



Get Ready!

Manual for CareerGRIT Facilitators

Program on Academic and Career Decisions for Youth

Foreword

Get Ready - Manual for CareerGRIT Facilitators supports youth workers with a suite of practical exercises that help young people explore and develop decision-making skills for their academic and professional futures.

Get Ready - Manual for CareerGRIT Facilitators follows the four stages of a career guidance process:

- *Self-knowledge / Knowing oneself*: who are we, what are the important things for us and how do we differ from others?
- *Exploring options in the environment*: what are the relevant sources of information and how to access them?
- *Decision making*: how do we identify relevant criteria and make decisions for the future?
- *Acting*: how do we communicate about ourselves; how do we act with responsibility based on our decisions?

Facilitator Program Get Ready! proposes 10 sessions of 45-50 minutes presented as lesson plans, following the four stages of the career guidance process.

We want it to be a real help in conducting classes/career guidance sessions and provide extra resources for youth. In our academic and career paths, we repeatedly come to moments of decision. The skills that **Get Ready** shapes are relevant regardless of age or decision time. They are a support to more easily manage a future of work in a VUCA (Volatile, Uncertain, Complex, Ambiguous) world.

Get Ready- Manual for CareerGRIT Facilitators is a manual to *facilitate the process of discovery and knowledge for youth*, with the help of the facilitators of the sessions, be it youth workers, teachers, volunteers in organizations working with youth or headmasters. Learning in Get Ready takes place in a continuous cycle of *action & (self)reflection*, and the role of the facilitator is to accompany the participants in their process of discovery and knowledge. Throughout the manual, you will find that we will refer to youth as participants and you, the guide of these sessions, as facilitators. It's our attempt to recall that from the role of CareerGRIT Facilitator, the primary responsibility is to create a context for learning, discovery, through action and reflection.

Several principles guided us in the construction of this program:

1. During the sessions, **the role of the facilitator** is to **guide** the participants in developing the skills to make their own choices based on personal resources.
2. During the sessions, **participants are helped to reflect on themselves**, get to know themselves, and discover both their personal and environmental resources and vulnerabilities.

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3. **The stage of self-knowledge lasts a lifetime.** Children and teenagers are at the beginning of this journey, so it is important that they discover how they can know themselves in relation to the professional choices they have to make now and in the future.
4. **Exploration** is the stage where we focus on **identifying resources, opportunities, and threats** from the external environment. Identifying these resources that we can call upon whenever we need the information to make professional decisions is essential! .
5. We make **professional decisions based on certain criteria**. It is important that, at this stage, the participants are aware of the relevant criteria for them in their professional choices.
6. **Action** is the moment when **we make our decisions** with responsibility and put into practice everything we have discovered in the previous stages. It involves how we communicate about ourselves and interact in society, how we can create or take advantage of opportunities, and how we will achieve desired outcomes.
7. Throughout our lives, **we will go through these stages several times**, in front of the professional choices we will have to make. By knowing ourselves and exploring the environment to obtain the necessary information, we will be able to make professional decisions based on relevant criteria for us, towards a more fulfilling academic and professional life.

1. Self-knowledge stage

The stage of self-knowledge lasts a lifetime. Young people are at the beginning of this journey, so it is important that they discover how they can know themselves in relation to the academic and professional choices they have to make now and in the future.

This stage comprises 3 sessions/lesson plans.

Session 1	Parallel universes - possible scenarios about my future
Session 2	Map of my journey so far
Session 3	Who am I - discovering strengths

Lesson plan 1

Parallel universes - Alternative scenarios about my future

Objectives:

1. To become familiar with the Career Decisions program, Get Ready!
2. To raise awareness of the distinction between the professions/fields they dream of and the professions/fields they might be suited for.
3. To explore alternative professional fields.

Sequence duration	Learning sequence	Materials required	Good practices
5 minutes	Get ready program introduction	The facilitator's manual	Get Ready sheet to be given to participants at the beginning of the session.
40 min	Parallel universes - possible scenarios about my future	Facilitator's Manual, paper, pens	

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5 minutes	Theme instructions	Get Ready Fact Sheet - It starts with you. Know yourself.	
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Description of activities

Time	Learning sequence
5 minutes	<p>Get ready program description</p> <ol style="list-style-type: none"> 1. Description of benefits: Get Ready is an academic and career decision-making program, developed by EvoCariera, EDUQ and CVCN Associations within Erasmus+ project CareerGRIT, with the aim of supporting youth in their professional/academic choices. 2. Description of program structure - 10 sessions of 45-50 minutes, structured on 4 different stages: <ol style="list-style-type: none"> a. Who am I, and what do I want in terms of work/academic career? b. What sources do I have to inform myself? c. How do I make work/academic choices? d. How do I prepare to follow my path?
40 min	<p>Parallel Universes: (10 minutes)</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> • "Imagine that we can live in parallel universes, where we can choose who we are. That the world we know is just a possible scenario. • Imagine 3 parallel universes where for a year you can do any job you want. Think about who you are, what you are good at, and write down 3 jobs/jobs that you feel you could do, that you think you might be suited for. Mind you, not your dream job, but the jobs you might be good at." <p>After the participant write down their options, we follow:</p> <ul style="list-style-type: none"> • "Now imagine 3 other parallel universes where for a year you can do any job you want, jobs that you really want/like/dream of doing." <p>Moment of reflection</p> <p>Part 1 (10 min)</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> • "If you have written down both scenarios, you can return to the colleague next to you and share the answer to the following questions: <ol style="list-style-type: none"> • What jobs/fields do you think you might be suited for? What are the reasons why you think you are suitable for them? • What are the jobs/fields you would really like to do? How does it differ from the top 3?" <p>It is a knowledge exercise, giving participants the opportunity to talk about themselves, sharing aspirations with their bank colleagues.</p> <p>Part 2 (15-20 min) - discussion with all participants, debriefing</p> <ul style="list-style-type: none"> • Which of the lists was easier to make? The one with fields you think you're suited for, or the one with fields you dream about? • Did differences occur? Where do the differences come from?

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	<ul style="list-style-type: none">• In which of the 2 answers are your versions the most authentic?• If you were writing the book of your life, looking back from the end of it, in which of the universes would you want the book of your life to be about?• How do you feel at the end of this exercise?
5 minutes	Additional instructions Get Ready sheet: It starts with you. Know yourself.

Lesson plan 2

Map of my journey so far

Objectives

1. To raise awareness about the factors that influence our career decisions.
2. To map the aspects of the vocational profile (strengths, interests, key people, important moments, passions, etc.)

Sequence duration	Learning sequence	Materials required	Good practices
5 minutes	Sequence input	The facilitator's manual	
20 minutes	The map of my journey	The facilitator's manual	Participants are encouraged to construct the map as they feel best represents them, in whatever form. The model presented is only a visual aid.
15 minutes	Inventory of professional interests, RIASEC (Holland questionnaire)	Inventory https://www.truity.com/test/holland-code-career-test	The inventory represents an additional source of information, a mirror of the participants' choices, of their preferences. Always, the analysis of the results will be done alongside the analysis of values, own abilities, and own strengths. https://www.truity.com/test/holland-code-career-test
10 minutes	VIA Online Quiz - Home Instructions https://www.viacharacter.org/survey/account/register	Internet connection phone/computer	<i>An online/local version of a personal strengths test can be added here, depending on the country and preferred language</i>

Description of activities

Time	Learning sequence
5 minutes	<p>Sequence input: Addressing to the participants:</p> <ul style="list-style-type: none"> • "Today's session aims to identify some important aspects that guide you in choosing the next stage of your journey."
20 minutes	<p>The map of my journey</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> • "The career path map helps us understand where we have come from before deciding where we are going. • We take 10 minutes to outline the key moments in your academic journey so far and the factors that influenced these moments (e.g. school enrollment, transfers, admissions, etc.) • Represent your journey so far like a map, it can be a line, it can be steps, it can be branches, what you feel represents your path so far. Mark: <ul style="list-style-type: none"> ■ Key moments and events ■ Passions, talents, skills that have influenced key moments in your academic journey so far. ■ Key people (parents, teachers, friends, etc.)"
15 minutes	<p>After the participants finished creating their map we address:</p> <ul style="list-style-type: none"> • "Look at the map of your route. Share with your fellow colleague what things you have realized that influenced you the most so far as a result of making the map." <p>"After completion, to keep a snapshot of your progress, write down the most important aspects in the Get Ready Sheet: It starts with you. Know yourself. (part 2)"</p> <p>RIASEC/Holland inventory of professional interests (Appendix 1):</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> • "this questionnaire helps you identify the main types of activities in which you enjoy engaging in • in the next 10-15 minutes, please complete the questionnaire after reading the instructions."
10 minutes	<p>VIA Strengths Questionnaire</p> <p>Addressing to the participants:</p> <p>"This tool will help you identify those areas you are good at. Go online at: https://www.viacharacter.org/survey/account/register Set the language from the top right button and then take the test</p>

	After completion, to keep a snapshot of your journey, write down your top 3-5 strengths in the Get Ready Sheet: It starts with you. Know yourself. (part 3)
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Lesson plan 3

If I were to move to a foreign country...

Objective

1. Exploring and highlighting personal strengths and values.

Sequence duration	Learning sequence	Materials required	Good practices
5 minutes	Sequence input	The facilitator's manual	
20 minutes	Part 1: Interviewee and interviewer	The facilitator's manual Slide/Print material with interview questions	
15 minutes	Part 2: Identifying eigenvalues	Printed values questionnaire (Appendix 2)	It is important to remember that, as we evolve, the values we express and aim for can change, so it is important to review the map of values whenever we prepare for new decisions.
10 minutes	Final conclusions	Get Ready sheet. Start with you. Know yourself.	

Description of activities

Time	Learning sequence
5 minutes	Sequence input: Addressing to the participants: <ul style="list-style-type: none"> • "Today's session helps us to investigate what are those traits that we want to highlight in ourselves"
20 minutes	Part 1: The students are divided into groups of 2. Each will have the role of interviewee and interviewer, taking turns and using the following scenario: Addressing to the participants: "Imagine you have just moved to a foreign country and are making new friends.

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<p>15 minutes</p>	<p>They want to know about you:</p> <ul style="list-style-type: none"> ● What are your passions or hobbies? ● What are you best at and do well every time? ● What do your parents appreciate most about you? ● What do your friends admire you for? ● Why do others come to you for help? ● What are the things you strongly believe in? ● What are your aspirations? What are you dreaming of? ● What are the things you are most proud of, the things you admire about yourself? ● What are the things that motivate you?" <p>Ask in the large group (5-10 min)</p> <ul style="list-style-type: none"> ● "How was this experience for you? ● How did you like the questions?" <p>At the end of the group discussion, ask the participants to fill in any of the points on the Get Ready Sheet: It starts with you. Know yourself.</p> <p>Part 2 - Individual activity (10-15 min) Addressing to the participants:</p> <ul style="list-style-type: none"> ● "We will allocate 15 minutes to go through the inventory of personal values (Appendix 2)." <p>The instructions below will be given in 3 steps:</p> <ol style="list-style-type: none"> a. "From the list of values you receive, you will need to select 9 values, which you write down in the 9-quadrant table at the end of the list." b. "After selecting the 9 values, choose 6 values that you feel most attached to, that you see in most of your behaviors/choices. Cut with an X the 3 extra values." c. "From the list of 6 remaining values, take a few minutes and decide what are the 3 essential values for you, non-negotiable, that you do not want to be missing from your life, from your way of being. Cut, again with an X, those 3 extra values." <p>"What you're left with in the end is a picture of what is most important to you as individuals, the behaviors/traits/aspects that you manifest in any context and that guide you."</p> <p>Ask in the large group (5-10 min)</p> <ul style="list-style-type: none"> ● "How was this experience for you? ● Which was the easiest part? What about the most difficult one? ● What are the reasons why you think it is difficult?"
<p>10 minutes</p>	<p>Final conclusions:</p> <ul style="list-style-type: none"> ● We each have a unique profile and build a unique path. ● Before designing your future path, it is important to understand where you are starting from, that is, who you are. ● We are in constant change and development throughout life <p>Debrief (depending on time):</p> <ul style="list-style-type: none"> ● "What thoughts or feelings do you leave with? ● One thing you would like to take with yourself out of this exercise?"

2. The stage of exploring information sources

Exploration is the stage where we focus on **identifying resources** from the external environment. Identifying these resources that we can call upon whenever we need the information to make professional decisions is important!

During this stage, we pursue several general objectives:

- To explore and map out sources of academic or professional opportunities.
- To raise awareness of how sources of professional or academic opportunities can be leveraged.
- To raise awareness about the responsibility for how career opportunities are capitalized.

This stage comprises 2 sessions/lesson plans.

Session 4	Map of information sources
Session 5	The investigative interview

Lesson plan 4

Map of information sources

Objectives

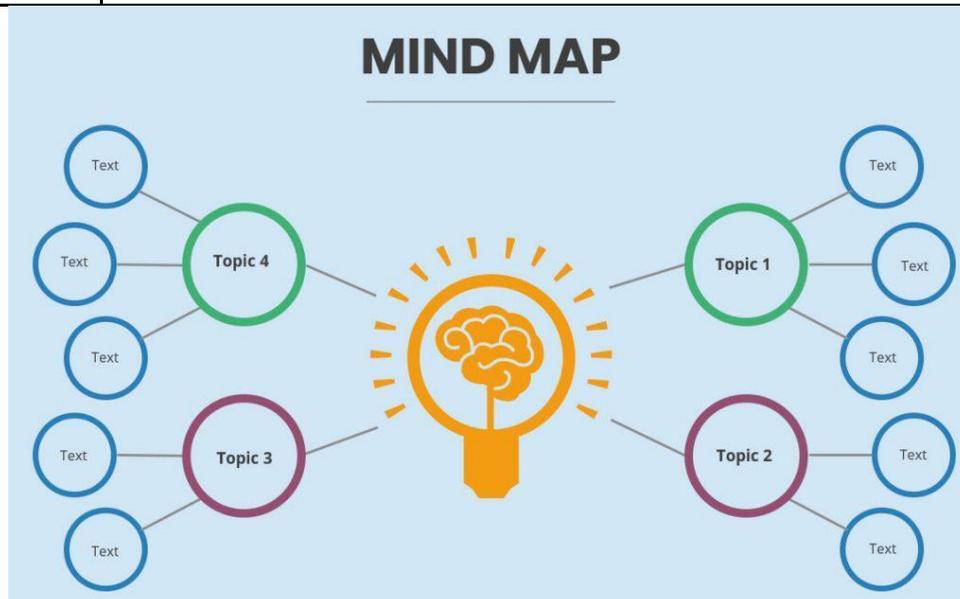
1. To identify the sources of exploration they have used until now to make decisions about academic/career options.
2. To support the diversification and critical analysis of information sources that influence academic/career decisions.

Sequence duration	Learning sequence	Materials required
5 minutes	Introducing the concept of a mind map	Example of a mind map
5-7 min	Individual reflection on own resource map	A4 sheets, pens
20-25 min	Group reflection and critical analysis of information sources	A4 sheets, pens
10-15 min	Debriefing	

Description of activities

time	Learning sequence
5 minutes	<ul style="list-style-type: none"> • The facilitator describes what a mind map is and gives a visual example • Together with the participants, build on the board/flip an example map of the sources of information about themselves that they explored in sequences 1-3 (values, interests, skills, strengths). <p>You can find an example of the mind map technique on: https://www.mindmeister.com/blog/students-guide-to-mind-mapping/</p>
5-7 minutes	Individual activity

	<ul style="list-style-type: none"> • Each participant, individually, is asked to draw a mind map of all the sources of information they know and are currently consulting to learn about their academic/career options. • Examples can be given: college websites, friends, teachers, parents, family friends who have a job that interests them, etc.
20-25 min	<p>Activity in groups of 4 participants</p> <p>Part 1. Each group receives half a sheet of flipchart paper. They are asked to start from their individual reflection and build a common mind map with all the sources they have mapped separately.</p> <p>Part 2. For each source on their shared map, they are asked to note on their map:</p> <ul style="list-style-type: none"> • “What do you think are the advantages of that source of information? Why?” • What do you think are the disadvantages of that source of information? Why?”
10-15 minutes	<p>Debriefing with all participants:</p> <ul style="list-style-type: none"> • “What did you discover when you combined the individual maps into one? How does the individual map differ from the shared map?” • What sources of information do you consult most often? • What sources of information do you wish you consulted more often than you do? Why?”



Lesson plan 5

The investigative interview about professions

Objectives

1. To identify relevant personal criterias in choosing a profession and gather information based on those criterias
2. To acknowledge and map their social network as a resource in exploring information about different professions

Sequence duration	Learning sequence	Materials required
15 minutes	Introducing the notion of investigative interviewing about the profession	
10 minutes	Developing an interview guide (individual)	A4 sheets, Pens
20 minutes	Discussing individual guides in groups of 3-4	A4 sheets, Pens
15 minutes	Debriefing	

Description of activities

term	Learning sequence
15 minutes	<p>The facilitator introduces the need to think of the social network as a resource in gathering information.</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> ● "Is there a profession or college you are curious about? Maybe you've already made up your mind, maybe you're just curious about the field." If anyone's reaction suggests they have thought about a field/faculty/profession, please share. ● "Do you know someone who works in that field? or who is a student in that faculty? Think about friends, friends of friends, family, or friends of your family members." ● "Have you ever talked to them about their job/college?"

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	<ul style="list-style-type: none"> • What do they like, what do they like least? • What's a typical day at the office like? • What is a typical day like at college? • What are the pros and cons of the profession? • What strengths make you a good fit for her?" <p>If someone implies that they did this, are they asked about the context in which the discussion took place? Who initiated it, and why? What did they learn during the discussion that he didn't know before? (1-2 examples are taken, if any).</p> <ul style="list-style-type: none"> • The facilitator introduces the investigative interview as a concept for what they already did by addressing questions about the profession to a person. It is a technique used in career guidance, the advantages of which we are not always aware. • The facilitator future explains that an investigative interview involves: <ul style="list-style-type: none"> • to identify in our extended social network (friends, friends of friends, family, friends of family) a person who has the role we think we want (student of a faculty we want to follow, or employee in the field in which we also want to work). • to think about all the things we actually want to know about the job/field/student status of that faculty. • all jobs come with advantages and disadvantages, which can be given by: the work schedule, the number of years of study required, the time required to become financially independent, the rarity of jobs in the field available on the labor market, the skills they require, some require more many administrative skills, others more organizational skills, others more creativity, etc. • there is no perfect job, but there are jobs that are more or less suited to who we are, our values, interests, skills, strengths. • the investigative interview is a method of learning about a job or a field, beyond what is seen, beyond the label. It's like stepping into the in-house kitchen of a restaurant to see how the dessert served is actually prepared.
10 minutes	<p>Individual exercise</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> • "Think of an area you are curious about. Think of someone you know, even if only slightly, who works or is a student in your field of interest. • Take a moment to think about what you've learned about each other so far in your first 3 dates. your values, interests, and strong skills. • Knowing you, if you were standing face to face with that person, what would you want to ask them? What is important for you to know about the field/job/faculty you are curious about? • It's like being a journalist, but you don't ask questions to help the community get informed, you ask questions to inform yourself, based on your needs and

	<p>expectations.</p> <ul style="list-style-type: none"> Let's give ourselves 10 minutes: write down 5-7 questions that are relevant to you."
20 minutes	<p>Team exercise</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> "We group 3-4 people. Everyone listens to the questions of the other colleagues. Maybe there are questions you haven't thought about and want to be inspired. Rate your questions to other classmates that you like. If there are questions that seem unusual, ask your colleague why they thought of them. Maybe he has a perspective you haven't thought of yet. It's a session where we share our questions with the thought that they might help others. And other people's questions might help us."
15 minutes	<p>Debrief</p> <ul style="list-style-type: none"> What do you think of the investigative interview technique? What do you think are its strengths? Why does it help? What do you find most difficult if you had to do an investigative interview? How was it to discuss your questions with other colleagues? What are the advantages you see? Would you like to do an investigative interview?
2 minutes	<p>Homework Suggestion:</p> <p>Addressing to the participants:</p> <p>"Choose a person in your network who works in your field of interest. Decide what 7-8 questions you would like to ask him. Ask her to set aside 30-45 minutes to talk about them (phone, online, face-to-face). Write down the things you discover in the interview."</p>

3. The decision-making stage

The ability to make decisions is a transferable skill and is necessary throughout life.

To learn how to make decisions, the youth need support and guidance in identifying decision-making tools. The main objective of this stage is to equip the students with some techniques by which they will be able to analyze their career and development decisions.

This stage comprises 2 sessions/lesson plans.

Session 6	My ideal self - who am I in the future and what can help me get there
Session 7	Matrix decision analysis

Lesson plan 6

My ideal self - who am I in the future and what can help me get there

Objectives

1. To identify the desired self, based on imagining the future
2. To analyze the current resources and additional needs

Sequence duration	Learning sequence	Materials required	Good practices
15 minutes	Reflection exercise - My ideal self	Pen and paper/book Slide 4	
20 minutes	The Promised Land - Exercise in groups	Pen and paper/book Table template Stage 3 - Slide 6	We refer to the self-knowledge exercises in Stage 1 of the program
10 minutes	Debrief		The debrief will include questions related to both exercises

Description of activities

term	Learning sequence
15 minutes	<p>Reflection exercise - My ideal self</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> ● “Today is about making informed decisions about the future. So, we'll start there, from the future. ● Close your eyes and try to free your mind from any compulsion. ● Choose a date in the future, 6 months from now, 1 year from now, 5 years from now, or 10 years from now. It's your choice. Focus on who you are in this future, in your academic or professional life. ● Imagine that everything went exactly as you wanted and that all your goals, no matter what they are, are accomplished. Have a successful professional life. Don't focus on how you got there, imagine this future you are in as much detail as possible. <ul style="list-style-type: none"> ○ What kind of high school/college are you in? ○ What kind of job do you have? ○ Who do you work/study with? ○ What does the place where you work/study look like? ○ What does your office/study space look like? ○ what is your schedule ○ How does your professional/academic life influence your free time?” ● “Use as many details and words as possible to describe this future version of you. Write down all the details that describe this successful future me somewhere. ● When you feel you are done, revise what you have written. ● How do you feel thinking about this future self?”
20 minutes	<p>The Promised Land</p> <p>Part I - 10 min - Personal reflection</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> ● “The image of the ideal self in the first sequence is a version of ourselves towards which we are moving, a land of Promise, as the uncharted territories of America were to the European colonists. ● I have noticed in the meetings so far what kind of resources and assets we have gathered over time, resources that can help us survive in the unknown: values, skills, interests, strengths that we can put to work once we reach our destination, but also on the way there. ● We are here because we are facing important professional/academic

	<p>decisions. On our way to the Promised Land, a large river appeared that we must cross with the resources we gathered in our wagon.</p> <ul style="list-style-type: none"> ● We feel, however, that we cannot yet cross the river, our wagon is not yet fully equipped." ● "We break into groups of 4 and, reflecting on what you have discovered about yourself in the last 5 sessions of self-knowledge and exploration, as well as the image of your ideal self from the first exercise, and write down for 10 min, on a piece of paper, what you feel they are for you the resources you have in your cart, but also what you feel you lack in order to cross the river with confidence. <ul style="list-style-type: none"> ○ Personal characteristics, values, motivations, interests ○ Knowledge, skills ○ People or contexts." <p>Part II - 10 min - Reflection in the group of 4 people</p> <p>Addressing to the participants: "Share with group mates your thoughts on:</p> <ul style="list-style-type: none"> ● What are 1-2 key resources for you in your cart? ● What do you feel you are missing to cross the river?"
10 minutes	<p>Debrief</p> <p>Addressing to the participants:</p> <p>"Now that we have all identified who we would like to be in the future, we imagine what our resources are, as well as what we need to be able to reach the Promised Land...</p> <ul style="list-style-type: none"> ● What common resources did you discover in the group you were a part of? ● What support or help needs have you identified? ● Who can help you acquire the resources that are still missing? ● How could you get this help?"

Lesson plan 7

Matrix decision analysis

Objectives

1. To develop the skills to make informed decisions
2. To learn about the Decision-Making Tool - Matrix Analysis

Sequence duration	Learning sequence	Materials required	Good practices
5 minutes	Introduction to the topic of decisions - what kind of career decisions will we make?	The facilitator's manual	Examples requested from participants
40 min	Matrix analysis	A3 sheets Analysis model Slides 8 & 9	
5 minutes	Suggested individual activity for home		

Description of activities

time	Learning sequence
5 minutes	<p>Introduction to the topic of decisions - what kind of career decisions will we make?</p> <p>Addressing to the participants: "To introduce the analysis exercise, we begin with a discussion on: What kind of career decisions will you make from now on?"</p> <p>We encourage participants to come up with examples so as to highlight that decision-making is continuous throughout the life course. For example:</p> <ul style="list-style-type: none"> ● "What job does our ideal-self have, and how did you choose it?" ● What studies will I do? ● Which high school is the most suitable for me, taking into account the chosen career? ● Which University is the best for me to go to? ● In which city/country will I study? ● Where could I practice my chosen profession?"
40 min	Matrix analysis

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	<p>Part I - 10 min - Explanation of the tool (slide 8)</p> <p>Addressing to the participants: "Any decision must be made starting from the identification of important criteria for us at the time we make the decision. These criteria are weighted differently and may change over time."</p> <p>To do the exercise, 3-5 teams will be formed (depending on the number of students in the class, a maximum of 5-6 per team).</p> <ul style="list-style-type: none"> • Within each team, the participants will identify a situation for which they want to make a decision and at least 3 criteria. • The criteria will be presented for clarification. <p>Part II - 15 min - Teamwork</p> <p>Part III - 15 min (max 3-5 min per team) - Presentation of the analyses</p> <p>Addressing to the participants: "Each team will present to the large group the analysis made for their chosen decision."</p>
5 minutes	<p><i>Suggested individual activity for home</i></p> <p>Addressing to the participants: "In the previous meeting we discussed the Ideal Self and the Promised Land. During the exercises, you all thought about your future. Now that you have a tool to help you make decisions, I invite you to use this tool to help clarify some of the choices you might be making, as we discussed at the beginning of the meeting."</p> <p>The decision-making scenarios listed by them above are resumed. We invite them to respond to the next questions while thinking of themselves:</p> <ul style="list-style-type: none"> • "What job did our ideal self have, and how do we choose it?" • What studies will I do? • Which University is the best for me to go to? • In which city/country will I study? • Is the job I have chosen suitable as an employee in a company or as an entrepreneur?"

4. Taking action stage

The ability to act in alignment with our personal identity and desires is tested with every major decision we make in life. This stage represents the time when the youth people make their decisions with responsibility and put into practice everything they have discovered in the previous stages.

At this stage, two main objectives are pursued, namely building a personal brand, and outlining an action plan to achieve the desired results.

This stage comprises three sessions/lesson plans:

Session 8	Personal Brand - Collage
Session 9	Personal Brand - Mirror
Session 10	SWOT analysis - mapping skills and obstacles

Lesson plan 8

Personal brand - practicing self-presentation

Objectives

1. To introduce the notion of personal branding and strengthening personal image.
2. To practice the ability to present oneself in a synthetic manner.

Sequence duration	Learning sequence	Materials required	Good practices
10 minutes	Introduction to the concept of Personal Brand		Participants' explanations and understandings of BRAND and PERSONAL BRAND are explored before our working definition is provided.
10 minutes	4 questions for my Personal Brand	Worksheet - Slide 3	
25 minutes	My Personal Brand Collage	Magazines with pictures scissors glue/scotch tape/double-sided tape A3 or A4 sheets. optional: pencils/carriages, A4 sheets	Participants are asked at the end of the previous session to bring a magazine with images that represent them, knowing it will be destroyed, scissors, glue/scotch tape. Even if not everyone will bring, those who do are asked to agree that all the materials brought will be shared. The magazines are all placed on the table at the beginning of the class, to be used after the introduction. If divergences occur during the activity, the rule of interaction is reiterated: we collaborate, ask for help, help each other and take care of ourselves - each of us and us together. Optional: In younger classes, pencils/cartridges can be used to draw instead of building a collage. The facilitator walks among the participants, admires their selections of cutouts, asks them what they wanted to express with them, why. Show interest in

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			their creative and discovery process.
5 minutes	Debrief		

Description of activities

time	Learning sequence
10 minutes	<p>Introducing the notion of personal branding:</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> • "When you hear the word BRAND, what do you think of? In what context did you meet him? What does it refer to?" 2-3 answers are heard. • "But does PERSONAL BRAND sound familiar? What do you think it means and in which context did you meet him?" 2-3 answers are heard. • Working definition we share with the group: "Personal Branding is about the conscious effort to communicate to the world who you are and what makes you unique and different, starting from your strengths, your skills, and the experience you have." <p>Addressing to the participants:</p> <ul style="list-style-type: none"> • "We will spend the next 40 minutes exploring together what we want to communicate to others about ourselves. Thinking about our personal brand simultaneously helps us know and present ourselves. Both are very important when making decisions about our future."

<p>10 minutes</p>	<p>Addressing to the participants: "The actions we take build our personal brand. And a series of questions help us to capture in a single image who we are or how we want to be seen."</p> <p>"Take 2-3 minutes and write down your answers to these questions: (<i>Worksheet - Slide 3</i>)</p> <ol style="list-style-type: none"> 1. What do I do? What are the actions that I do repeatedly because I like them, they appeal to me, they feel like they fit me, they bring me joy, I do them easily, etc.? It can be hobbies, it can be things related to school, friends, and family. 2. Who do I do it for? Who are the important people in my life, the people I like to spend time with, the people around whom I find it easy to be myself, etc.? They can also be colleagues, friends, family, teachers, etc. 3. With whom? What are the circles/contexts/places where it is easy, and natural for me to be me? 4. How am I unique? What represents only me, what do I bring differently in my way of being, why am I appreciated by others, what do I feel I do easier/faster/better than others, etc.?"
<p>25 minutes</p>	<p>Participants are asked, at the end of the previous session, to bring a photo magazine, knowing it will be cut out during the exercise, scissors and glue/scotch tape/double-sided tape. All visual materials are collected on a table and will be shared during the session. Optional for younger classes: can draw instead of collage.</p> <ul style="list-style-type: none"> • Participants are asked to go to the table and flip through the magazines. • They will have a simple mission: starting from the answers they filled in on the worksheet, cut out shapes, images, and symbols from magazines to represent them. They will combine them into a collage that speaks in one image about their personal brand. No matter what execution time they are in, we will all stop 5 minutes before the end of the hour.
<p>5 minutes</p>	<p>Addressing to the participants:</p> <ul style="list-style-type: none"> • "I would have loved to have been able to hear each of you present your collage, and I'm sorry we won't be able to do that. • But I'd love to know what you discovered during today's activity." 2-3 interventions are taken. • "Who would you like to show and present your collages to? Who is the first person that comes to mind?"

Lesson plan 9

Mirror - How do you see me?

Objectives

1. To complement the notion of personal brand with the image projected in the world (to others).
2. To practice presenting oneself – focus on positive areas.

Sequence duration	Learning sequence	Materials required
5 minutes	Re-updating Personal Brand	The facilitator's manual
15 minutes	Mirror - how do you see me? - exercise in dyads	Stage 4 - Slide 4
20 minutes	Personal Pitch - individual exercise	The facilitator's manual Stopwatch/Timer
Ten minutes	Debrief	

term	Learning sequence
5 minutes	<p>Addressing to the participants:</p> <ul style="list-style-type: none"> ● “At the beginning of the previous meeting we discussed personal brand, do you remember what it is and why it helps us think about our personal brand?” 1-2 responses are taken. ● “Our personal brand is also a reflection of how others see us.” ● “In the following exercise, we will help each other to have a more realistic image of our personal brand. We will focus on the strengths and qualities that we have. Not because we want to ignore our weak points, but because we usually tend to be critical of ourselves and those around us. ● We will use this activity to train our ability to appreciate. Honest. Paying attention to who the other is and what good things they bring to your life.”
15 minutes	<p>Addressing to the participants:</p> <ul style="list-style-type: none"> ● “We will divide into pairs. You can work together with your bank colleague. If needed, we will also have a group of 3. ● Each of you will have a list of questions to ask your teammate. As you learn the answers, take notes. You will proceed by rotation. You will have 5 minutes allotted for each of you. I will announce when the first 3, then 5 minutes are

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	<p>up - sign that you will have to switch roles."</p> <p>The facilitator can help addressing the support questions: (<i>Worksheet - Slide 4</i>)</p> <ul style="list-style-type: none"> • "Can you describe a situation where my behavior surprised you in a positive way?" • What do you think is an achievement of mine that I should be more proud of?" • If we weren't friends, what would you miss most about our interaction?" • What are the things you appreciate most about me?" • What are 3 positive attributes that best describe me?"
20 minutes	<p>Individual presentation in front of the group (Elevator Pitch)</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> • "Now that we have gathered more information about who we are and what is the image we have in the eyes of others, it is time to play with everything we have discovered about ourselves from the first activity until today. • Imagine you are a gardener taking your harvest to the market. In his basket are all the vegetables. Each vegetable represents something you've discovered about yourself this semester: your strengths, your values, your interests, or your skills. Seen through your own eyes, or through the eyes of others. • Customers are rushing past the gardener, so he has to make sure that he captures their attention for a few seconds to convince them to buy his "vegetables". • You have 5 minutes to think of a presentation of yours that will convince passers-by to buy your vegetables. That is a synthetic presentation, maximum 1 minute, summarizing your strengths, values, interests, and skills. <p>The facilitator splits the participants into groups of 5-6 members and practice presenting our personal brand.</p> <ul style="list-style-type: none"> • "We're going to do what's called an Elevator Pitch. • We introduce ourselves to the group as we would to strangers. • We have a maximum of 60 seconds to convince them of our qualities. • It is often used in the professional environment, but in our personal life, it is our message that contains the most important things to know about ourselves."
Debrief	<p>Reflection Questions:</p> <ul style="list-style-type: none"> • "What was it like asking others about your strengths?" • Which part was easier, learning about each other or sharing the good things about each other?" • How did you feel when you had to introduce yourself in a minute? Why?"
Homework suggestion	<p>The participants are invited to ask the opinion of 2-3 other people close to them, asking questions about the strengths in the worksheet.</p>

Lesson plan 10

SWOT analysis - mapping skills and obstacles

Objectives

1. To become familiar with a practical analysis tool: SWOT
2. To develop the ability to identify key elements, both from the internal and external environment

Sequence duration	Learning sequence	Materials required	Good practices
10 minutes	The SWOT analysis - Explanation of the tool	Pen and paper/book Slides 8-9	We make sure participants understand the tool
35 min	Group exercise - Develop SWOT analysis on one specific objective	Pen and paper/book Table template Flipchart sheets Slide 10	We refer to the self-knowledge exercises in Stage 1 of the program
5 minutes	Activity for home	Pen and paper/book	

Description of activities

time	Learning sequence
10 minutes	<p>SWOT Analysis - Explanation of the tool</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> ● "The SWOT analysis is an analysis tool that allows us to summarize both personal and environmental resources and obstacles. ● It's like an honest snapshot of who we are, allowing us to act informed about our future. ● This analysis comes to our aid to put things on paper as clearly and structured as possible. ● Using this tool, we challenge our thinking to uncover as many details as possible about where we are and where we want to go." <p>Some examples of objectives for which we can write a personalized SWOT analysis (adapted to the context and age of the participants):</p> <ul style="list-style-type: none"> ● to (continue to) achieve good results at school ● to complete all projects on time ● to start volunteer in the local NGO ● to obtain at least grade 9 in the final National Assessments ● to take part in activities organized by the local community together with other youths

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	<ul style="list-style-type: none"> to gather as much information as possible about the specializations available at the high school to choose the best option for him/her in terms of my high school major to integrate into the new community of high school students to give admission to a certain faculty to find a model in terms of lifestyle <p>Addressing to the participants:</p> <ul style="list-style-type: none"> "Once we have established the objective from which we are starting, we are going to complete the four specific quadrants of the SWOT analysis in turn. The analysis aims at both positive and negative aspects, from both perspectives: the person's internal environment - what it is and has as strong and weak points -, respectively the external environment - unlikely to be fully controlled by the person -, but which must be taken into account in its decisions." <p><i>Starting with the information discovered in earlier stages of the Get Ready!, they can at this point represent some puzzle pieces that the participants will place together to form the big picture.</i></p> <p>The four quadrants are as follows, with some supporting questions to bring the most complete answers: (Slides 8-g)</p> <table border="1" data-bbox="495 898 1429 1564"> <thead> <tr> <th></th> <th>POSITIVE</th> <th>NEGATIVE</th> </tr> </thead> <tbody> <tr> <td>INTERNAL</td> <td> <p><u>STRENGTHS</u></p> <p>What do you know to do the best? What unique skills and talents do you have? What strengths do others think you have? What are you proud of? What do you like to do?</p> </td> <td> <p><u>WEAKNESSES</u></p> <p>What exactly could you do better? What are you least good at? What weaknesses do others think you have? What kind of personal difficulties are you facing right now?</p> </td> </tr> <tr> <td>EXTERNAL</td> <td> <p><u>OPPORTUNITIES</u></p> <p>What opportunities are there for you? What strengths can you use to your advantage? What is happening around you that could be beneficial for you? Environment, other conditions, etc.</p> </td> <td> <p><u>THREATS</u></p> <p>What obstacles can you identify around you? What obstacles do your weaknesses expose you to? What is going on around you that could be detrimental to your goal?</p> </td> </tr> </tbody> </table> <p>Once the facilitator explains the SWOT tool, he/she makes sure the participants fully understand and answer any questions and concerns.</p> <p>Addressing to the participants: "To practice completing a SWOT Analysis, we will move on to a group exercise, described in the following sequence."</p>		POSITIVE	NEGATIVE	INTERNAL	<p><u>STRENGTHS</u></p> <p>What do you know to do the best? What unique skills and talents do you have? What strengths do others think you have? What are you proud of? What do you like to do?</p>	<p><u>WEAKNESSES</u></p> <p>What exactly could you do better? What are you least good at? What weaknesses do others think you have? What kind of personal difficulties are you facing right now?</p>	EXTERNAL	<p><u>OPPORTUNITIES</u></p> <p>What opportunities are there for you? What strengths can you use to your advantage? What is happening around you that could be beneficial for you? Environment, other conditions, etc.</p>	<p><u>THREATS</u></p> <p>What obstacles can you identify around you? What obstacles do your weaknesses expose you to? What is going on around you that could be detrimental to your goal?</p>
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35 min	Group exercise -									

	<p>Development of SWOT analysis on a specific objective</p> <p>Part I - 5 min - Explanation of the requirement and formation of groups (Slide 10) Addressing to the participants:</p> <ul style="list-style-type: none"> ● "If you were to freeze-frame this moment in your life, what would you say is the most important goal for you right now? ● We will divide into groups and each team will have the following responsibilities: <ul style="list-style-type: none"> ● choose a common personal/professional goal that you can all resonate with ● to complete a SWOT Analysis starting from this objective and a profile of a young person of your age as common as possible (take inspiration from yourself personally, especially when it comes to strengths and weaknesses) ● appoint a leader or several representatives, who at the end of the teamwork, will present the SWOT Analysis to all of us." <p><i>There will be 3-5 teams (depending on the number of participants in the class, maximum 5-6 per team). Offline, each team should have a flipchart sheet to write on.</i></p> <p>Part II - 15 min - Team work</p> <p>Part III - 15 min (max 3-5 min/ team) - Presentation of SWOT analysis Addressing to the participants: "Each team will present to the large group the SWOT analysis developed for their chosen objective."</p>
5 minutes	<p>Individual activity for home</p> <p>Addressing to the participants:</p> <ul style="list-style-type: none"> ● "The earlier exercise was meant to train your critical thinking skills, pragmatism and attention to detail. Now that you have tested this tool in a larger group, I invite you to complete it once more at home, for a goal as specific as possible to you. ● Remember everything we discussed together in Get Ready meetings! and complete the SWOT Analysis in as much detail as possible. Answer the supporting questions in each quadrant honestly, taking into account both your own opinions and those of the people close to you in your life. ● Starting from the answers completed in the SWOT Analysis, try to establish a concrete action plan to help you take small but sure steps towards achieving the objective. <ul style="list-style-type: none"> ○ How can you capitalize on your strengths and use them to your advantage? ○ How can you learn or develop those weaknesses or deficiencies that you currently have? ○ How will you take advantage of the opportunities available? ○ Who else do you need to talk to? Who can help you? ○ What does a plan B or contingency plan look like for the identified threats? ○ Is there any way to completely remove the obstacles from your path?"

In the end

We are grateful for all the dedication and time you have given to the youth people with whom you have crossed this journey that we have named: **Get Ready!**

For what? For a rewarding professional & personal life, where each person, through his/her work, lays the brick for a better world for all of us!

Additional free career guidance resources:

- **Own your future** : free self-assessment resources platform
<https://www.evocariera.ro/homepage/proiecte/own-your-future/>