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## Guide to kit 1

# Career education activities to support students who meet professionals



## Overview of the kit

This kit consists of 11 learning units which have been developed to transform any encounter students might have with a professional in a career learning activity. Students meet professionals during school years during projects, school trips, parents visits, etc. Very rarely, however, there is a specific focus on the career learning potential of these encounters. The methodological framework of reference is the Career Management Skills framework as presented in the PRIME Handbook. In particular, this set of learning units refers to a macroarea labelled as “exploring new horizons”. This area is about exploring career opportunities and understanding the complexity of the socio-economic scenario including reflecting on the ethical and sustainable impact of career choices.

Within this macroarea, the focus is on 3 main learning outcomes:

- Understanding careers and the labour market. Giving students the chance to explore knowledge about different career opportunities in the labour market means letting them explore different areas of professional profiles and go beyond stereotypes. Promoting this skill also means to make students able to reflect on future careers and understand how the labour market and careers change over time. Understanding careers also means to let students be receptive to how they can describe careers, also in uncommon ways.
- Understanding complexity. This means to be aware of the multivariate factors that can influence individuals’ careers. Being aware that the world of work is changing, that the future is not already written are fundamental elements of this learning objective. They translate into activities aimed at supporting students exploring how careers are changing and how they can shape the future direction of the world with their career.
- Ethical and sustainable thinking. This last area refers to the importance of letting students understand that personal choices have an impact within the community and the environment. This area has to do with the idea that any professional is a change maker who, via his work, is contributing to shaping the world. In this regard, it is particularly important to shed light on how careers can contribute to sustainable development goals.

The kit is composed by:

Learning Unit 1. Let’s interview a professional

Learning Unit 2. Guess who game

Learning Unit 3. The ID of a professional

Learning Unit 4. The professionals’ ecosystem

Learning Unit 5. How would the world be without that professional?

Learning Unit 6. How are you changing the world? Jobs and SDGs

Learning Unit 7. How will this job be in the future?

Learning Unit 8. Stories from the future

Learning Unit 9. Prior to the school trip

Learning Unit 10. During the school trip

Learning Unit 11. After the school trip

Curriculum mapping: This set of learning units was built after a thorough review of primary school curricula and was developed to be used transversally in any subject and in any year. Most of the activities can be flexibly used both with the presence of a professional or in situations where students virtually meet professionals or work contexts. For example, they can prepare ID cards of professionals related to a certain topic done in science or encountered in a specific literature lesson.

The units were piloted in several contexts including different age groups and linked to different school subjects.

# Learning Unit 1. Let's interview a professional

Methodological framework: Career management skills with a special focus on AREA 2 on "exploring new horizons"

Learning outcomes: Understanding careers and the labour market.

Timing: 30 min per interview

Activities: The teacher identifies a professional. This can be present in the class or the meeting could be held remotely, it can be done during a visit or it can be done to an imaginary professional students are encountering in daily activities at school (e.g. the archeologist during a history lesson).

In case of a real professional, students are given the cards and use them as hints for the questions to ask. They are recommended to take notes of the responses and to review the responses after the professional leaves.

In case of an imaginary professional, students will be divided in groups and will be given a certain amount of cards (based on the number of groups - all the cards to be given). Each group, using internet or via asking adults is asked to try to answer the questions thinking of the chosen professional. In a plenary final session, the class shares and reviews the answers.

Supporting material: this activity is supported by a deck of cards. Each card presents a question to be done to professionals they encounter. Questions were created based on the questions collected during events and pilot tests.

Training materials: teachers are invited to review the supporting material first and to structure the interview. It is important to know who the class is meeting to be able to guide and support the students in the interview. For the imaginary professional, the teacher is invited to help students find reliable sources to be used to collect the answers.

Role of the teacher: to support the activity which is led by the students themselves.

Assessment and evaluation tools: the teacher with the class reviews the answers to see if the students' notes match what was said by the professional / or with the information on the imaginary professional.

Short guidelines for teachers and educators: make sure that students have everything they need and the right atmosphere to be active protagonists of the activity.

## Learning Unit 2. Guess who game

Methodological framework: Career management skills with a special focus on AREA 2 on "exploring new horizons"

Learning outcomes: Understanding careers and the labour market.

Timing: games last depending on the number of professionals to guess.

Activities: The teacher divides the children in groups and identifies (prior to seeing the children) a set of professions to guess. The game has only two rules which are shared with the students at the beginning of the activity. The aim of the activity/game is to guess the name of the mysterious professional. To do so, students must respect these two rules: they can only ask closed questions (with only yes/no answers) and they cannot use names of jobs in the questions.

Students start asking questions and the teacher responds yes or no to the various questions. After a certain number of questions (up to the teacher to decide), students can guess the name of the mysterious job. Each game is worth one point and the teacher keeps track of the points for each group.

At the end of the guessing part, students in groups are invited to reflect on the questions asked and to group them into clusters of questions. They are then invited to build an empty ID card of a professional as a potential form to support interviews to professionals.

Supporting material: A blank page where children can take notes and a blank page where children can draw their empty ID card of a professional.

Training materials: teachers are invited to be well aware of the mysterious jobs they will choose for the guessing game with the students. This way they will be able to correctly respond to all the questions.

Role of the teacher: to guide the activity.

Assessment and evaluation tools: assessment is done using scores. Scores are based on the number of mysterious professionals guessed.

Short guidelines for teachers and educators: make sure that students have clearly understood the rules of the game. After the guessing part, help students recollect the type of questions done and support them in grouping them and defining the areas of the ID card.

## Learning Unit 3. The ID of a professional

Methodological framework: Career management skills with a special focus on AREA 2 on “exploring new horizons”

Learning outcomes: Understanding careers and the labour market.

Timing: 30 to 60 minutes per ID

Activities: The teacher divides the children in groups. The objective of the activity is to fill in a preset ID card of a professional. Students are given a specific professional profile to investigate and are asked to complete the different fields of the ID card searching information online, on selected resources or via ad hoc interviews.

Supporting material: the ID card format to fill in.

Training materials: teachers can select the professional profile to research. This could be planned carefully to enrich didactic activities or topics discussed during classes (e.g. the biologist linked to a biology topic done in science).

Role of the teacher: to structure the activity and support a plenary session where groups can share what found.

Assessment and evaluation tools: assessment is done via the creation of a final ID card where all the corrected info emerged by the different groups are collected. This allows students to reflect on the correctness of their work. The ID also offers a section called “notes” where students are asked to report reflections and thoughts on what discovered.

Short guidelines for teachers and educators: ready carefully the ID card before hand. Structure the work in groups with a final plenary session. It is recommended to archive the ID cards done by the class as they can be put together to create a class archives of jobs.

## Learning Unit 4. the professional's ecosystem

Methodological framework: Career management skills with a special focus on AREA 2 on “exploring new horizons”

Learning outcomes: Understanding complexity and Understanding careers and the labour market.

Timing: 30 to 60 minutes per ecosystem

Activities: The teacher divides the children in groups. The objective of the activity is to reflect on work context. Students are invited to analyse a chosen working context (the activity can start from a professional interviewed or from a professional researched in previous activities). They are invited to research and map who can work in a specific setting providing details regarding the roles, the names, the relationships between colleagues and processes.

Supporting material: a map of a work context to fill in.

Training materials: teachers can select the work context to research. This could be planned carefully to enrich didactic activities or topics discussed during classes (e.g. a lab linked to a biology topic done in science).

Role of the teacher: to structure the activity and support a plenary session where groups can share what found.

Assessment and evaluation tools: assessment is done via the creation of a final map where all the corrected info emerged by the different groups are collected. This allows students to reflect on the correctness of their work.

Short guidelines for teachers and educators: explore beforehand the context which will be investigated. Structure the work in groups with a final plenary session. It is recommended to archive the context cards done by the class as they can be put together to create a class archives of job contexts.

## Learning Unit 5. How would the world be without that professional?

Methodological framework: Career management skills with a special focus on AREA 2 on “exploring new horizons”

Learning outcomes: Ethical and sustainable thinking (also Understanding complexity and Understanding careers and the labour market).

Timing: 60 minutes

Activities: The teacher points out to the class a job or an economic sector. Then the teacher asks the students to do an exercise of imagination. They need, individually, to imagine a world without that group of professionals or without that economic sector. Students are challenged to picture a world trying to imagine details, situations, scenarios. They are asked to describe this world in different languages. The teacher can decide that prior to the activities or can leave the decision to students. These portraits can be done as drawings, as text stories, as comics, as poems, as songs, etc.

Supporting material: nothing.

Training materials: teachers should carefully select the job or the sector before starting the activity with the students. Students will first need to know the job/sector and it is recommended to do this activity after an initial investigation of the job/sector (possibly via one of the previous learning units).

Role of the teacher: to structure the activity and support a plenary session where students can share their works. The teacher should leave students free to imagine. A few example at the beginning could be very useful.

Assessment and evaluation tools: assessment is suggested to be done as a reflective activity. The whole learning unit aims at highlighting the dignity of every job and this should be explicitated at the end of the activity. Students can be asked what they learnt during the activity and this can be written down. Responses could be shared and a communal sentence could be written by the class (e.g. "every job is important"; "there are no first or second class jobs in the world, everyone is important").

Short guidelines for teachers and educators: explore beforehand the job/sector which will be investigated. After the individual work, remember to allocate time for a final plenary session to share the results and reflect on what learnt.

## Learning Unit 6. How are you changing the world? Jobs and SDGs

Methodological framework: Career management skills with a special focus on AREA 2 on "exploring new horizons"

Learning outcomes: Ethical and sustainable thinking (also Understanding complexity and Understanding careers and the labour market).

Timing: 60 minutes

Activities: The teacher points out to the class 5 jobs (e.g. teacher, doctor, climatologist, banker, hair dresser). Then the teacher asks the students to reflect on the impact of those jobs the world. Students are challenged to reflect and respond to the question: "what is the scope of that job? How is that job contributing to the



world? How is that job changing the world?”. After an initial round of responses, the teacher introduces the Sustainable Development Goals and asks the students to select among the 17 goals those which relate to the chosen jobs. They could do this individually and then discuss in pairs their choices. A plenary session is then recommended to close up the activity.

Supporting material: resources to present and list the sustainable development goals (<https://sdgs.un.org/goals>).

Training materials: teachers should carefully select the jobs before starting the activity with the students. Students will first need to know the jobs and it is recommended to do this activity after an initial investigation of the jobs (possibly via one of the previous learning units).

Role of the teacher: to structure the activity and support a plenary session where students can share their responses. A few example at the beginning could be very useful.

Assessment and evaluation tools: assessment is suggested to be done as a reflective activity. The whole learning unit aims at highlighting that each professional can be a change maker and this should be explicated at the end of the activity. Students can be asked what they learnt during the activity and this can be written down. Responses could be shared and a communal sentence could be written by the class.

Short guidelines for teachers and educators: explore beforehand the jobs which will be investigated. After the individual work, remember to allocate time for discussion in pair and for a final plenary session to share the results and reflect on what learnt. The methodology used to structure this activity is called “think, pair, share” and can be further explored by the teacher before entering the class.

## Learning Unit 7. How will this job be in the future?

Methodological framework: Career management skills with a special focus on AREA 2 on “exploring new horizons”

Learning outcomes: Understanding complexity (also Ethical and sustainable thinking and Understanding careers and the labour market).

Timing: 45 minutes

Activities: The teacher points out to the class one job or one economic sector. Then the teacher asks the students to think of meeting the chosen professional in 30 years. They are challenged to imagine how a certain job will change in time. Students are then asked to fill in the ID form of that professional in 30 years highlighting everything that changed compared to now. Students could do this individually and then discuss in pairs their choices. A plenary session is then recommended to close up the activity.

Supporting material: ID form of the professional

Training materials: teachers should carefully select the professional profile before starting the activity with the students. Students will first need to know the job as it is now and it is recommended to do this activity after an initial investigation of the job (possibly via one of the previous learning units).

Role of the teacher: to structure the activity and support a plenary session where students can share their responses. A few examples at the beginning could be very useful. It could be strategic to provide hints on the macrotrends which are shaping society nowadays highlighting the role of digital transition, green transition, globalisation, demographic changes.

Assessment and evaluation tools: assessment is suggested to be done as a reflective activity. The whole learning unit aims at highlighting that jobs can change over time and that each one, while choosing a certain career, can shape the world of work. This should be explicit at the end of the activity. Students can be asked what they learnt during the activity and this can be written down. Responses could be shared and a communal sentence could be written by the class.

Short guidelines for teachers and educators: explore beforehand the job which will be investigated. After the individual work, remember to allocate time for discussion in pair and for a final plenary session to share the results and reflect on what learnt. The methodology used to structure this activity is called “think, pair, share” and can be further explored by the teacher before entering the class.

# Learning Unit 8. Stories from the future

Methodological framework: Career management skills with a special focus on AREA 2 on “exploring new horizons”

Learning outcomes: Understanding complexity (also Ethical and sustainable thinking and Understanding careers and the labour market).

Timing: 60 minutes

Activities: The teacher points out to the class one job or one economic sector. Then the teacher asks the students to think of meeting the chosen professional in 30 years. They are challenged to imagine how a certain job will change in time. Students are asked to create a story of “a day in 2050” lived by the chosen professional. Students are invited to provide details, reflect on tools, challenges, scenarios, skills needed, etc. Students could do this task individually or in small groups. These stories can be created as drawings, as text stories, as comics, as poems, as songs, as theatre acts, etc.

Supporting material: nothing.

Training materials: teachers should carefully select the professional profile before starting the activity with the students. Students will first need to know the job as it is now and it is recommended to do this activity after an initial investigation of the job (possibly via one of the previous learning units).

Role of the teacher: to structure the activity and support a plenary session where students can share their responses. A few example at the beginning could be very useful. The teacher should leave students free to imagine.

Assessment and evaluation tools: assessment is suggested to be done as a reflective activity. The whole learning unit aims at highlighting that jobs can change over time and that each one, while choosing a certain career, can shape the world of work. This should be explicitated at the end of the activity. Students can be asked what they learnt during the activity and this can be written down. Responses could be shared and a communal sentence could be written by the class.

Short guidelines for teachers and educators: explore beforehand the job which will be at the centre of this activity. Remember to allocate time for a final plenary session to share the results and reflect on what learnt. A similar activity can be done thinking of how the same job might change in different parts of the world or how it changed compared to the past.

## Learning Unit 9. Prior to a school trip

Methodological framework: Career management skills with a special focus on AREA 2 on “exploring new horizons”

Learning outcomes: Understanding careers and the labour market (Understanding complexity also Ethical and sustainable thinking).

Timing: 90 minutes

Activities: This activity is created to prepare students to any trip they might do during the school year focusing on career-related aspects. The teacher is invited to share the supporting material with the students and ask them to fill the form in. It is recommended to start individually and then work in pairs to discuss the answers. The activity ends with a plenary session to discuss together the answers. The last question of the form is an action plan which can be collectively done and then put in practice by the class.

Supporting material: the form “getting ready to a school trip”

Training materials: the teacher should explore beforehand the context of the school trip to better support the students in this activity and try to respond to the action plan question at the end of the form.

Role of the teacher: to structure the activity and support a plenary session where students can share their responses. The teacher should try to guide them in the action plan to get ready for the trip (last question of the form).

Assessment and evaluation tools: assessment is suggested to be done during the trip. Another learning unit is dedicated to the reflection on the experience.

Short guidelines for teachers and educators: explore beforehand the context which will be visited. After the individual work, remember to allocate time for discussion

in pair and for a final plenary session to share the results and create a communal action plan which can be taken further by the class. The methodology used to structure this activity is called “think, pair, share” and can be further explored by the teacher before entering the class.

## Learning Unit 10. During a school trip

Methodological framework: Career management skills with a special focus on AREA 2 on “exploring new horizons”

Learning outcomes: Understanding careers and the labour market (Understanding complexity also Ethical and sustainable thinking).

Timing: depending on the visit

Activities: This activity is created to support students while they visit any context. The visit might be physical or digital or hybrid. This unit tries to create a dedicated activity to investigate career-related elements while exploring any context. Children are invited to respond to questions provided in the supporting material, to invent 4 new questions and to take notes of the answers.

Supporting material: the form “during a school trip”

Training materials: the teacher should explore beforehand the context of the school trip to better support the students in this activity. The teacher could himself/herself think of 4 questions to support the students in case.

Role of the teacher: to support the students being active and protagonist of the trip.

Assessment and evaluation tools: assessment is suggested to be done after the trip. Another learning unit is dedicated to the reflection on the experience.

Short guidelines for teachers and educators: explore beforehand the context which will be visited. Leave space to the students and support them to become actual protagonists of the experience. This experience could be led also for imaginary contexts mapped to subject topics. This could entail a role playing activity to simulate the exploration.

# Learning Unit 11. After to a school trip

Methodological framework: Career management skills with a special focus on AREA 2 on “exploring new horizons”

Learning outcomes: Understanding careers and the labour market (Understanding complexity also Ethical and sustainable thinking).

Timing: 60 minutes

Activities: This activity is created to help students reflect after any trip they might do during the school year focusing on career-related aspects. The teacher is invited to share the supporting material with the students and ask them to fill the form in. It is recommended to start individually and then work in pairs to discuss the answers. The activity ends with a plenary session to discuss together the answers. The last question of the form is an action plan which can be collectively done and then put in practice by the class.

Supporting material: the form “after a school trip”

Training materials: the teacher should be familiar with the form to better support the students in this activity and should try to respond to the action plan question at the end of the form.

Role of the teacher: to structure the activity and support a plenary session where students can share their responses. The teacher should try to guide them in the action plan to continue the exploration (last question of the form).

Assessment and evaluation tools: this learning unit represents assessment is suggested to be done during the trip. Another learning unit is dedicated to the reflection on the experience.

Short guidelines for teachers and educators: explore beforehand the context which will be visited. After the individual work, remember to allocate time for discussion in pair and for a final plenary session to share the results and create a communal action plan which can be taken further by the class. The methodology used to structure this activity is called “think, pair, share” and can be further explored by the teacher before entering the class.



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