives, community or global problem solving etc. In order to offer support in understanding the benefits of a profession / occupation, if the pupils did not identify these by themselves in groups, the teacher can use examples as follows: Ana works in an organization that deals with dolphin rescue. She is proud that she can contribute in protecting this specie.

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	<p>At the end of the activity the pupils will complete a work sheet. The pupils will take the worksheet at home and they will discuss with their parents about the benefits of identified professions / occupations. They will fill the sheet including parents opinion about these benefits.</p> <p>Pupil's first and last name:</p> <p>School:</p> <p>Date:.....</p> <div data-bbox="1406 279 2018 483" data-label="Image"> </div> <p style="text-align: center;">Professions / occupations benefits</p> <p>Please mention below three professions / occupations that you would like to practice in the future. For each one write 3-5 benefits.</p> <p>Profession / occupation no. 1</p> <p style="padding-left: 40px;">Benefits (what the students say)</p> <p style="padding-left: 40px;">Benefits (what the parents say)</p> <p>Profession / occupation no. 2</p> <p style="padding-left: 40px;">Benefits (what the students say)</p> <p style="padding-left: 40px;">Benefits (what the parents say)</p> <p>Profession / occupation no. 3</p> <p style="padding-left: 40px;">Benefits (what the students say)</p> <p style="padding-left: 40px;">Benefits (what the parents say)</p>
<p>Learning materials</p>	<p>This should contain all the resources that are going to be used in the activity. Bibliography.</p> <p>Paper, coloured pencils/ markers, flipchart papers.</p> <p>Source of the image used in the working sheet: https://pixabay.com/ro/photos/web-re%C5%A3ea-personal-profesia-grup-3706725/</p> <p>Bibliography:</p> <ol style="list-style-type: none"> 1. The curriculum for Counseling and Personal Development for V-VIII grades, approved by The Ministry of National Education - Order no. 3393/2017

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	2. Popa, S. – Counseling and Personal Development (workbook for V-th grade), Uniscan Grup Educațional, Active Learning, Bucharest, 2017
Timing	Specific schedule of the activity. Step by step outline. Activity duration 50 minutes: 5 minutes – discovering occupations in the word square 20 minutes – team activity 15 minutes – teacher’s synthesis on professions / occupations benefits 10 minutes – completing the work sheet
Role of the teachers	Instructions and guidelines for teachers. Explain how the teacher should lead the activity and his/her role. The teacher participates, collaborates, guides? It should help them to understand what is expected of them. The teacher will facilitate and supervise the activity, will manage the time necessary for the activity. If the pupils do not identify the benefits of the professions/ occupations, the teacher will give examples during the group activity. The groups will be created as follows: - According to pupils’ preferences. - According to a random grouping criterion (for example: the pupils extract cards with occupations in the same field of activity). - According to the observation during other activities carried out in groups, in order to encourage pupils’ participation.
Methodology	Description of the dynamics that are used throughout. Relate each unit to the elements that appear in LEADER framework . Understanding the world (1. I understand how changes in society relate to my learning and work).
Assessment	Define what is evaluated. Establish the evaluation tool. How is the information analysed? Analysis of the answers provided by the pupils in the working sheets. Teacher will assess through observation during the activity and with the help of the final work sheet the achievement of the following Learning outcomes: - children can offer at least 2 examples of benefits at personal level of practicing a certain occupation/profession - children can offer at least 1 example of benefits at society level of practicing a certain occupation/profession

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