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EMERGING ADVANCED SKILLS YOUTH (EASY)

Emerging Skills Employment Toolkit

Comprehensive Training Structure

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Introduction

The European Union faces a significant skills mismatch, worsened by digital transformation, economic inflation, and the pandemic, leaving many young people struggling to find suitable employment. In response, the EASY project aims to equip thousands of young individuals with in-demand skills, particularly digital competencies, to enhance employability and bridge the skills gap. Special attention is given to disadvantaged communities, including those in rural areas, migrants, refugees, and NEETs, ensuring inclusiveness and equal opportunities. Through a holistic training program that combines digital, analytical, and interpersonal skills, EASY provides both online and in-person learning opportunities to prepare youth for a rapidly evolving job market.

The goal of this Toolkit is to equip youth workers, educators, and trainers with a comprehensive training framework and practical workshop materials that support the identification of skill gaps and the development of tailored upskilling initiatives.

The Toolkit consists of:

- A structured training program,
- Ready-to-use workshop materials,
- Practical action sheets,
- A digital resource library.

Together, these components are designed to help ensure high-quality youth engagement, and to effectively guide young people toward achieving their personal and professional goals. By fostering practical implementation and sustainability, the Toolkit empowers youth professionals to effectively guide young people toward achieving their personal and professional goals – and, ultimately, contributes to building a more inclusive and resilient future workforce.



Training Agenda Overview

	Day 1	Day 2	Day 3	Day 4	Day 5
Session 1	Introduction. Icebreakers & Team Building	Key Skills & Competences for Youth	Building Professional Profile: EUROPASS, LinkedIn & More	Networking & Upskilling for Opportunities Online	Empowering Youth: How to Maintain Motivation & Interest
Session 2	Expectations, Concerns & Contributions	Building Self- Awareness: Reflecting & Assessing Your Skills	Interview Ready: Strategies for Success	Job Shadowing & Internships: EU & Local Opportunities	Mentoring Youth Action Plan with EASY Tools
Session 3	EU Employment: Opportunities & Risks	Guiding Youth: Career Planning & Goal Setting	Balancing Job Search & Personal Growth	Inclusive Engagement: Empowering Diverse Youth Groups	
Session 4					



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Session 1: Introduction. Icebreakers & Team Building

Objective: Participants will start to know each others, learn names and start to act as a group

Methods: Energizer, Circle of name, Speed friending, Antigolf

Duration: 90 minutes

Materials Needed:

- Pens
- Papers
- Music speaker
- Antigolf sheets
- Tennis ball

Resources Needed: None

Supporting Resources: None

Instructions:

1. Introduction (15 minutes)

(Facilitator): Welcome everyone, present yourself and explain that the session will start with an energizer and will continue with activities to get to know each other's name.

(Learner): will be asked to start to walk in the room, imagining being filling all the possible space with their movement; at first they will walk very slow and only allowed to look at each other foot, following facilitator indication will then be allowed to start walk a bit faster looking at knees, bellies, shoulders and finally each other face. Every time a participant touches someone else by mistake or looks someone in the eyes, they need to tell their own name to that person.

2. Circle of names of Belo Horizonte (30 minutes)

(Facilitator): Ask all participants to create a circle while standing up, explain and give an example of the activity:

(Learner): One by one every person goes into the centre of the circle and makes a rhythmic gesture while pronouncing its own name along with a word which has the same first letter as their name and which, according to them, suits their personality. Everyone in the circle reproduces its words and actions twice, then the first person goes back into the circle and the person on her right comes in and does the same with his own name, word and gesture, and so on until the last person has been. After the first round is completed, each participant goes back into the centre of the circle in the same order, but this time it does nothing, and the whole group has to remember the name, the word and the rhythmical gesture. When the group has got it right, the actor joins in and then goes back to the circle.

3. Fast interviews/Speed friending (30 minutes)

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(Facilitator): Give each participant a piece of paper, and explain that they have to write on it their name, nationality and age, in the upper part. Then will split the group then be divided in two subgroups A and B. The facilitator will wait until every person A has paired up with person B and then will then read out loud one of the following questions, asking both of the people in the couple to answer: works, passions, dreams for future, the best skill and important value. Every couple answers only one question, after everyone has answered the question, a new pair of persons A and B are created and they will answer the next question, and so on until the last question has been read out loud by the facilitator.

(Learner): Every Person A meets with a random person B and they ask each other one to answer the question that the facilitator will read out loud. A few minutes are given for the exchange, answers are written on the paper with participant's name and then person A has to search for a new person B and vice versa. After 5 rounds, we finished and shared in the bigger group how they felt during the exercise. At the end, all the paper will be hung on a wall, so everyone can read how names are spelled and read through all the information during free time.

4. Antigolf (15 minutes)

(Facilitator): Gave the team a mattress cover sheet that has multiple circles with numbers in increasing order and holes in it. Explain to the team that their task is to balance a golf ball over this sheet, with the goal to go through all the circled numbers in order without making the ball fall. The ball needs to be balanced inside the circled number for at least 3 seconds, and everyone needs to grab the sheets with both their hands at any time. No further instruction is given, the team has to figure out strategies and mistakes. They have max 3 attempts to succeed.

(Learner): All the team needs to collaborate to succeed in this exercise, working on their coordination and communicating clearly everyone's ideas and needs.. Strategy can be discussed at any moment, and spontaneous leaders can appear during the exercise. It can happen that they will succeed at the first try or not even 3 attempts.

(Facilitator): After the group succeeds or fails for 3 times in a row it's time for a debrief about the meaning of this activity (team building, collaboration, cooperation, leadership, listening ecc...). The facilitator will ask participants what meaning did they see in the exercise, and will point out that it's a metaphor for the success of all the training programs.

Tips for Facilitator:

Some of the activities listed before can last longer or less than expected depending on participants' will to interact and energy level; be sure to be flexible and modify the activity as needed. Antigolf could be also be used as an energizer for the next activity if there is no space for it here



Session 2: Expectations, Concerns & Contributions

Objective: Explanation of Easy Framework and purpose of Toolkit will be given, We will understand and share the group background, their experience of working with youths and what they expect from the training course; We will understand what they expect and what contribution they think they can give to the group

Methods: Individual reflection, teamwork, presentation

Duration: 90 minutes

Materials Needed:

- Flipchart
- Pens and papers
- Stick notes,
- Week schedules
- Projector or similar
- EASY Toolkit PDF (this same document)

Resources Needed:

- [Easy Website](#)

Supporting Resources:

- [White](#) [Paper](#)

Instructions:

1. Introduction (15 minutes)

(Facilitator): Easy Framework, website and Toolkit will be shown and explained to the group, the week schedule will also be overseen all together.

(Learners): listen to the facilitator, pay attention to explanations about Framework, website, Toolkit and Schedule. Make questions and suggestion to improve the week schedule

2. Participants preparation (45 minutes)

(Facilitator): Divide the participants in their National Teams and ask them to write in detail about their study background, their work with youth, difficulties and challenges they are facing on an everyday basis, the skills and strategies they use and the needs they feel they have to improve.

(Learners): Follow the facilitator direction and, based on that, will write on post it what they are expecting from this project, how they think they can contribute and the fear they have

3. Presentation to main group (20 minutes)

(Facilitator): Ask participants to present their background and fear, expectation and contribute to the main group. Prepares 3 flipchart hanging on the wall, one for Fear, one for Expectation and one for Contributions.

(Learners): will share with the main group what they talked about in the National team, and will stick their post-its on the 3 big flipcharts, that together will create the group starting point for the project.

4. Debriefing (10 minutes)

(Facilitator): Once the 3 flipcharts will be ready and everybody has introduced themselves and shared their thoughts there will be space for a moment of reflection, facilitators will support it based on the insight gathered during the activity.

If needed, common group rules will be decided all together.

Tips for **Facilitator:**
Encourage participants to describe in detail their background, their knowledge, work situation and needs without fear of being judged. It can also be an important moment to start creating networking, so allow participants to make questions to each other during the presentation to the group.



Session 3: EU Employment: Opportunities & Risks

Objective:

Participants will develop their knowledge of new trends in the EU employment market, and they will also deepen and/or develop a critical and analytical mind in relation to the market and their career plans. They will also be able to identify employment opportunities and risks faced by young people in the EU.

Methods: Participatory method.

Duration: 90 minutes

Materials Needed:

- Printed Jobs Cards (1 set for every group)
- Flipcharts
- Markers and pen

Resources Needed:

- [Jobs Cards \(KA2 EASY\).pdf](#)
- [EU EMPLOYMENT JOBS OPPORTUNITIES AND RISKS.pdf](#)
- [EASY EMPLOYABILITY GUIDE](#)
- [SWOT method : EU job opportunities and risks \(KA2 EASY\).pdf](#) (for reflection part)

Supporting Resources:

To prepare this session, the facilitator can read :

- [EMERGING SKILLS WHITE PAPER](#)
- [World Economic Forum report 2025](#)
- [5. Upskilling opportunities](#)

Instructions:

1. Introduction (20 minutes)

(Facilitator): start the sessions asking a question to the whole group: *'If you could work anywhere in Europe and have any kind of job, which would you choose?'*.

(Learners): They will start to think about their dream work. They can explain whether their choice is motivated by their passion, their need, their desire, etc.

(Facilitator): After everyone has finished reflection and shared it, the facilitator will ask whether they think their dream job is easily accessible on the labour market in their country or in Europe (whether there are many job offers for this



particular job or not). The idea is to get participants to think about the accessibility of a job in relation to a labour market. We must not discourage them from achieving their dream, but we must encourage them to consider the environment of this particular job, and encourage them to do their research.

2. Job cards game (40 minutes)

(Facilitator): To take this reflection a step further, participants will be divided into 4 groups, with the facilitator distributing a set of job cards to each group, and making the EASY Employability Guide available to each group, either in hard copy or by letting them use their computer.

(Learners): Every group has 15 minutes to read the cards and on a piece of paper, they have to divide jobs card in 3 categories:

- the most in demand on the European labour market,
- in moderate demand on the European labour market
- the least in demand on the European labour market

/'most or least in demand' means in terms of supply: are there many job offers on the European market for this particular job? For example, are there many job offers in Europe for nurses?

They must consider each other's points of view, and make a decision together, taking into account **stability, income, growth and skills**.

(Facilitator): After 15 minutes, The facilitator merges the 4 groups into 2, so that they can compare their answers and modify them if they wish. (15 minutes)

(Learners): Will confront their opinions decided in pairs in the new group of 4 people, trying to find a new common agreement. At the end, those new groups will place their cards side by side on a flipchart, and will be given 5 minutes each to present their choice to the other groups, giving their arguments.

(Facilitator): After all the group have expressed their choice, the facilitator will give the correct answers, explaining them and pointing out that the European labour market is constantly changing.

3. Discussion and feedback (30 minutes)

(Facilitator): Will explain to the group that now they will try to link what they discovered from this activity and link it to their actual career direction. To do so, the facilitator will now explain the SWOT method and encourage participants to use it to identify strengths, weaknesses, opportunities and threats associated with their chosen profession.

(Learners): Will use the SWOT method to reflect on which risks they can realistically face during their career path, and find strategies and options to overcome such risks.

(Facilitator): Once everyone has finished their self SWOT analyses, will start a discussion using the next 2 questions to guide the reflection:

1. What skills are needed for the job I want to do?
2. How can we turn risks into opportunities?

(Learners): After answering these questions, participants will create a plan to overcome future difficulties and risks related to their profession. For example, if a participant discovers during their reflection that for a specific job they need specific skills, they can plan to develop them by doing internships, online courses, youth exchanges with Erasmus+...etc.

At the end, participants will be able to share their thoughts, what they discovered from this activity

Tips for Facilitator: To ensure that the facilitator is at their most comfortable, the facilitator can find out about the different jobs on the cards and provide explanations. They can explain why a particular job represents a risk or an opportunity.

This game can be adapted to suit the target labour market. For example, each organisation may decide to target the national or local labour market.

in the last part, The facilitators can use the upskilling opportunities in the Digital Library : [5. Upskilling opportunities](#) to support participants in developing their plan and find opportunities for their professional growth



Session 4: Key Skills & Competences for Youth

Objective: This activity allows participants to collaboratively identify transferable (cross-cutting) skills in a concrete situation. It helps make visible the interconnection between each skill.

Methods: Participatory and collaborative method

Duration: 90 minutes

Materials Needed:

- 1 ball of yarn (If not available, the exercise can be adapted by asking the participants to come forward into the circle).
- Printed and cutted set of skill cards

Resources Needed:

- Story scripts
- [\(EN\) Skill cards.pdf](#)

Supporting Resources:

None

Instructions:

1. Icebreaker (30 minutes)

(Facilitator): To introduce the activity, will place all the skill cards on a table. Participants will be invited to look through all the cards (2 min). Then the facilitator will ask each participant to identify one skill they have already acquired and one skill they would like to develop. (5 min)

(Learners): Will follow facilitator instruction and pick up the 2 cards related to skills they already have and that they want to develop. After this, each person must explain their choice and describe how they acquired the skill and/or how they would like to develop it. The other participants/facilitators can also give some methods to develop those skills.

(Facilitator): will write the tips and methods suggested by the group on a flipchart

2. Activity (45 minutes)

(Facilitator): Ask participants to pick up a random skill card and to form a circle. It also gave a ball of Yarn to a random participant to start . The facilitator will then stand out of the circle and proceed to read, at a slow pace, a real life situation story, where the protagonist faces some challenges. If there are 2 facilitators, they can divide the group in two. (15 minutes).



(Learners): Create a circle all together and, before the story starts, will take turns reading out the random skills they picked up, everyone should pay attention and try to remember which skills are in the group. Once the facilitator starts to read the story, learners need to pay attention to the challenges that appear in the story. The person with the ball of yarn has to throw it to another participant that he believes has the skill needed to solve the current challenge. Everyone that throws the ball of yarn has to keep a piece of thread in its hands, to create a web connecting every participant at the end of the exercise.

(Facilitator): When finishing the story, will ask the participants: "What do you think stands out from this activity?". If no one is answering the facilitator will point out that this activity shows that it's possible to use multiple skills in a single and non-formal situation

(Learners): Thanks to the web of yarn, they can visualize how all the skills are interconnected in the described scenario and will answer facilitator questions. If the group has been split into 2, they can share the story and their conclusions.

STORY 1 :

" Sophie is 21 years old, she lives in a shared apartment with 2 roommates and is studying International Relations at a local college while working part-time at a shop. This morning, Sophie woke up early to finalize a group presentation for her college class. His team is presenting on inclusive design. They have been dividing tasks over the last week, and today they will rehearse together.

On the way to school, the subway is delayed. Sophie quickly checks alternate bus routes on her phone and sends a message to her classmate to let them know she will be late.

At school, it is time to present, but a teammate forgets their slides. The group feels tense, and time is tight. Sophie steps in, suggests they adapt the order of speakers while the missing slides are reloaded, and helps calm everyone. Sophie is nervous, but when it's Sophie's turn to present, she introduces the topic confidently and uses clear, simple examples. She notices a few classmates losing focus, so she changes his tone to re-engage the audience. At the end, she listens to feedback from her teacher and her classmates.

After class, Sophie heads to work. A customer is upset about a price mistake. Sophie listens patiently, stays calm and finds a solution that satisfies the customer without breaking store policy.

Later, her manager asks for help to train a new employee. Sophie takes time to explain things clearly, using examples to illustrate each process.

In the evening, Sophie calls her friends to plan a weekend. She suggests some ideas, taking care to fit it into their budget, listens to others, and plans their trip.

As the day ends, Sophie feels proud because she handled challenges and supported others along the way. "

STORY 2 :

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“ Leila is 22 and lives in a small rural town. She completed a vocational diploma in computer systems last year. Since then, she has been looking for a job in IT support or web content management—something that fits her training.

In the meantime, she works part-time as a cashier at the local supermarket. It is not what she studied for, but it keeps her going while she figures out the next step. Today, she is on the early shift. She catches the 7:45 bus to get to the store two towns over. There are only a few buses each day, so she plans her day around the schedule.

At work, a customer argues with a colleague about a refund. Leila calmly steps in, listens to both sides, and offers a respectful solution, asking the supervisor to approve a compromise.

During her lunch break, she opens her laptop. She has a list of IT companies and co-ops in the region that she has been researching. She sends out a spontaneous application to one she found through a regional youth support network.

After work, she went to a youth centre that a colleague had told her about. She has an appointment with a guidance counsellor. They talk about how to highlight her cashier job as part of her skill set, not separate from it. Together, they review her CV and rework her job descriptions to better reflect her tech skills.

Back at home, Leila writes up the discussions with the guidance counsellor and starts to apply the advice she has received, using a model covering letter she has written herself and adapting it to the job offers she responds to. She then sends cover letters to various companies. ”

3. Debrief (15 minutes)

(Facilitator): Will debriefs the activity with the participants, going over the objective of the activity and what it demonstrates. The idea is for them to realise that one situation can lead to the use of several cross-disciplinary skills. Participants should be encouraged to share their feelings about the activity and the initial objective. Some questions :

- Did your view of your skill change?
- Why do you think that some skills weren't used ? Are there skills that are often overlooked?

Tips for Facilitator:

- Adapt the story and language of the skills to the participants' age, background, or professional context.
- Choose a story that includes both routine and unexpected challenges to trigger a range of skills.
- Use natural pauses in the story to let participants pass the yarn.



Session 5: Building Self-Awareness: Reflecting & Assessing Your Skills

Objective: This session aims to help participants develop greater self-awareness by reflecting on their current skills, strengths, and areas for growth. Learners will explore the importance of continuous self-assessment and gain tools to better understand their competencies. This reflective process supports personal development and prepares them for evolving professional and personal challenges.

Methods: Brainstorming, Peer-sharing, Guided reflection, Group discussion, Skills constellation mapping, Individual self-assessment

Duration: 90 minutes

Materials Needed:

- Flipchart paper or whiteboard
- Markers
- Post-its in different colours
- Pens/pencils for each participant
- Handout: Self-assessment worksheet (1 for each participant)

Resources Needed:

- [Self-assessment and Reflection Activity Worksheet.pdf](#)
- [Core Skills Liste.pdf](#)

Supporting Resources:

- [World Economic Forum report 2025](#)
- [Deloitte Human Capital Trends \(2023\)](#)

Instructions:

1. Introduction (15 minutes)

(Facilitator): Introduce the theme of the session: Why it's crucial to assess our skills regularly, especially in a fast-changing job market. Briefly present key insights from WEF or Deloitte reports on future skills (e.g. communication, adaptability, emotional intelligence). Share this quote with the group: *"The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn, and relearn."* – Alvin Toffler.

(Learners): Reflect personally on the quote. Write down their thoughts on post-its. After everyone has finished there will be a brief exchange in the group. Participants explain their choices and why they chose them.



2. Skills Constellation Mapping (20 minutes)

(Facilitator): Prepare 4-6 short scenarios that are related to school, work or community life. Divide the group into small teams (3-4 people). Give each team one scenario.

Examples:

- a) *You're organizing a youth festival with a small team and no budget.*
- b) *You're supporting a friend preparing for their first job interview.*

(Learners): In these groups, they will discuss:

- Which 2–3 skills would be most helpful in the scenario?
- Why do those skills matter in that situation?
- Who in their team already has those skills or wants to develop them?
- Let them write their skills on post-it's.

After they finish discussing those questions, each group briefly presents their scenario and chosen skills (1-2 minutes).

(Facilitator): will connect the skills across groups to highlight common themes (like teamwork, adaptability, problem-solving).

3. Self-Assessment Exercise (10 minutes)

(Facilitator): Hand out the “Skills Self-Assessment” worksheet. Explain how the 1–5 scale works and invite honest reflection.

(Learners): Work individually to rate themselves on a variety of transversal skills (e.g., emotional awareness, goal-setting, resilience).

4. Peer-Pair Reflection (15 minutes)

(Facilitator): Ask participants to pair up and use a few reflection prompts:

- “What surprised you?”
- “What strengths do you sometimes overlook?”
- “Which skill do you want to grow next?”



(Learners): Share 2–3 personal takeaways from the self-assessment with their partner. If there is enough time, they can then share one of their insight from pair discussion in a quick round with the big group

5. Goal Setting – My Growth Step (15 minutes)

(Facilitator): Provide each learner with a card or post-it. Guide them through setting a mini-goal:

- Which skill do you want to grow?
- What’s one small step you can take this week?
- Who or what can support you?

(Learners): Write their goal, first step, and support system on the card/post-it. After doing this, they can place their cards on a “Growth Wall” or keep them in their journals for future reflection.

6. Debriefing (10–15 minutes)

(Facilitator): Lead a closing group reflection with open questions like:

- “What did you learn about yourself today?”
- “What does being self-aware mean to you now?”
- “How can self-assessment become part of your daily/weekly routine?”
- “If you came back in 6 months, what would success look like in that skill?”

(Learners): Participate in the discussion, share insights voluntarily. It will be a full-group dialogue – a space for learners to voice their reflections, growth points, or lingering questions.

(Facilitator): End with an encouraging reminder about how awareness is the first step to personal empowerment. Suggest that they evaluate themselves regularly with these reflective practices, every 6 months or once a year, especially if they started studying/have a new job, ... to show growth

Tips for Facilitator:

- Create a **safe and open environment** by emphasizing there's no right or wrong and that self-awareness is a personal journey.
- Watch for participants who may feel insecure about sharing. Allow for silence/reflection.
- Time management is crucial, signal transitions gently and clearly.
- Use inspiring visuals or music to set a reflective tone during the individual tasks. Adapt the language of the self-assessment to the group’s age/background.



Session 6: Guiding Youth: Career Planning & Goal Setting

Objective: This session builds on the self-awareness and skills assessment process from the previous session. It helps youth translate their self-assessed strengths, weaknesses, and interests into actionable career goals and a clear career development plan. By integrating the insights from their skill assessments, participants will be better equipped to set realistic career goals that align with their abilities and passions.

Methods:

Brainstorming, Goal-setting exercises, Group discussions, Brainstorming, Peer feedback, Visualization techniques

Duration: 90 minutes

Materials Needed:

- Flipcharts / Whiteboard
- Markers (for group activities)
- Post-it notes
- Printed career planning worksheets (or digital versions via tablets/computers)
- Printed “Smart Goal Planner” (1 each participant)
- Skills Assessment Results from Session 5 (personal reflections, self-assessment worksheet)

Resources Needed:

- [Career Roadmap.pdf](#)
- [Smart Goals Planner.pdf](#)

Supporting Resources:

- Online career assessment tools
- Career-related articles or handouts
- Relevant statistics or reports on future job trends (optional, can use data from resources like the World Economic Forum, Deloitte, or similar reports)

Instructions:

1. Introduction (10 minutes)

(Facilitator): Begin by briefly reviewing the previous session’s skill assessments. Remind participants of the importance of being aware of their strengths, weaknesses, and areas for improvement. Then introduce the concept of career planning, showing how their self-awareness (from the last session) directly feeds into career goal setting.

- If session 6 is done immediately after the previous one, the recap can be shortened or even skipped... Mention now, that the strengths and areas for growth have been assessed, these insights will be put into action.



(Learners): participants will revisit their self-assessments and identify their top strengths and skills they would like to improve. They should reflect on their personal ratings and what career areas could benefit from these skills.

(Facilitator): Invite participants in a discussion to share how they think their strengths can influence their career choices and goals.

2. Leveraging Skills Assessment for Career Pathways (15 minutes)

(Facilitator): Guide learners through a brief reflection on their self-assessment results. Ask them to match their strongest skills with possible career fields (e.g., creativity, problem-solving for design or innovation; communication and leadership for management roles).

(Learners): On a piece of paper, participants will list their strongest skills from Session 5's self-assessment and the types of careers where these skills could be useful.

(Facilitator): After individual reflection, invite learners to share their thoughts in small groups (3 to 5 people) and discuss how their skills align with different career paths.

(Learners): In the smaller group, they will discuss and write key career themes or common strengths on a flip chart or whiteboard. After the discussion, the big group comes together. One spokesperson per group quickly shares the highlights with the whole group. .

3. Setting SMART Career Goals with a Skills-Based Focus (45 minutes)

(Facilitator): Introduce the SMART goal framework (Specific, Measurable, Achievable, Relevant, Time-bound). Start by giving a clear example: "Improve public speaking skills to present a school event by December." and analyse this example through each step of the framework:

- **S** – What exactly do you want to achieve?
- **M** – How will you know you were successful?
- **A** – Is it realistic for your current resources/time?
- **R** – How does this connect to your long-term vision?
- **T** – What's the timeframe?

Hands out a "SMART-goals" sheet and invite the participants to try to apply the smart to their own goals. Remind participants that the goals they set should align with the skills they have assessed in the previous session. Show examples of career-related SMART goals based on strengths and areas for improvement.

(Learners): everyone will identify one specific career goal they would like to achieve over the next 6 months. They should use their self-assessment insights to set a SMART goal, considering how they will use their existing strengths and improve weaker areas.



(Facilitator): Once everyone sets their goals, have participants pair up to share their goals. They can give each other constructive feedback based on the other person's self-assessment and help refine the goals.

4. Debriefing (20 minutes)

(Facilitator): Lead a debriefing session where participants reflect on how their self-awareness from the previous session (skills assessment) played a role in shaping their career goals. Discuss how ongoing self-reflection is important in career planning and development.

Ask: "From a youth perspective: How does this goal help you personally grow?"

"From a youth worker perspective: How could you support a friend in achieving a goal like this?"

(Learners): Will share any insights gained from the activity, particularly how their skill assessment influenced their goals and how they plan to improve certain skills for future career success.

(Facilitator): have a Final Q&A to address any remaining questions about connecting skills with career planning and how participants can stay flexible with their career goals.

Tips for Facilitator:

- Remind participants that their self-assessment from Session 5 is not a one-time exercise; it's an ongoing process. Encourage them to revisit their goals regularly to adjust them as they grow.
- Emphasize that weaknesses are simply areas to improve and should not be seen as obstacles but rather opportunities for development.
- If participants are struggling to connect their skills to specific careers, offer examples from various industries and provide online resources where they can explore potential career paths further.
- The participants can see the direct link between understanding their skills and setting meaningful career goals when Session 6 is connected to Session 5.



Session 7: Building Professional Profile: EUROPASS, LinkedIn & More

Objective: The objective of this session is to build learners' professional profiles using platforms such as EUROPASS and LinkedIn. Participants will develop the skills to effectively present their experiences, skills, and aspirations in digital formats. They will also practice articulating their professional identity through an elevator pitch.

Methods: Pair Work, Self-reflection, Presentation, Group Feedback

Duration: 90 minutes

Materials Needed:

- Link to [Europass CV](#)
- Brief presentation on what makes an effective CV and LinkedIn profile
- 3 positive and effective examples of a EUROPASS CV and LinkedIn Profile
- Printed "Elevator Pitch Practice Worksheet (1 for participant)
- Printed LinkedIn profile checklist

Resources Needed:

- [LinkedIn Personal Branding Canva.pdf](#)
- [LinkedIn Profile Checklist.pdf](#)
- [Elevator Pitch Practice Worksheet .pdf](#)
- [4-STEP Elevator Pitch.pdf](#).

Supporting Resources:

None

Instructions:

1. Present yourself: Discovering EUROPASS CV and LinkedIn Workshop (50 minutes)

(Facilitator): show and explain the usefulness of both platforms (Europass CV and LinkedIn) for job seeking purposes. Examples of both positive and effective CV and LinkedIn profile will be shown, key elements will be analysed and tips on how to avoid mistakes and make a positive impression will be given. A special focus will be given on the EUROPASS platform to how to use the "Europass CV Builder" function, and a premade **checklist** will be given to make LinkedIn profile as effective as possible, with special attention on headlines and summaries.

A short discussion in the group will follow.

(Learners): During the discussion they will express their opinion in the pro and cons of both platform, sharing also their experience and pointing out at least one key element that have to be included in their profile or CV in their opinion, After the Discussion, participants will have to choose one between Europass CV and LinkedIn profile, taking time to

create their own account or updating it following facilitator tips and key elements explained. Participants that may already have a high level of knowledge and don't require creating or updating their account can support other participants in doing so.

2. Elevator Pitch Practice (20 minutes)

(Facilitator): Explain what an elevator pitch is and how it's used (5 mins).

Distribute "Elevator Pitch practice worksheets" and guide learners in structuring their 60-second pitch (5 mins).

(Participants): Create their own pitch, following the guideline in the worksheet, and will practice it in pairs or small groups (10 mins).

Optional: Record pitches using phones and reflect on presentation.

3. Debriefing (10 minutes)

(Facilitator): Will start a group discussion, with the following questions:

1. What was easy or difficult?
2. What did they learn about themselves and their profiles?

After the group will have answered those questions, the facilitator will highlight how these tools help in job-seeking, networking, and career clarity and will encourage continuous updates and usage of their profiles and pitches.

Tips for Facilitator:

- Preview the EUROPASS and LinkedIn platforms beforehand to smoothly guide the session.
- Encouraging hands-on activity over long presentations – learning by doing is key.
- Offer individual support as participants build profiles.
- Use peer review to promote collaboration and build confidence.
- Remind learners that personal branding is ongoing – these are tools, not one-time tasks.



Session 8: Interview Ready: Strategies for Success

Objective: This session aims to strengthen learners' confidence and effectiveness in job interviews by practicing responses, managing stress, and improving non-verbal communication. Participants will learn to structure their answers using the STAR method and recognize the impact of body language and voice. Through role-play and peer feedback, they will enhance both verbal and non-verbal presentation skills.

Methods: Role-playing, Peer Feedback, Presentation, Group Discussion

Duration: 90 minutes

Materials Needed:

- printed "Common Interview Questions" (1 for every pair of participant)
- printed "Interview Evaluation Form" (1 for every pair of participant)
- printed "Star Method Worksheet" (1 for every participant)
- Preparation of Audiovisual material to give body language tips (e.g. phones or laptops for video recording and playback)

Resources Needed:

- [strategies for body language improvement.pdf](#)
- [Common Interview Questions.pdf](#)
- [STAR Method Worksheet.pdf](#)
- [Mock Interview Evaluation Form.pdf](#)

Supporting Resources:

None

Instructions:

1. Introduction (10 minutes)

(Facilitator): welcome participants and outline the objectives. Encourage a brief starting group discussion:

"What makes a great interview?"

(Learners): Take part in the group discussion with their own opinion

(Facilitator): After the discussion, will introduce the session structure and topics: question response, body language, and stress management.



2. Mock Interviews (20 minutes)

(Facilitator): Pair up participants and distribute a list of interview questions and preparation checklist.

Explain that they will take turns in roleplaying as a job-seeking person and as an interviewer.

The interviewer will have a list of common asked interview questions as a support, and will also give feedback using a provided checklist (5 mins).

(Participants): Pair up and role-play interviews (interviewer/interviewee) (10 mins total, 5 mins per round).

Tips can be given to participants that will act as employers to be more in the role.

After the role play interview, each pair provides feedback to each other using the checklist (5 mins).

3. STAR Technique Practice (30 minutes)

(Facilitator): Explain the STAR method with examples, clarify that they need to think of a previous situation where they went to a job interview, or if they never have the experience, to the mock interview just finished (10 mins).

Distribute a copy of the template to every participant and ask them to answer at least one or two of the sections of the STAR template (10 mins).

(Participants): Use the STAR Worksheet to reflect individually, and later and share responses in pairs or groups for feedback (10 mins).

4. Body Language & Voice Coaching (20 minutes)

(Facilitator): Show brief audiovisual content on effective body language (5 mins).

Guide learners through a short posture, breathing, and gesture exercise (5 mins).

(Participants): Practice delivering short interview answers while focusing on posture, tone, and gestures (10 mins).

Optional: Record and replay for self-reflection.

5. Debriefing (10 minutes)

(Facilitator): Will lead a group discussion and debrief about all the activities done in this session:

“What participants find difficult? What felt natural?”

The facilitator will encourage reflection on feedback received and progress made and share final tips on staying calm, focused, and authentic during real interviews.

Tips for Facilitator:

- Use humour and encouragement to ease nervousness and boost participation.
- Create a supportive environment where learners feel safe to experiment and make mistakes.
- Ensure everyone gets to play both roles (interviewer/interviewee).
- Offer live feedback, focusing on both strengths and areas for growth.
- Remind learners that practice and reflection are key to improving interview performance.



Session 9: Balancing Job Search & Personal Growth

Objective: This session helps participants reflect on their current balance between job searching and personal growth. Through a combination of movement-based reflection, identity exploration, and a role-play activity focused on internal dialogue, participants will better understand their own needs, motivations, and challenges. The session ends with a light, interactive game that normalizes shared experiences and encourages peer support in navigating the job search process.

Methods: reflective method, discussion method, role play method, experiential learning, gamification

Duration: 90 minutes

Materials Needed:

- String or tape (to use as Balance Line)
- A4 papers
- Markers
- Printed role cards
- Printed Job Search Bingo templates
- Flipchart or whiteboard
- Timer or phone

Resources Needed:

- [job bingo.pdf](#)
- [Role Play Cards – Two Inner Voices.pdf](#)

Supporting Resources:

None



Instructions:

1. Introduction and Balance Line (15 minutes)

(Facilitator): Welcome participants and introduce the session topic: Balancing Job Search and Personal Growth. Briefly explain that the session will help them reflect on how they are currently managing these two areas, and explore how both can support each other. Set up the Balance Line in the room using string or tape and signs from 1 (focused only on job searching) to 5 (focused only on personal growth).

(Learners): Participants are invited to silently reflect and then physically place themselves on a position of the Balance Line, according to how they currently feel. In pairs or small groups, they discuss why they chose that position.

(Facilitator) Ask a few volunteers to share what influenced their position on the line. Introduce the idea that both areas – job search and personal growth – are important, and the session will help explore how to better balance them.

2. Who am I without a job? (20 minutes)

(Facilitator): Distribute A4 paper and markers. Invite participants to draw or write a personal “identity map” that reflects who they are outside their job or professional role. Encourage them to include values, roles, passions, and traits.

Example:

“Now we’re going to take a moment to explore who we are beyond work or job titles. I’ll give each of you a sheet of paper and some markers. Your task is to create a simple ‘identity map’.

You can write, draw, use symbols – whatever works for you. In the centre, write your name or draw yourself, and then around it add words, colours, shapes or images that represent:

- Your values (e.g. honesty, freedom, creativity)
- The roles you play in life (e.g. friend, sister, volunteer, learner)
- Your passions or interests (e.g. music, nature, social justice)
- Personal qualities or strengths (e.g. kindness, humour, resilience)

There’s no right or wrong way to do this – it’s personal. You’ll have about 8–10 minutes to work. Then, if you feel comfortable, we’ll pair up to share parts of our identity maps with someone.”

(Learners): Individually create their identity maps. Once finished, share selected parts that they feel comfortable to discuss with a partner or in small groups.

(Facilitator): after the exercise, start a group asking

- What parts of your identity are not connected to work?
- How do these parts support your personal growth and well-being?

3. Role Play – Two Inner Voices (25 minutes)

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(Facilitator): Explain that we often have conflicting internal voices – one pushing us to stay productive and get results (e.g., job searching), and the other reminding us to grow, rest, or reflect.

Distribute role cards and form triads. Each group has:

- one person as “the self”
- one as “the job-focused voice”
- one as “the personal growth voice”

Give 5 minutes per round, then have participants rotate roles until each person has experienced all three.

(Learners): Engage in the role play and reflect in their group: What did I hear? What surprised me? What do I need more of?

(Facilitator): After the activity, ask:
Which voice is louder in your life right now? What did the quieter voice say that you needed to hear? (5 minutes)

4. Job Search Bingo (20 minutes)

(Facilitator): Distribute printed bingo cards and explain the rules. Each square includes a job-search-related experience (e.g., “Sent a CV,” “Got rejected,” “Went to an interview,” etc.). Participants will walk around the room and talk to others, searching for someone that had the experience described in the bingo cards, when they found it, they write their name on the square of that experience.

(Learners): Actively participate in the game. Engage in light, informal conversations, and aim to complete a row of bingo. (15 minutes)

(Facilitator): Wrap-up of the game, Celebrating completed bingo cards and ask:
Which experiences do many of us share? How does it feel to know others are going through the same things?

5. Debriefing (10 minutes)

(Facilitator): Gather the group in a circle or plenary. Lead a closing reflection on the session by asking:

- What did you learn about yourself today?
- How can personal growth help you during the job search?
- What’s one small step you can take this week to feel more balanced?

(Learners): Reflect individually and then share one insight or action step with the group.



(Facilitator): As a final note, remind participants that job searching can feel like a lonely path, but it doesn't have to be. Encourage them to stay connected, share their progress, and support each other beyond this session. Growth is easier—and more meaningful—when we don't go through it alone.

Tips for Facilitator:

- Create a safe and supportive space - Since this session touches on identity, self-worth, and personal struggles, make sure participants feel respected and not judged. Remind them that sharing is voluntary.
- Model openness - Share your own small example (e.g., a time you felt unbalanced or struggled with job search pressure) to encourage honest sharing.
- Adapt to energy levels - This session blends reflection and interaction. If participants seem tired or shy, allow more time for individual work or start pair sharing before going into group discussion.
- Balance seriousness with lightness - The topic is deep, but include moments of humour or playfulness (e.g. during Bingo or role play) to keep the atmosphere relaxed and human.
- Stay on time but flexible - Use a timer to keep exercises on track, but be ready to extend moments of strong insight or connection if they support the group's learning.



Session 10: Networking & Upskilling for Opportunities Online

Objective: This session helps participants become more confident in how they present themselves online and how they connect with others professionally. They will explore where and how to build their network, discover useful tools for learning new skills, and reflect on how they want to show up online. The aim is to support their visibility, growth, and opportunities in a digital world.

Methods: self-reflection, guided discussion, peer feedback, content creation, experiential learning

Duration: 90 minutes

Materials Needed:

- Printed reflection worksheets
- Pens or markers
- Flipchart or whiteboard
- Projector or screen (optional, for showing examples)
- Printed fictional LinkedIn profiles
- Timer or clock
- Internet access (optional but useful)
- Participants should bring their phones or laptops for looking up platforms and, if possible, drafting their content (e.g. profile descriptions or post ideas)

Resources Needed:

- [Reflection worksheets.pdf](#)
- [Fictional LinkedIn profiles.pdf](#)

Supporting Resources:

- LinkedIn Career Guide: <https://linkedin.github.io/career-explorer/>

Instructions:

1. Introduction (20 minutes)

(Facilitator): Welcome participants and introduce the session topic: *Networking & Upskilling for Opportunities Online*. Ask: “What do you think online networking means? What platforms do you already use to connect or learn something new?”

Use flipchart or board to note down keywords from participants (e.g. LinkedIn, YouTube, Discord, etc.).



(Participants): Take part in a mini Icebreaker, they will pair up and share:

- One online platform they've used for learning or connecting.
- One positive or surprising experience they had through that platform.

(Facilitator): After 5 minutes of the mini icebreaker, ask participants to share with the main group the platform they choose, the opportunity it offers and the which target group is aimed

2. Online Me – Visible, Valuable, Connected (20 minutes)

(Facilitator): Present the three key elements for building an online presence:

- Visible – how easy it is to find and understand who you are
- Valuable – what you share or contribute
- Connected – how you engage with others and grow your network

Distribute the printed reflection worksheet and encourage honesty while answering – this is for their own insight.

(Learners): Individually reflect and write answers to guided questions of the reflection worksheet (10 minutes). After 10 minutes pair up with someone nearby and share:

- Which area (visible, valuable, connected) do you feel most confident in?
- What surprised you while answering the questions?
- What's one small thing you could do to improve your online presence this month?

(Facilitator): Encourage active listening and mutual support. Invite 2–3 volunteers to share something from their pair discussion with the group.

3. Mini content challenge (25 minutes)

(Facilitator): Divide participants into 4 small groups. Assign one type of content to each group:

1. LinkedIn "About Me" paragraph (3–4 lines)
2. Short bio for a professional profile (max. 140 characters)
3. A comment or post suitable for a professional audience
4. A message to connect with someone (e.g. on LinkedIn)



Explain the task: “Each group will create one example of their assigned content. Work together to write something clear, realistic and professional – something you could actually publish online. You will present your content to the group at the end. Others will give supportive feedback.”

(Learners): Collaborate as a group to write assigned types of content. Think about clarity, tone, and what message it sends about the person. Prepare a short explanation of why you wrote it the way you did. (15 Minutes)

(Facilitator): After 15 minutes, support every working group to read out their final version to the whole group. Encourage peers to give brief, positive feedback to each other, asking questions like:

- “Would you click on this profile/message/post?”
- “What makes it effective or interesting?”

4. Sharing & Peer Support – Content Creation from a Profile (20 minutes)

(Facilitator): Divide participants into small groups (3–5 people). Give each group one of the prepared short fictional LinkedIn profiles of a different person.

Each profile includes: Name, Field of interest or study, One or two experiences, Career goal or value

Explain the task: Based on the fictional person’s profile, every group will create:

1. A short LinkedIn ‘About Me’ (3–4 lines).
2. A sample post this person could share to engage her network.
3. Prepare to briefly present your work.

(Learners): Working as a group, read the assigned profile and complete the task (10 minutes)

(Facilitator): After 10 minutes, ask each group to share their content with the others and encourage a quick feedback session with questions like:

“What made it effective? Would you connect with them?”

5. Debriefing (10 minutes)

(Facilitator): Lead a closing circle or discussion with questions such as:

- What did you learn about yourself today?
- How can online platforms help you achieve your personal or career goals?
- What’s one action you will take in the next 7 days about your online presence?

(Learners): Each participant thinks about one concrete step they will take after the session – and optionally shares it aloud.

(Facilitator): As a final note, remind participants that learning and networking online is a process – consistency, curiosity, and authenticity matter more than perfection.

Tips for Facilitator:

- Encourage authenticity over perfection - many participants may feel unsure about presenting themselves online. Remind them that being honest and clear is more important than sounding “perfect.”
- Use real examples - show short examples of LinkedIn bios, posts, or connection messages to help spark ideas. Real-life inspiration makes abstract tasks more approachable.
- Promote peer support - highlight the value of feedback and encourage groups to listen actively and share kindly – this helps build confidence.
- Adapt to tech levels - not everyone may have a LinkedIn profile or be digitally confident. Be flexible and offer simple entry points for everyone, regardless of experience.



Session 11: Job Shadowing & Internships: EU & Local Opportunities

Objective: familiarize youth with European and Local opportunities: Erasmus+ (youth exchanges, youth worker camps and traineeships), Solidarity Corps, as well as an understanding of the scope and purpose of job shadowing.

Methods: intergroup reflection ; group discussion; presentations ; role play ; multiple learning styles

Duration: 90 minutes

Materials Needed:

- coloured pens & markers
- flipchart paper
- colour printer
- scissors
- white adhesive band
- phones
- 1 set of printed and cutted “Learning Cards and Instruction” for every 4 people. Should be printed on thick A4 paper (preferably laminated)
- printed copy of “Opportunity Summary Sheet” for every 4 People

Resources Needed:

- [Learning Cards and instruction. pdf](#)
- [\[Erasmus+\] Opportunities Summary Sheet.pdf](#)

Supporting Resources:

- [\[Erasmus+\] Official programme guide \(2025\).pdf](#)
- [Learning Pyramid \(retention rates\).pdf](#)
- [Erasmus+ official program guide PDFs available in 24 languages](#)
- [Fishbowl group discussion facilitation technique \(Sam Kaner - Participatory Decision Making\)](#)

Instructions:

1. Introduction (15 minutes)

(Facilitator): Welcome participants and briefly introduce the topics of Job Shadowing and Internships across both EU and local contexts as learning opportunities for personal and professional growth.

Stick the adhesive band to the floor in the shape of a line that divides the room in two. Explain how one end of the adhesive band represents “zero experience and knowledge”, while the other end represents “specialist level expertise” in our session topic. Invite participants to find their corresponding place on this spectrum, and inquiry 1-2 people from each segment to briefly share their experience that motivates their choice of spot.

Acknowledge that each individual level of experience is a good starting point for taking the next step forward. Explain that in the next activity we will gain a deeper understanding of the 4 core learning opportunities for European and local contexts through group discussion and co-exploration.

2. Opportunity Learning Cards: *Group Work* (35 minutes)

(Facilitator): Create teams of 4 members, selecting people with mixed levels of experience.

Briefly describe the activity instructions and invite each team to collect one “*work package*” that contains a flip chart paper, 1 set of learning cards, an Erasmus+ summary sheet (A4) and an activity instruction slip (*figure 1*). Clarify any questions before starting. Furthermore, encourage different perspectives as a sign of healthy exploration for a complex topic. (5 minutes)

Facilitator note

Ensure enough time prior to the workshop to cut the shape of each card and associated instructions (estimated time: 20-30 minutes depending on group size).

INSTRUCTIONS

- Each team member receives one card.
- As a team, you have 30 minutes.
- Card owners take turns inquiring the group.
- Each question explores insights from every learning opportunity.
- The question-givers note down key insights on flipchart.
- Finally, one person delivers a 3-minute presentation to others.


 For the Erasmus+ card, read the associated summary sheet.

Figure 1.
Learning cards instructions slip.

(Learners): Create groups of 4 people and collect the “*work package*”. Each team member receives a different card. Taking turns, every team member reads its own card out loud and makes the question at the end of the card to the others. This will allow exploring insight for every different learning opportunity. Key insights are written on the flipchart.

After all the 4 cards have been read and all the questions answered; the team will prepare a 3 minute presentation to present to the other teams in the next section.

3. *Group Presentations* (15 minutes)

(Facilitator): Invite 2–3 teams to present their learning in front of the larger group, with a 3-minute allocated time (and 2 minutes buffer). Stick the flipcharts in a highly visible place on the wall. The goal is to learn from each other presentations as well as to ensure a high retention rate for learning insights by teaching others (*scientifically proven to increase 24-hour retention up to 90%, compared to only 50% associated with discussion, see learning Pyramid*)

4. *Fishbowl - Intergroup Reflection* (15 minutes)

(Facilitator): Organize participants into a standing circle. Place pillows or a blanket for comfortable sitting in the centre. Invite one member from each team to sit down in the middle and engage in a reflective discussion on:

- o key takeaways for each learning opportunity.



- their implications for youth in European countries.

(Learners): One member of each team starts in the centre of the circle. Other team members can gently tap their group representative on the shoulder to join the discussion and replace them. Only participants in the middle are allowed to speak, everyone else is a silent, attentive observer.

Tips for Facilitator:

- use a timer for the presentations, though gently knock one minute before the end of buffer time.
- during the fishbowl exercise, you may take notes on a separate flipchart and capture key ideas.
- make available all supporting materials for participants after the end of the session.
- end the session with a standing circle: ask for 1 word & movement (one step forward & present)



Session 12: Inclusive Engagement: Empowering Diverse Youth Groups

Objective: The purpose of this session is to develop empathic communication skills, intercultural understanding, and active community participation among youth from diverse backgrounds. Participants will learn how to express their viewpoints in an inclusive way and how to create a safe space for everyone. They will also strengthen their self-confidence and their ability to work in teams with people from different backgrounds.

Methods: Role-playing games, Teamwork, Presentations, Empathy map

Duration: 90 minutes

Materials Needed:

- Flipchart + markers
- Post-it notes
- A3 sheets
- A4 sheets
- Coloured pencils / pens
- Projector
- Participants should have their own phones (for accessing links, filling out short interactive surveys like Mentimeter)
- Printed Empathy map (1 for each participant)

Resources Needed:

- [Empathy map.jpg](#)
- Case study adapted from real communities

Supporting Resources:

- <https://www.includeyouth.org>
- <https://www.voicesofyouth.org>
- Article: “Building Inclusive Communities with Youth” (UNICEF)

Instructions:

1. Introduction (20 min)

(Facilitator): introduces themselves and leads a short energizer. Will ask the group: “How does diversity serve us?” After the energizer, the workshop goal is explained: “Today we’ll explore what inclusion really means and how we can create spaces where every young person feels heard, valued, and part of the community.” The facilitator will then introduce the concept of “Inclusion”, encouraging participants to express their ideas on this



topic and trying to reach a common definition of inclusion.

(Learners): Reflect and take part in a discussion trying to find a common definition of what inclusion really is

(Facilitator): After the reflection moment, underline how the point of this exercise is to show how inclusion can be a very complex and difficult concept to define, and it can change based on the context and the people that are reflecting on it.

To finish the introduction it's important to set emotional safety rules (e.g., confidentiality, active listening, mutual respect) for the next part, that can be sensitive for someone.

2. Empathy Map (20 min)

(Facilitator): Hands out 1 printed copy of the empathy map to every participant and explain the task.

(Learners): have to create a character profile of a marginalized youth of their choice (e.g., Roma teen from rural area, Ukrainian refugee, LGBTQ+ youth, etc.) and fill all the sections of the empathy map, they should ask themselves the following question about the character they choose:

- What do they **see** every day?
- What do they **hear** from others?
- What do they **think and feel**?
- What are their **needs, dreams, and fears**

3. Role Play: "Council of Diverse Youth" (30 min)

(Facilitator): Divide Participants into groups of 5–6 participants member each and explain the task: "Each group will act as a "Youth council", with the goal to organise a multicultural event in a fictional city. In this fictional city, there is pre-existing tension and prejudice about different ethnic and minority groups. The team should try to organise an event that is inclusive, able to involve the general population, and that will not be a source of additional problems in the community."

(Learners): Will Role-Play as a member of a Youth Council that needs to organise a festival in the fictional city. The majority of the group will act as "Diverse Youth", keeping the same character they choose and reflect on during the Empathy map. The Diverse Youth Goal is to try to use the festival to reduce the general population stereotypes and make their challenges and needs to be seen.

In addition to the "Diverse Youths", every group should choose 2 participants that will adopt a special role:

1) One will act as a youth worker, representative of a Local NGO, which is the legal responsible for organising the event and the one that has the budget for it. The Participant, with this role, should try to act as a mediator between



the needs and ideas of the other participants.
2) A second participant will act as representative of the Local Authorities. The participant with this role should make provocative questions about the safety of the event, ensuring that the plan is compliant with laws and will not create problems and issues in the city. It will also act as a representative of the stereotype that the main population can have about different minority groups.

Goals:

Reach a group decision that reflects all perspectives and propose a plan that promotes inclusion.
Negotiate and agree on 3 key actions for the event

4. Debriefing (15 min)

(Facilitator) : After the exercise will guide a discussion with questions such as:

- What was challenging about representing your character?
- What surprised you about the negotiation process?
- How does this exercise relate to your work as youth workers?

(Learners): Everyone should share how the exercise was for them and reflect on 1 takeaway and/or learning it had. Key thoughts can be written on a flipchart.

5. Closing + Feedback (5 min)

(Facilitator): summarizes the session, and offers a safe space for participants that may be in need of emotional safe space after the activity.

(Learners): Everyone fills out a short feedback form (on their phones, via Google Form) about how they felt and what they learned.

Tips for Facilitator:

- Encourage young people to express their own thoughts, even if they're not the "right answers."
- Provide only basic guidance during exercises. Let them discover solutions, negotiate, and make decisions as a group.
- Allow moments of uncomfortable silence during check-ins and check-outs, until someone chooses to speak.
- Place flipcharts in visible spots in the room as soon as they're completed.
- Pay attention throughout the workshop to moments when participants can briefly take the lead.
- Validate every contribution, no matter how "simple" it may seem — for many young people, especially from marginalized groups, simply speaking up in a group is an act of courage and personal strength.

Session 13: Empowering Youth: How to Maintain Motivation & Interest



Part 1

Objective: This session aims to equip participants with practical strategies to maintain their motivation and sustain long-term interest in personal and professional development. Learners will explore key motivation theories, recognize their personal drivers, assess their motivation patterns, and design personal strategies to reignite their drive during challenging periods. They will strengthen their self-management, emotional resilience, and goal-tracking competencies.

Methods: Self-reflection, brainstorming, group discussions, lecture, teamwork, case study

Duration: 90 minutes

Materials Needed:

- Flipchart
- Markers
- Sticky notes (different colours)
- Pens/pencils
- Pre-printed Motivation Self-Assessment Worksheets (one for each participant)

Resources Needed:

- [Self-determination theory.pdf](#)
- [Motivation self-assessment.pdf](#)
- [EASY Case studies.pdf](#)

Supporting Resources:

- EASY Employability guide: Key Skills
- TED Talk “How to set the right goals and stay motivated” (by Ayelet Fishbach)
https://www.ted.com/talks/ayelet_fishbach_how_to_set_the_right_goals_and_stay_motivated
- TED Talk “Finding motivation, passion and energy in our work” (by Deirdre O’Shea)
https://www.ted.com/talks/deirdre_o_shea_finding_motivation_passion_and_energy_in_our_work

Instructions:

1. Introduction (15 minutes)

(Facilitator): introduces the session topic, emphasizing that maintaining motivation is essential for achieving sustainable success and well-being. Self-Determination Theory is introduced using prepared PPT slides.

(Learners): listen and have the opportunity to ask follow-up questions or share their insights.

Main learning exercises (60 minutes)

2. Personal Motivation Self-Assessment (25 minutes)



(Facilitator): Give each participant a Motivation Self-Assessment worksheet, the questions are presented and participants are asked to answer all of them individually. Afterwards, Participants are asked to discuss in pairs after completing the worksheet.

(Learners): Participants complete the worksheet based on their personal experiences, consulting with the facilitator if necessary. (10 minutes). After a period of individual reflection, they share insights in pairs, to allow further reflection.(10 more minutes)

(Facilitator): At the end of the activity, participants are asked to come back to their places and share their insights into what unites them and what separates them in their approach to motivation and its support. (5 minutes)

3. Case Study – Boosting Motivation (35 minutes)

(Facilitator): Participants are divided into 3 groups, each of which is given a different case study.

(Learners): Actively participate in group activities and analyse the presented case. Every group discusses the case and thinks of possible solutions and suggestions on how to motivate the “hero” of the story to achieve its goals. They will also reflect on which support the “hero” may need from youth workers and the network, reflecting on which resources may be needed to help him. (20 minutes)

(Facilitator): Facilitate group reflection and debriefing, asking questions about motivational support and motivating young people:

- What motivates you personally to keep growing, even during challenging times?
- Which strategies from today could you realistically apply when working with unmotivated youth?
- How has your understanding of motivation changed after this session?
- What barriers to motivation do you commonly see in young people, and how might you address them differently now?

Tips for Facilitator:

- Try to get a feel for the group dynamics during group work. If a task requires more time, try to give it.
- During group work, circulate to support but avoid directing solutions; let participants explore and own their insights.
- Use the flipchart to capture group ideas during presentations and debriefing, helping participants see patterns and shared challenges.



Session 13: Empowering Youth: How to Maintain Motivation & Interest

PART 2

Objective: The second part of this session helps participants apply motivational theories practically, reinforcing self-awareness and strategy-building for long-term drive. They will explore personal motivation patterns, identify common barriers, and develop peer-supported solutions for staying motivated during challenges.

Methods: Self-reflection, motivational mapping, peer coaching, group discussion

Duration: 60 minutes

Materials Needed:

- Flipchart
- Markers
- Sticky notes of different colours
- Pens/pencils
- Printed Goal reconnection Plan Template (1 each participant)

Resources Needed:

- [Goal Reconnection Plan EASY.pdf](#)
- Motivation Mapping Flipchart

Supporting Resources:

- EASY Employability guide: Key Skills
- Summary of Self-Determination Theory (from earlier session PPT)

Instructions:

1. Introduction (5 minutes)

(Facilitator): introduces the second part of the session, which is dedicated to understanding and strengthening personal motivation. It can be emphasized that only a youth worker, feeling motivated himself/herself, can transfer this energy to young people, therefore it is very important to find time to satisfy his/her own needs and strengthen his/her internal motivation.

2. Motivation Mapping (20 minutes)

(Facilitator): Divide a flipchart into three columns: Intrinsic/ Extrinsic/ Amotivation. Distribute different coloured sticky notes to participants and ask them to think of 2-3 examples in 10 minutes of what motivates and demotivates them, and what does not cause any emotions at all. Choose a different colour for each type of motivator.



(Learner): Reflect on your personal experiences and feelings, and write down what you find important, following the division given by the facilitator. If you have any questions, consult the facilitator. When finished, stick the sticky notes in the appropriate section of the flipchart.

(Facilitator): Once participants have posted all the sticky notes on the flipchart, review them, highlighting which motivators dominate and which triggers occur most frequently. You can invite participants to comment on their opinions and experiences.

3. Goal Reconnection Planning (25 minutes)

(Facilitator): Distribute the Goal Reconnection Planning to each participant and introduce its contents: Signs of Low Motivation, Common Triggers, What's Helped Before, New Strategies to Try. Encourage participants to reflect on their personal experiences and write down their impressions on a sheet of paper (10 minutes). After participants have completed their personal planning templates, ask them to discuss them in groups of two, (10 more minutes).

(Learner): Complete the Goal Reconnection Planning, reflecting honestly on all the 4 sections, drawing on your own experiences. Feel free to share what has worked for you to increase your motivation and what has been frustrating. If you have any questions, consult with the facilitator. After individual reflection is finished, pair up and discuss it with other participants.

(Facilitator): After every participant has shared their reflection in pairs (or the time has finished), bring all participants together for a group discussion. Ask them a few summary questions:

- How often do you pay attention to your needs, and how often do you feel your motivation waning?
- Which strategies shared today might you use yourself?
- What's one insight you'll take into your personal or professional life?

Invite participants to take sticky notes and write a motivating wish or quote on them - either their own or based on their ideals.

Tips for Facilitator:

- Remind participants that motivation is a personal thing, so there is no single right answer.
- Try to have 2 people participate in pair discussions, this will allow each person to express themselves more.
- If you see that you need extra time for one or another task, give it.



Session 14: Mentoring Youth Action Plan with EASY Tools

Objective: This session enables participants to apply the tools and methodologies presented during the training to address real-world challenges faced by youth in their local communities. Working in groups, they will identify a current youth issue and develop a practical, youth-led action plan using the EASY approach. The session fosters critical thinking, planning, and collaborative problem-solving skills.

Methods: Group work, brainstorming, action planning, presentation, peer feedback

Duration: 120 minutes

Materials Needed:

- Flipchart paper (one for each group)
- Markers and pens
- Sticky notes (various colours)
- Personal laptops/ phones
- Pre-printed EASY Youth Action Plan templates (one per group or participant)

Resources Needed:

- [Employability-guide-English-version-KA2-EASY.pdf](#)
- [WHITEPAPER-English-version-KA2-EASY.pdf](#)
- [YOUTH ACTION PLAN.pdf](#)

Supporting Resources:

- All digital resources used during the training

Instructions:

1. Introduction (5 minutes)

(Facilitator): Introduces the topic of the session as the last part of the training. The participants are reminded that the aim of all the training sessions was to develop practical skills and theoretical insights that would allow them to effectively help young people who are trying to escape unemployment or who do not know what they are striving for and what they want. It is explained that in the last task, participants are asked to become decision-makers and planners themselves and to create practical solutions to the challenges faced by young people.



2. Filling in the EASY Youth Action Template (60 minutes)

(Facilitator): Divide participants into groups of 3–4 people, preferably from different countries. Each group is invited to discuss among themselves the main problems faced by the young people they work with. Each group is given a Youth Action Template with writing materials, but it is emphasized that if they would like to demonstrate it visually, they can do so using flipchart paper. Participants are suggested that if they lack ideas about the problems or would like to learn more, they can first review the “EASY Whitepaper” and the “EASY Employability guide”, which are rich in information about experiences and good practices from different countries.

(Learner): Participants, after familiarizing themselves with the results of the EASY project and evaluating the knowledge acquired during all training sessions and their practical experience, fill in the EASY Youth Action Template or answer the questions in a graphic format. Each group must prepare a 5-7 minute presentation for the whole group.

3. Short Break before presentation (10 minutes)

4. Presentations (30 minutes)

(Facilitator): invites each group to present their work in turn, asks follow-up questions, leads the discussion and keeps everyone engaged. It's important to notify teams about their time limit

(Learner): Participants present their prepared action plans to increase youth employment and also actively participate in the discussion. (5-7 minutes each presentation)

5. Debriefing (15 minutes)

(Facilitator): After every group presentation, the session will be concluded by summarizing and sharing observations about each group's work. Closing questions are asked at the end of the session:

- How did it feel to apply the tools to a real-world issue?
- What would help you implement this plan with actual youth?
- How could you adapt the EASY framework to suit different youth groups?
- What strengths and challenges emerged during this planning process?

(Learner): Take part in the last reflection and debrief moment, answering facilitator questions and sharing how they felt during all the programme.

Tips for Facilitator:

- Help groups stay focused and realistic in their planning – encourage one strong idea over many small ones.
- Celebrate creativity and collaboration; remind participants there is no one “right” solution.
- Offer ideas to groups who feel stuck (e.g., prompt questions or reflections from previous sessions).



Annexes

1. **Training** **Feedback** **Form**
[Template](#) [for](#) [future](#) [Feedback](#) [about](#) [Sessions](#)
 Filled feedbacks form Joint Staff Training [Feedback Surveys](#)

2. **List of Materials Needed**

- 1 printed copy of “Opportunity Summary Sheet” for every 4 People
- 1 set of printed and cutted “Learning Cards and Instruction” for every 4 people. Should be printed on thick A4 paper (preferably laminated)
- A3 sheets
- A4 papers
- Antigolf sheets
- Ball of yarn (optional)
- Coloured pencils/ Markers
- EASY Toolkit PDF (this same document)
- Flipchart
- Handout: Self-assessment worksheet
- Internet access
- Music speaker
- Participants phones or laptops
- Pens
- Printer
- Post-its in different colours
- Pre-printed EASY Youth Action Plan templates (one per group or participant)
- Pre-printed Motivation Self-Assessment Worksheets (one to each participant)
- Printed career planning worksheets (or digital versions via tablets/computers)
- Printed Empathy map (1 for each participant)
- Printed fictional LinkedIn profiles
- Printed Goal reconnection Plan Template (1 each participant)
- Printed Job Search Bingo templates
- Printed Jobs Cards
- Printed reflection worksheets
- Printed role cards
- Projector or similar
- Scissors
- Skills Assessment Results from Session 5 (personal reflections, self-assessment worksheet)
- String or tape (to use as Balance Line)
- Tennis ball
- Week schedules



3. List of Resources Needed

- Link for additional resources of each session: [Additional resources](#)
- [5. Upskilling opportunities](#)
- EASY Employability guide: Key Skills
- Session 4 Story scripts
- [Easy Website](#)
- [White Paper](#)
- [EASY EMPLOYABILITY GUIDE](#)
- [EMERGING SKILLS WHITE PAPER](#)
- [World Economic Forum report 2025](#)
- [World Economic Forum report 2025](#)
- [Deloitte Human Capital Trends \(2023\)](#)
- [Europass CV](#)
- [LinkedIn Career Guide](#)
- [Erasmus+ official program guide PDFs available in 24 languages](#)
- [Fishbowl group discussion facilitation technique \(Sam Kaner - Participatory Decision Making\)](#)
- [TED Talk “How to set the right goals and stay motivated” \(by Ayelet Fishbach\)](#)
- [TED Talk “Finding motivation, passion and energy in our work” \(by Deirdre O’Shea\)](#)
- <https://www.includeyouth.org>
- <https://www.voicesofyouth.org>
- Article: “Building Inclusive Communities with Youth” (UNICEF)

4. List of Methods Used

- Action planning
- Antigolf
- Brainstorming
- Case study
- Circle of name
- Content creation
- Discussion method
- Empathy map
- Energizer
- Experiential learning
- Gamification
- Goal-setting exercises
- Group discussion
- Group Feedback
- Group work



- Guided discussion
- Guided reflection
- Individual reflection
- Individual self-assessment
- Intergroup reflection
- Lecture
- Motivational mapping
- Multiple learning styles
- Pair Work
- Participatory and collaborative method
- Peer coaching
- Peer feedback
- Peer-sharing
- Presentation
- Reflective method
- Role play method
- Self-reflection
- Skills constellation mapping
- Speed friending
- Teamwork
- Visualization techniques

5. Facilitation Tips for Inclusive Training

- Use survey to collect information from participants before the training, this will allow identifying any specific needs or requirements, and in case will allow preparing or adapt content of the training beforehand.
- Be mindful of specific dietary requirements, and manage food break accordingly
- Choose a Venue of activity easily reachable by all the participants, and that doesn't have significant structural barriers.
- Provide agenda to participants some days ahead, to allow everyone to prepare themselves and express doubt or suggestion for improvement.
- Avoid Ice-breaking and Energizer games that can create embarrassment, especially on the first day, when participants still don't have confidence with each others
- Use the first session to get to know more in details all the participants, don't assume anyone gender and use an inclusive language at all time.
- From the beginning, pay attention to group dynamic. If someone is at risk of exclusion, valorise their contribution and propose activities that mix the group and allow every participant to know each other.
- Breaks can be used to talk with specific participants and ensure their comforts and/or ask what they would need to feel more included
- Decide common group rules with all the participants, it should be explicated that during all the training the group is a safe space to express emotion, thought and opinion



- Pay real attention to Expectation, Fear and Contribution of every participant; if needed offer reassurance about the Fear and make clear the agenda, the goal of the training and the methods that will be utilised.
- Underline how the training it's a safe space for everyone to experiment and step out of the comfort zone
- Decide and stick to a common language understood by everyone (usually English). If someone has a lower understanding or speaking level, reassure them, and offer to be available to repeat or rephrase every time they will not understand.
- Prepare easily to understand audio vision material
- Use a clear and hearable tone of voice while giving instructions.
- Be mindful and respectful of different communication styles and cultural aspect that will appear during the training.
- Promote and encourage active participation of all the participants.
- Be available to one on one meeting, practicing active listening to learn about eventual problems or needs.
- Be open to receive feedback on a daily basis. Don't take eventual negative feedback personally but reflect on them and try to change approach for the next day
- Be flexible to change the plan based on the group feedback.
- Remember that the facilitator is a learner among learners, don't pretend to know everything, and valorise other participant contribution during the discussion.
- Be ready to interrupt and/Or de-escalate an eventual conflict situation that may happen inside the group
- Offer a reflection space for everyone.



Emerging Advanced Skills Youth

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