



# Project Result 3

## Workshop Design

### Career Planning



Co-funded by  
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access  
2learn

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2021-1-AT01-KA220-ADU-000035339

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# 1 INTRODUCTION

Access2Learn is a European Project supported by the European Commission under the Erasmus+ Programme KA2 “Cooperation for Innovation and the Exchange of Good Practices” in the “Cooperation Partnerships for adult education” field.

This project aims to address the disadvantage of low-skilled adult learners in accessing blended learning opportunities and to develop the basic cognitive and digital competences needed by this group of people to successfully participate in blended learning settings. To achieve this objective, Access2Learn intends to create a standardised non-academic knowledge base with the learning material to spread out information about the benefits and challenges of blended learning in Europe. More specifically, the project results are the following:

1 Result: Policy paper and competence catalogue

2 Result: Learning materials for low-qualified adult learners

3 Result: Teaching and learning materials and podcasts for trainers

This workshop syllabus is part of result 3 – teaching and learning materials for trainers and can be used by trainers as part of the whole blended learning methodology to support the target group of low-skilled adult learners. We are using the methodology of the **flipped classroom** where the target group will be supported by a face-to-face workshop to successfully graduate the whole learning sessions including the learning materials of result 2.

The workshop syllabus is a very detailed document for teachers and **trainers including the schedule, goals, and teaching methods of working with the target group during the face-to-face sessions.**

Consequently, the Erasmus+ project Access2Learn aims at:





Raising awareness that blended learning courses should be offered to low-qualified learners



Providing adult educators with supporting materials and tools to prepare adult learners for blended learning



Developing the basic digital and cognitive competences of adult learners to be able to participate in these settings

This workshop syllabus was **established for adult educators** working with low-qualified adult learners. The main objective is to **develop the competences that these people need for successfully participating in blended learning settings**, especially basic digital skills as well as self-learning competences. It gives an overview of the objectives, the target group as well as the contents of the learning materials. In addition, it provides adult educators with ideas on how to include these contents in their teaching and how to deliver them to their learners.

## 2 ON-THE-JOB WORKSHOP

The on-the-job workshop focuses on supporting the practical skills in the job market and career development. The participants will learn to set up the career short-term and long-term goals, to find out the competences required for their jobs and define SMART educational goals. The practical part of the workshop will also support the preparation of an individual development plan. It refers to the development of an individual action plan for each participant. The proposed syllabus for the participants with a schedule is attached in appendix 1.



The syllabus for adult learners is attached to that document as Appendix 1.

One day/8 hours will be realised at the end of the whole learning cycle and completion of the whole methodology (self-study on bit EU academy, self-evaluation tool, full-time workshop).

### 2.1 Goals

The goal of the on-the-job workshop is to help the students with their career, to get to know their short- and long-term professional goals, required competencies and tips for individual development plans.



Adult learners will be able to set up the career goals long-term/short-term and know how to develop them.



Adult learners will be able to be aware of the own competences for future development.



Adult learners will be able to define SMART educational goals for their career.



Adult learners will be able to prepare the individual development plan.

## 2.2 Duration

The recommended duration of the workshop is one day, 8 hours in total. But it is up to the teacher/trainer to realise the whole workshop in one day or plan 2 workshop days with 4 hours each. The schedule should respect the needs of the participants and national or organisational habits.

All proposed activities are specified in more detail and with an estimated time framework. But, of course, the activity itself or the evaluation discussion are proportional to the number and engagement of the participants, and they might take more time. It is up to the teacher or trainer to manage the activities and discussions to the benefits for all participants and to adjust the quantity and length of all proposed activities to the particular group of participants.

The mentioned duration and schedule of the whole workshop is only a recommendation and if the teacher/trainer feels that it would be useful to prolong the duration for some activities, this can easily be done. The minimal duration of one day/8 hours should be kept to reach the required educational effect for the target group.

It is up to teachers and trainers to customise a proposed pool of activities to the national and local habits. The teacher or trainer is familiar with the needs of particular group, so it is up to him/her to change the start of the workshop (i.e. from 9:00 to 8:00) or the duration of the workshop (e.g. from 8 to 4 hours and planning more workshop days instead).

The on-the-job workshop should follow the completion of the whole blended methodology and provide the students with some tips of career development in their jobs and support them in finding a job.

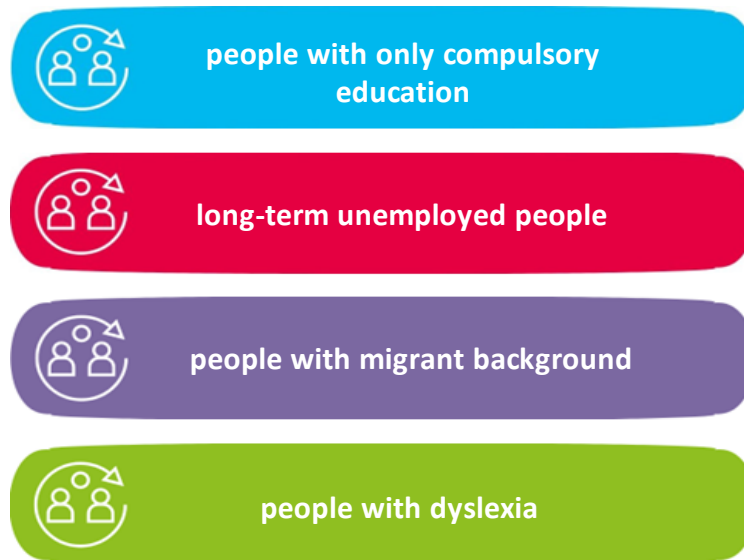
## 2.3 Required texts, materials or equipment

Each activity proposed in the workshop design has its own structure with a detailed description of the required texts, materials or equipment. The following items are generally necessary for a successful workshop running in general.



For participants	For teachers/trainers
<ul style="list-style-type: none"> <li>papers/pencils</li> </ul>	<ul style="list-style-type: none"> <li>flip-chart, board</li> <li>data projector for presentations</li> <li>notebook</li> <li>papers, pencils</li> <li>dissemination material of the project (PR video, leaflets etc.)</li> <li>equipment stated directly in the description of each activity</li> </ul>

The main target group of the learning materials are **adult learners with a low level of qualification or other disabilities**. They could be, among others:



It is recommended to implement the workshop with only a small group of participants (maximum of 15 persons) to ensure the individual access and support to all of them.



## 2.5 Evaluation of the workshop

It is up to the teachers and trainers to define a condition of attendance for the participants. We recommend that the participant is a successful graduate if he/she participates in 70 % of the total workshop duration, i.e. they have to pass at least 6 hours in face-to-face learning (in case of planned 8 recommended hours). After a successful participation, the participant receives a certificate confirming the attendance. The certificate template is attached to that document as Appendix 2.



The template of the certificate is attached to that document as Appendix 2.

It is recommended to ask the participants for their expectations at the beginning of the on-the-job workshop and to obtain final feedback.

The teacher realises the evaluation of the knowledge and skills continuously during the session. The participants continuously receive individual recommendations during the whole workshop.

The teacher should appreciate the partial successes of each learner and support everyone.

### 3 SCHEDULE OF THE ON-THE-JOB WORKSHOP

On the following pages you will find detailed descriptions of all the activities created for the workshop. As mentioned above, the workshop times and therefore the times of the activities are only recommendations and can be adapted individually.



09:00 – 09:15 WELCOME, INTRODUCTION

<b>WORKSHOP SESSION</b>	<b>Introduction: The Access2Learn project</b> 09:00 – 09:15
<b>ACTIVITY NAME</b>	<b>Activity 1 – Introduction to the Access2Learn project and the workshop</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• Getting to know the Access2Learn project.</li><li>• Getting an overview of the workshop structure and goals.</li></ul>
<b>DESCRIPTION</b>	<p><b>1. Preparation</b> The teacher/trainer prepares information materials about the Access2Learn project (leaflet/video/website) to be able to explain the project goals as well as workshop goals to the students. The teacher/trainer also prints the overview document about the workshop for the students or provides it digitally to them.</p> <p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"><li>• Explain what students can expect from the next 15 minutes.</li></ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"><li>• Show the students the leaflet/video/website of the Access2Learn project and explain the goals of this project.</li></ul>

	<ul style="list-style-type: none"> <li>• Explain to the learners that they can find an overview document about the workshop printed or digitally, this includes all vital information about the workshop.</li> <li>• Explain the goals, the structure, and the rules of this workshop to the students.</li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• Ask your learners if they have any questions.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 20 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 20 minutes  <b>Briefing time:</b> 1 minute  <b>Activity time:</b> 13 minutes  <b>Evaluation time:</b> 1 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in the plenum in class (or via video conference).</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• The teacher/trainer is briefing the students at the beginning.</li> <li>• The teacher/trainer presents the project and the workshop structure, rules and goals.</li> <li>• The teacher/trainer is asking the students if they have any questions at the end.</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations and ask questions if they have some.</li> </ul>
<p><b>MATERIALS FOR THE TEACHER</b></p>	<ul style="list-style-type: none"> <li>• Workshop structure (Annex 1)</li> <li>• Leaflet and PR video (the teacher/trainer can download the leaflet in English, German, Spanish, Finnish and Czech and PR video in English, German, Spanish and Czech: <a href="https://access2learn.eu/open-educational-resources/">https://access2learn.eu/open-educational-resources/</a>)</li> <li>• Website of the Access2Learn project: <a href="https://access2learn.eu/">https://access2learn.eu/</a></li> <li>• Beamer</li> </ul>

<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Workshop overview document (Annex 1)</li> <li>• Computer/laptop/smartphone</li> </ul>
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Annex 1: Workshop overview

 **09:15 – 09:25 WARMING UP**

<b>WORKSHOP SESSION</b>	<b>Warming up: Name and adjective</b> <b>09:15 – 09:25</b>
<b>ACTIVITY NAME</b>	<b>Activity 2 – Name and adjective</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To be warmed up</li> <li>• To ice-break the group atmosphere</li> <li>• To introduce oneself to the others</li> </ul>
<b>DESCRIPTION</b>	<ol style="list-style-type: none"> <li><b>1. Explain the activity to the students (briefing)</b> <ul style="list-style-type: none"> <li>• Explain the game to the students.</li> <li>• Create a pleasant and positive atmosphere.</li> </ul> </li> <li><b>2. Run the activity</b> <ul style="list-style-type: none"> <li>• Each participant introduces him-/herself by sharing his/her name and an adjective that describes him/her, using the same first letter for both (e.g. "My name is Sarah and I'm strong").</li> <li>• The participant can explain why he/she mentioned this description or the other participants can ask why.</li> </ul> </li> </ol>

	<p><b>3. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>Ask the participants if they remember the names of the others. If not, they ask for a second round.</li> </ul>
<b>TIME FOR THE ACTIVITY</b>	<p><b>Total time:</b> 10 minutes</p> <p>-----</p> <p><b>Briefing time:</b> 1 minute  <b>Activity time:</b> 7 minutes  <b>Evaluation time:</b> 2 minutes</p>
<b>SETTING OF THE ACTIVITY</b>	<p>This activity is led by the teacher/trainer and done in the plenum in class (or via video conference).</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>Explaining the running of activity</li> <li>Continuous organisation of the activity</li> <li>Facilitation of the discussion and evaluation</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>The students are listening to the explanations, and actively working.</li> </ul>



09:25 – 10:05 YOUR JOB

<b>WORKSHOP SESSION</b>	<p><b>Your job</b></p> <p><b>09:25 – 10:05</b></p>
<b>ACTIVITY NAME</b>	<p><b>Activity 3 – Your job</b></p>

OBJECTIVES	<ul style="list-style-type: none"> <li>• To be warmed up</li> <li>• To ice-break the group atmosphere</li> <li>• To introduce oneself and one's (dream) job</li> </ul>
DESCRIPTION	<ol style="list-style-type: none"> <li><b>1. Explain the activity to the students (briefing)</b> <ul style="list-style-type: none"> <li>• Explain what students can expect from the next 30 minutes.</li> <li>• Create a pleasant and positive atmosphere.</li> </ul> </li> <li><b>2. Run the activity</b> <ul style="list-style-type: none"> <li>• Ask the participants to write down 5 sentences with 5 keywords describing the current job/job the participants are looking for.</li> <li>• Each participant presentst the information about the job in the plenum.</li> </ul> </li> <li><b>3. Evaluation (debriefing)</b> <ul style="list-style-type: none"> <li>• Summarise the jobs of all participants on the board or flipchart.</li> <li>• Ask your learners if they have some questions.</li> </ul> </li> </ol>
TIME FOR THE ACTIVITY	<p><b>Total time:</b> 40 minutes</p> <p>-----</p> <p><b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 30 minutes  <b>Evaluation time:</b> 5 minutes</p>
SETTING OF THE ACTIVITY	<p>This activity is led by the teacher/trainer and done individually and the in the plenum in class (or via video conference).</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of activity</li> <li>• Continuous organisation of the activity</li> <li>• Facilitation of the discussion and evaluation</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, and actively working (individually, in the plenum).</li> </ul>

<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>• Board, flipchart</li> <li>• markers</li> </ul>
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• papers, pencils</li> </ul>



10:05 – 10:45 SKILLS FOR YOUR JOB

The students write down 5-8 key competencies to do the job that was selected before successfully. The students should differentiate which competencies are familiar to them and which not. The level of each competence should be scaled from 1 to 6 (1 is the best knowledge and 6 is no knowledge).

<b>WORKSHOP SESSION</b>	<p style="text-align: center;"><b>On-the-job workshop</b> 10:05 – 10:45</p>
<b>ACTIVITY NAME</b>	<b>Activity 4 – Skills for your job</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Being aware of the skills necessary for the current or dream job</li> <li>• Finding out the level of own skills (self-evaluation)</li> <li>• Finding ways to develop these necessary skills</li> </ul>
<b>DESCRIPTION</b>	<ol style="list-style-type: none"> <li><b>1. Explain the activity to the students (briefing)</b> <ul style="list-style-type: none"> <li>• Explain what students can expect from the next 30 minutes.</li> <li>• Create a pleasant and positive atmosphere.</li> </ul> </li> <li><b>2. Run the activity</b></li> </ol>

	<ul style="list-style-type: none"> <li>• Ask the participants to write down 5-8 competencies required for the current job/the job the participant is looking for. (10 minutes)</li> <li>• Ask the participants to scale their level of each competence/skill on a scale from 1 to 6 (1 is the best knowledge and 6 is no knowledge). (5 minutes)</li> <li>• Form pairs.</li> <li>• The participants will present the information about their skills to the partner in the context of their own job and the partner could add some other necessary skills. (10 minutes)</li> </ul> <p><b>3. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• Ask the participants to take their scaling of competences and try to find a suitable way to improve the weakest competence(s) as homework. It is possible to find a suitable course, to read a book on this topic, to find a teacher for that activity etc.</li> <li>• The competence that was mentioned most often can be written on the board/flipchart and you can show the participants how they can improve it or find the most suitable ways.</li> <li>• Ask your learners if they have some questions.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 40 minutes</p> <p>-----</p> <p><b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 25 minutes  <b>Evaluation time:</b> 10 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in individually and then in pairs and in the plenum in class (or via video conference).</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of activity</li> <li>• Continuous organisation of the activity</li> <li>• Facilitation of the discussion and evaluation</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, and actively working (individually, in pairs, in the plenum).</li> </ul>



<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>• Board, flipchart</li> <li>• Markers</li> </ul>
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Papers, pencils</li> </ul>



**10:45 – 11:00 COFFEE BREAK**



**11:00 – 11:35 SUMMARISING YOUR STRENGTHS**

<b>WORKSHOP SESSION</b>	<p align="center"><b>Summarising your strengths</b></p> <p align="center"><b>11:00 – 11:35</b></p>
<b>ACTIVITY NAME</b>	<b>Activity 5 – Summarise your strengths</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Being aware of one’s strengths</li> <li>• Being able to present one’s strengths to others</li> </ul>
<b>DESCRIPTION</b>	<ol style="list-style-type: none"> <li><b>1. Explain the activity to the students (briefing)</b> <ul style="list-style-type: none"> <li>• Explain what students can expect from the next 30 minutes.</li> <li>• Create a pleasant and positive atmosphere.</li> </ul> </li> <li><b>2. Run the activity</b> <ul style="list-style-type: none"> <li>• All learners should work in pairs.</li> <li>• Each pair receives the worksheet “Strengths” (Attachment 3)</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Run the activity in pairs further to the worksheet instructions.</li> <li>• The first participant starts to create sentences using the blue and green words from the worksheet to describe his/her strengths.</li> <li>• After 5 sentences, the participants change their roles.</li> </ul> <p><b>3. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• Ask the participants for feedback: <ul style="list-style-type: none"> <li>○ Was it difficult to create sentences?</li> <li>○ What obstacles did you overcome?</li> <li>○ Could you be aware of your strengths?</li> <li>○ How can you work with it in the future?</li> </ul> </li> <li>• Ask your learners if they have some questions.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 35 minutes</p> <p>-----</p> <p><b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 20 minutes  <b>Evaluation time:</b> 10 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in pairs and in the plenum in class (or via video conference).</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of activity</li> <li>• Continuous organisation of the activity</li> <li>• Facilitation of the discussion and evaluation</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, and actively working (in pairs, in the plenum).</li> </ul>
<p><b>MATERIALS FOR THE TEACHER</b></p>	<ul style="list-style-type: none"> <li>• Board, flipchart</li> <li>• Markers</li> </ul>

<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Worksheet “Strengths” (Annex Nr. 3) for each pair</li> <li>• Papers, pencils</li> </ul>
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### Annex 3: Strengths

**11:35 – 12:35 LEARNING SESSION I: PERSONAL BRAND**

The teacher explains the term “Personal brand” to the participants. Then the participants can individually define their brand in the following activity.

<b>WORKSHOP SESSION</b>	<b>Personal brand</b> <span style="color: #00AEEF;"><b>11:35 – 12:35</b></span>
<b>ACTIVITY NAME</b>	<b>Activity 6 – Personal brand</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• Being aware of what one can bring to others or to one’s work</li> <li>• Being aware of own strengths and specifics</li> <li>• Building up one’s personal brand</li> </ul>
<b>DESCRIPTION</b>	<p><b>1. Preparation</b></p> <p>The teacher/trainer should prepare a presentation on what a personal brand is. The teacher/trainer can inspire in attachment nr. 4 “Explanation Personal Brand” – inspirational text for teachers. Also, the worksheets for the students have to be prepared (Annex 5).</p>

	<p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"> <li>• Explain the term “Personal brand” to all participants (you can use the clarification in Annex 4).</li> <li>• Explain what students have to do during the next minutes.</li> <li>• Create a pleasant and positive atmosphere.</li> </ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>• All participants receive the worksheet of Annex 5 and complete it following the teacher’s explanation of personal branding.</li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• Ask the participants: <ul style="list-style-type: none"> <li>○ Are you aware of your personal brand?</li> <li>○ Was it difficult for you to answer the questions?</li> <li>○ Which question was difficult to answer?</li> </ul> </li> <li>• Ask your learners if they have some questions.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 60 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 15 minutes  <b>Briefing time:</b> 20 minutes  <b>Activity time:</b> 25 minutes  <b>Evaluation time:</b> 15 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done individually and in the plenum in class (or via video conference).</p> <p><b>Teacher’s/Trainer’s role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of activity</li> <li>• Continuous organisation of the activity</li> <li>• Facilitation of the discussion and evaluation</li> </ul> <p><b>Learners’ role:</b></p> <ul style="list-style-type: none"> <li>• They are listening to the explanations, and actively working as individuals.</li> </ul>

<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>• Board, flipchart</li> <li>• Markers</li> <li>• Explanation of personal brand in Annex 4</li> </ul>
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Worksheet of Annex 5</li> <li>• papers, pencils</li> </ul>



Annex 4: Explanation Personal Brand  
Annex 5: Personal Branding



**12:35 – 13:35 LUNCH**



**13:35 – 14:05 ICEBREAKER: DESERT ISLAND**

<b>WORKSHOP SESSION</b>	<p align="center"><b>Icebreaker: Desert island</b></p> <p align="center"><b>13:35 – 14:05</b></p>
<b>ACTIVITY NAME</b>	<b>Activity 7 – Desert island</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To ice-break the group atmosphere</li> <li>• To introduce oneself and to get to know each other</li> </ul>
<b>DESCRIPTION</b>	<p><b>1. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"> <li>• Explain what students can expect from the next 10 minutes.</li> <li>• Create a pleasant and positive atmosphere.</li> </ul>

	<p><b>2. Run the activity</b></p> <ul style="list-style-type: none"> <li>• All learners get together in pairs.</li> <li>• They are asked to imagine that they are stranded on a desert island and can only bring three items with them.</li> <li>• After some minutes, the participants start to share with the partner what items they would choose and why.</li> <li>• After the first participant names 3-5 things and explains why, the other participant says his/her proposals.</li> <li>• Both participants should agree on 3 most important things together.</li> </ul> <p><b>3. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• Ask each pair to present their 3 things in the plenum.</li> <li>• After the presentation, you can ask: <ul style="list-style-type: none"> <li>○ Was it difficult to think of the things?</li> <li>○ Was it difficult to agree in pairs?</li> <li>○ Was it necessary to make a consensus?</li> </ul> </li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 30 minutes</p> <p>-----</p> <p><b>Briefing time:</b> 5 minutes  <b>Activity time:</b> 10 minutes  <b>Evaluation time:</b> 15 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done in pairs and in the plenum in class (or via video conference).</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of activity</li> <li>• Continuous organisation of the activity</li> <li>• Facilitation of the discussion and evaluation</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, and actively working (in pairs, in the plenum).</li> </ul>



<b>WORKSHOP SESSION</b>	<b>Career Development</b> <b>14:05 – 15:35</b>
<b>ACTIVITY NAME</b>	<b>Activity 8 – Vision board</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"><li>• To prepare one’s own vision board</li><li>• To be aware of one’s own long-term goals</li></ul>
<b>DESCRIPTION</b>	<p><b>1. Preparation</b></p> <p>The teacher collects old magazines/newspapers/pictures. Also the students can be asked to bring some newspapers, pictures, etc. with them.</p> <p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"><li>• Explain your students what a vision board is. You can use the following description:<ul style="list-style-type: none"><li>○ A vision board is a visual representation of one's goals, aspirations, and dreams. It typically consists of a collection of images, words, phrases, and other visual elements that represent a person's desired outcomes, such as their ideal career, personal relationships, health and wellness, or lifestyle.</li><li>○ Visual boards are often created as a physical collage on a poster board or canvas, although they can also be created digitally using online tools or software. The purpose of a visual board is to provide a tangible and inspiring reminder of one's goals and aspirations, and to serve as a tool for motivation and visualisation.</li></ul></li></ul>

	<ul style="list-style-type: none"> <li>○ By creating a visual board, individuals can gain clarity and focus on their goals and aspirations and develop a plan of action to achieve them. Visual boards can be particularly helpful for individuals who are seeking to make significant changes in their lives, such as transitioning to a new career, starting a business, or pursuing a personal passion.</li> <li>● Explain what students can expect from this session.</li> <li>● Each participant will use a worksheet with a description of how to create a vision board (Attachment 6)</li> <li>● Create a pleasant and positive atmosphere.</li> </ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>● Explain to the participants how to complete their own vision board following the previous presentation.</li> <li>● Each participant individually completes his/her worksheet.</li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>● All participants share their created vision boards in the plenum to say what is most essential for them to onboard and what they like mostly</li> <li>● Ask your participants: <ul style="list-style-type: none"> <li>○ What is your feedback to think about your visions/dreams?</li> <li>○ Do you like your final board?</li> <li>○ Are you missing something?</li> <li>○ What challenges did you overcome?</li> </ul> </li> <li>● You can give them some recommendations: <ul style="list-style-type: none"> <li>○ You can modify your vision board at home to include more pictures/materials which are essential to you.</li> <li>○ Place your visual board in a well-seen place to have it on your eyes every day.</li> </ul> </li> <li>● Ask your learners if they have some questions.</li> <li>●</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 90 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 5 minutes</p> <p><b>Briefing time:</b> 20 minutes</p>



	<b>Activity time:</b> 45 minutes <b>Evaluation time:</b> 25 minutes
<b>SETTING OF THE ACTIVITY</b>	<p>This activity is led by the teacher/trainer and done individually and in the plenum in class (or via video conference).</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>• Explaining the running of activity</li> <li>• Continuous organisation of the activity</li> <li>• Facilitation of the discussion and evaluation</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>• The students are listening to the explanations, and actively working as individuals on their boards.</li> </ul>
<b>MATERIALS FOR THE TEACHER</b>	<ul style="list-style-type: none"> <li>• Board, flipchart</li> <li>• Markers</li> <li>• Elaborated vision board for inspiration to show to participants (Annex 7)</li> </ul>
<b>MATERIALS FOR STUDENTS</b>	<ul style="list-style-type: none"> <li>• Old magazines/pictures/photos</li> <li>• Worksheet "vision board template" in Attachment 6</li> <li>• Papers, pencils</li> </ul>



Annex 6: Vision board template  
Annex 7: Vision board example



15:35 – 15:50 COFFEE BREAK



15:50 – 17:35 LEARNING SESSION III: CAREER PLANNING

The teacher/trainer will prepare a presentation about career planning for about 20 minutes. Annex 8 can be used as base for the presentation. The participants should understand the principles of career

planning and development and be able to define short-term and long-term career and professional goals. The teacher's presentation should be followed by the individual work of the learners to develop their own individual action plan.

<b>WORKSHOP SESSION</b>	<b>Individual action plan</b> <b>15:50 – 17:35</b>
<b>ACTIVITY NAME</b>	<b>Activity 9 – Individual action plan</b>
<b>OBJECTIVES</b>	<ul style="list-style-type: none"> <li>• To prepare an individual action plan</li> <li>• To be aware of one's own short-term and long-term educational and professional goals</li> </ul>
<b>DESCRIPTION</b>	<p><b>1. Preparation</b></p> <p>The teacher/trainer prepares a presentation about career planning (appr. 20 minutes). Annex 8 can be used as a base for the presentation. The participants should understand the principles of career planning and development and be able to define short-term and long-term career and professional goals.</p> <p><b>2. Explain the activity to the students (briefing)</b></p> <ul style="list-style-type: none"> <li>• Do the presentation that you prepared.</li> <li>• Explain what students can expect from this session.</li> <li>• Give a worksheet with a description of how to create an individual action plan (Attachment 9) to each participant and explain how to fill it in.</li> <li>• Create a pleasant and positive atmosphere.</li> </ul> <p><b>3. Run the activity</b></p> <ul style="list-style-type: none"> <li>• The participants complete their worksheet following the previous presentation about career development.</li> </ul> <p><b>4. Evaluation (debriefing)</b></p> <ul style="list-style-type: none"> <li>• Ask your participants:</li> </ul>

	<ul style="list-style-type: none"> <li>○ What is your feedback about your action plan?</li> <li>○ What was difficult for you?</li> <li>○ Are you able to identify your next steps towards your development?</li> <li>● You can give your learners some recommendations: <ul style="list-style-type: none"> <li>○ You can modify your individual action plan at home where you have time to think deeply about your directions.</li> <li>○ Go back to your individual action plan regularly and check your completion of goals.</li> <li>○ Modify your individual action plan further to your actual needs and situations.</li> </ul> </li> <li>● Ask your learners if they have some questions.</li> </ul>
<p><b>TIME FOR THE ACTIVITY</b></p>	<p><b>Total time:</b> 105 minutes (+ preparation time)</p> <p>-----</p> <p><b>Preparation time:</b> 30 minutes  <b>Teachers' presentation:</b> 20 minutes  <b>Briefing time:</b> 10 minutes  <b>Activity time:</b> 45 minutes  <b>Evaluation time:</b> 30 minutes</p>
<p><b>SETTING OF THE ACTIVITY</b></p>	<p>This activity is led by the teacher/trainer and done individually and in the plenum in class (or via video conference).</p> <p><b>Teacher's/Trainer's role:</b></p> <ul style="list-style-type: none"> <li>● Explaining the running of activity</li> <li>● Continuous organisation of the activity</li> <li>● Facilitation of the discussion and evaluation</li> </ul> <p><b>Learners' role:</b></p> <ul style="list-style-type: none"> <li>● The students are listening to the explanations, and actively working as individuals on their action plan</li> </ul>
<p><b>MATERIALS FOR THE TEACHER</b></p>	<ul style="list-style-type: none"> <li>● Presentation of Career planning (inspirational text in Annex 8)</li> <li>● Board, flipchart</li> <li>● Markers</li> </ul>

## MATERIALS FOR STUDENTS

- Worksheet of an individual action plan for each participant (Annex 9)
- papers, pencils



Annex 8: Career planning  
Annex 9: Individual action plan



17:35 – 18:00 QUESTIONS, GOODBYE, FEEDBACK FROM THE PARTICIPANTS,  
RECOMMENDATIONS

### Recommendations for the follow-up (working with vision boards and individual action plans)

- Vision board: The students should go back to their vision board and modify it further according to their needs (add photos of loved ones, pictures they like, letters etc.).
- Give them recommendations for regular and continuous work on their action plan.

## 4 ATTACHMENTS

1. Workshop overview for the participants
2. Template of a workshop certificate
3. Worksheet “Strengths”
4. Text “Explanation Personal brand” for teachers
5. Worksheet “Personal branding” for individual work
6. Worksheet “Vision Board Template”
7. Example “Vision Board Example”
8. Text explaining “Career Planning”
9. Worksheet “Individual action plan”



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