

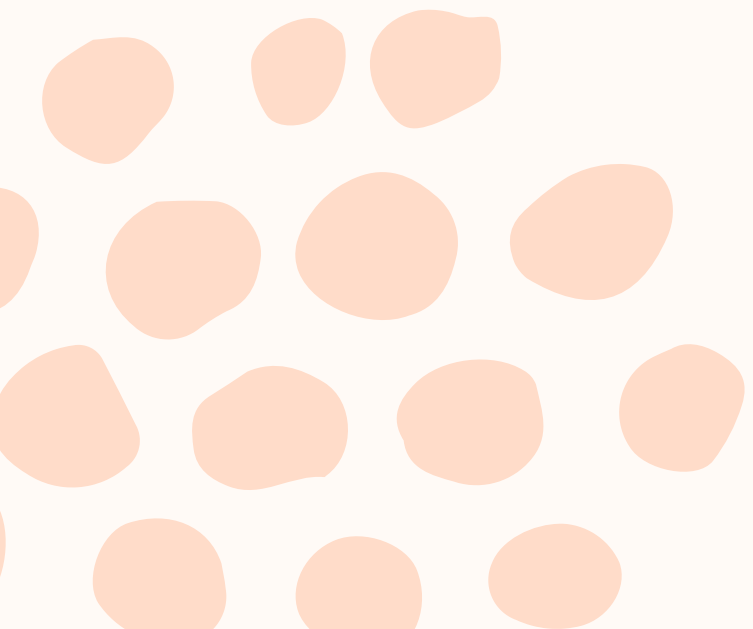
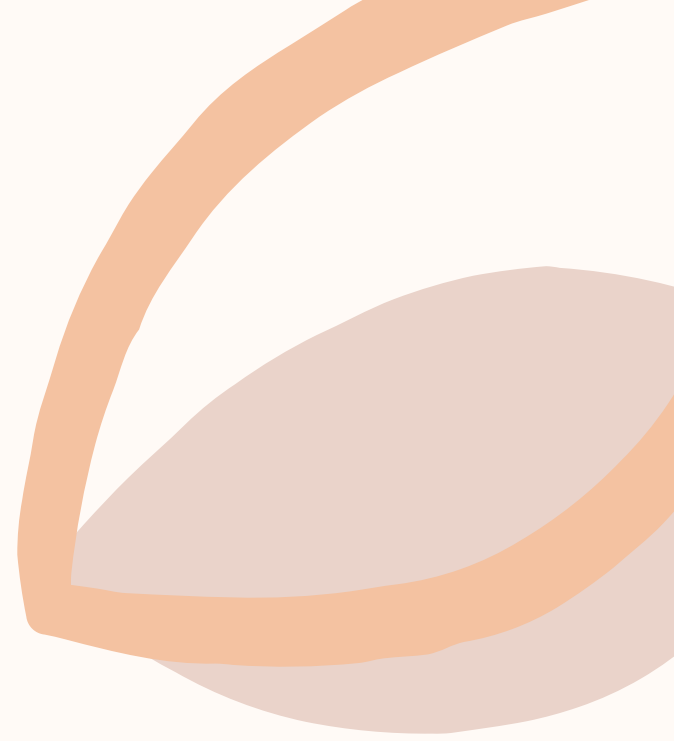


*The Future is  
Ours*

Employability and  
development toolbox

# Description

**The toolbox 'The Future is Ours' was created by a group of youth workers. Its main purpose is to provide youth trainers with educational tools on the topic of self-development. It consists of four ready-to-implement training sessions with emphasis on the importance of being active both in learning and as part of the workforce.**





# List of tools

1. Walk in their shoes
2. Grow higher, get hired
3. Stories of opportunities
4. Career transition challenge



# Walk in their shoes

**Created by:**  
**Tsvetelina Stoycheva**

## **Objectives**

"Walk in Their Shoes" is a role-play game designed to promote social inclusion and empathy by allowing participants to experience situations from different perspectives. Here are some objectives for the game:

- To encourage participants to understand the feelings, challenges, and experiences of others by immersing themselves in various roles and perspectives.
- To train participants to step into the shoes of others, allowing them to consider alternative viewpoints and understand the motivations behind different actions.

- To challenge participants' preconceptions and biases by engaging with characters and situations they might not be familiar with.
- To enable participants to effectively communicate and engage with characters from diverse backgrounds, helping them build better interpersonal skills.
- To challenge stereotypes and assumptions by immersing participants in experiences that go beyond surface-level perceptions.
- To develop participants' cultural awareness and sensitivity by portraying characters from different backgrounds, helping them understand cultural nuances and values.



## **TARGET GROUP/ GROUP SIZE:**

Young adults aged 18-25  
/ 10-20 participants

**DURATION:** 2 hours

## **MATERIALS NEEDED:**

printed scenarios for each group (\*refer to **Annexes**), blank sheets of paper, markers, pens.

## **SOURCES OF KNOWLEDGE:**

Salto <https://www.salto-youth.net/>

## **INSTRUCTIONS (STEP-BY-STEP IMPLEMENTATIONS):**

- Introduction (10 minutes): Welcome participants and explain the objectives of the workshop.
- Icebreaker Activity (10 minutes): Have participants walk around the room and form groups of first: 2 people, then 3 people, then 6 people, making different figures with their bodies - bike, car, giraffe, house, etc. In every figure the people need to be different. The last group formed remains the same for the main activity.

# INSTRUCTIONS (STEP-BY-STEP IMPLEMENTATIONS):

## MAIN ACTIVITY:

### 1. Preparation (before the activity)

- Create multiple scenarios or use the examples \*given in **Annexes**\* related to different challenges faced by marginalized individuals in the context of working conditions. Ensure diversity in the scenarios, such as disabilities, gender, ethnicity, etc.
- Print out enough copies of each scenario so that each small group will receive a different scenario.

### 2. Group Formation (groups already formed during the Icebreaker)

- Divide the participants into smaller groups (the icebreaker activity could be used for division) of 4-6 people each. If you have 20 participants, you can have 4 groups.

### 3. Scenario Assignment (10 minutes)

- Assign a different scenario to each group. Make sure no two groups have the same scenario.

### 4. Role-Playing preparation (40 minutes)

- Instruct each group to read their assigned scenario and assign roles within their group, as mentioned in the previous example.
- Allow enough time for groups to prepare their role-plays.

### 5. Role-Play Sessions (around 30 minutes)

- Organize multiple rounds of role-playing sessions simultaneously. Each group should perform their role-play for the other groups, rotating after a set time (e.g., 5-10 minutes per session depending on their duration).

### 6. Discussion and Reflection (10 minutes)

- After all groups have had a chance to perform their role-plays, gather everyone for a group discussion.
- Facilitate a reflection session where participants can share their insights, feelings, and observations based on the different scenarios they encountered.

### 7. Summarize Key Takeaways (10 minutes)

- Summarize the key takeaways from each scenario, emphasizing the importance of empathy, understanding, and inclusivity in the workplace.

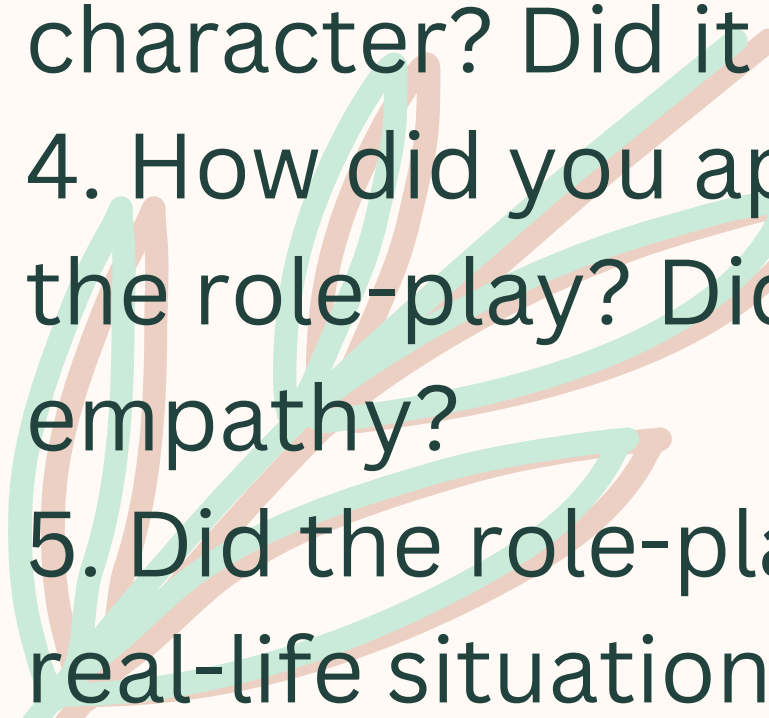


# Suggestions or Tips for Facilitators:

- Set ground rules that emphasize respect, open-mindedness, and active listening.
  - Establish a non-judgmental atmosphere where participants feel comfortable expressing themselves.
  - Familiarize yourself with the scenarios, characters, and objectives to effectively guide participants.
  - Provide participants with background information on the characters and situations they'll be role-playing.
  - Explain the rules of the game clearly, have the participants ask questions if they are confused about the role-play scenarios, and the objectives at the beginning.

- Address any questions or concerns participants might have to ensure everyone understands the game.
  - Set time limits for each role-play scenario to keep the game moving and ensure all participants have a chance to engage.
  - Observe interactions to ensure that conversations remain respectful and on-topic.
  - Intervene if any participant becomes uncomfortable or if discussions become inappropriate.
  - After each role-play scenario, facilitate a debriefing session where participants can share their experiences, emotions, and insights.
  - Encourage open dialogue and ensure that all voices are heard.

# Debriefing and Evaluation Questions:

1. How did you feel when you were assigned a specific role in the scenario?
  2. Did the role-play experience help you gain insights into the challenges faced by individuals from different backgrounds?
  3. What emotions did you experience while portraying your assigned character? Did it lead to any personal reflections?
  4. How did you approach collaborating with your group members during the role-play? Did it enhance your understanding of teamwork and empathy?
  5. Did the role-play activity prompt any discussions or thoughts about real-life situations you've witnessed or experienced?
- 



# Annexes: *Sample scenarios*

Six sample scenarios connected with social inclusion in a work environment that you can use for the role-playing activity:

## **\*Scenario 1: "Accessibility Matters"\***

### **Role-Play Characters:**

- Emily: A new employee who uses a wheelchair.
- Alex: Emily's coworker.
- Sarah: Team leader.
- Chris: Facilities manager.

**Situation:** Emily faces challenges in navigating the workplace due to lack of accessibility, such as ramps, elevators, and properly designed workspaces.

## **\*Scenario 2: "Language Barriers"\***

### **Role-Play Characters:**

- Carlos: An immigrant employee who speaks limited English.
- Mia: Carlos's coworker.
- Rachel: Supervisor.
- David: Language instructor.

**Situation:** Carlos struggles to communicate and fully understand instructions and discussions because of his limited English proficiency.

## **\*Scenario 3: "Gender Equality"\***

### **Role-Play Characters:**

- Jordan: A transgender employee.
- Taylor: Jordan's supportive coworker.
- Kim: HR manager.
- Alex: Company CEO.

**Situation:** Jordan faces microaggressions and insensitivity from coworkers after coming out as transgender, leading to a discussion about inclusivity and respectful behavior.

# Annexes: Sample scenarios

## **\*Scenario 4: "Age Diversity"\***

### **Role-Play Characters:**

- Maya: An older employee.
- Liam: Maya's younger coworker.
- Jason: Project manager.
- Amanda: Trainer.

**Situation:** Maya feels out of touch with technology advancements, leading to misunderstandings and potential missed opportunities, prompting a conversation about valuing diverse perspectives.

## **\*Scenario 5: "Invisible Disabilities"\***

### **Role-Play Characters:**

- Aisha: An employee with an invisible disability (chronic pain).
- Samir: Aisha's coworker.
- Lisa: Team leader.
- Dr. Patel: Occupational health specialist.

**Situation:** Aisha struggles to explain her limitations due to chronic pain and faces skepticism from colleagues who can't see her disability.

## **\*Scenario 6: "Cultural Sensitivity"\***

### **Role-Play Characters:**

- Mei: An international employee.
- Javier: Mei's coworker.
- Emily: Cross-cultural communication specialist.
- Maria: Diversity and inclusion coordinator.

**Situation:** Mei's cultural norms and communication style differ from her coworkers', leading to misunderstandings and highlighting the importance of cultural sensitivity.



Grow higher,  
get hired

**Created by:**

**Nadezhda Miteva and  
Tsvetelina Stoycheva**

## **Objectives**

- To recognise the importance of a well-written CV and acquire the skills to craft one tailoring it to a specific job.
- To understand the essential steps involved in preparing for a job interview such as practicing common interview questions and developing concise but relevant responses.
- To learn to analyse job descriptions to identify the skills and prepare their CVs and job interview responses accordingly.
- To practice verbal and nonverbal communication skills to effectively convey their qualifications, experiences, and enthusiasm during a job interview.
- To understand the role of soft skills, such as communication, teamwork, and adaptability, in both CV writing and interview success.
- To engage in assessment exercises to objectively evaluate their strengths, weaknesses and chances for improvement.

**TARGET GROUP/  
GROUP SIZE:**

Young adults between  
18-30/ up to 20  
participants

**DURATION:** around 2 hours

**MATERIALS NEEDED:**

Blank sheets of paper,  
pens/markers

**SOURCES OF KNOWLEDGE:**

SALTO: <https://www.salto-youth.net/>  
Europass link: <https://europa.eu/europass/en>  
Video links about CV writing and interviews:  
[https://www.youtube.com/watch?v=\\_fP43gcBywU](https://www.youtube.com/watch?v=_fP43gcBywU)  
<https://www.youtube.com/watch?v=HG68Ymazo18>

**INSTRUCTIONS (STEP-BY-  
STEP IMPLEMENTATIONS):**

Icebreaker Activity: Introductions and Elevator  
Pitches (10 minutes)

Begin the session with an icebreaker where  
participants introduce themselves and share a  
brief elevator pitch (explain elevator pitch)  
about their background and career aspirations.  
This sets a positive and interactive tone.

*What is an elevator pitch? An elevator pitch is a brief (think 30  
seconds!) way of introducing yourself, getting across a key  
point or two, and making a connection with someone. It's  
called an elevator pitch because it takes roughly the amount of  
time you'd spend riding an elevator with someone.*



# Instructions (Step-by-Step Implementations):

## Introduction (5 minutes)

Briefly explain the purpose of the simulation: to practice job interview skills and CV writing.

Emphasize the importance of effective communication and presentation in a job search.

## CV Writing Practice (30 minutes)

Provide a sample job description (\*refer to key point 9) and discuss the key skills and qualifications required.

Divide participants into 4 groups of 5 people.

Have each group brainstorm ideas and draft a CV relevant to the job description, including required skills. You will have 5 CVs in the end, 1 per group.

Have each group research and brainstorm ideas on frequently asked questions at job interviews (e.g., strengths/weaknesses, teamwork, problem-solving).

Each group chooses one interviewer and an interviewee.

The rest 3 people of each group will play the role of an assessment board. They will be given a job interview candidate assessment sheet (\*refer to key point 9) and will be asked to evaluate the candidate's performance.

## Mock Job Interview (20 minutes)

Interviewers and candidates will be assigned from different groups. Mock interviews will be conducted, focusing on both verbal and non-verbal communication.

Feedback and Reflection. Peer Review and Reiteration (20 minutes)  
After each interview the facilitator and the assessment board will provide constructive feedback to improve responses and body language.

All participants discuss their roles and the challenges faced in the whole process. They share general tips for improving interview skills, such as maintaining eye contact and asking thoughtful questions.

Have participants from different groups exchange CVs for peer review, focusing on clarity, relevance, and overall presentation.

## Final Interview Round (20 minutes)

Conduct a second round of mock interviews assigning different roles to participants (e.g. an interviewer becomes an assessment board member, an interviewee becomes an interviewer, etc.) incorporating the feedback and lessons learned from the earlier session.

## Wrap-up and Takeaways (10 minutes)

Summarize the key points discussed during the simulation.

Share good practices, sample interviews and CVs.


Inform the participants about the Europass CV format.

# Debriefing and Evaluation Questions:

## CV WRITING:

- Did you encounter any challenges while considering your strengths and weaknesses? How did you address them?
- After the feedback, what changes or improvements would you make to your CV to make it even better?

## MOCK INTERVIEW:

- How effectively did you communicate your skills and experiences during the interview? Were there any instances where you felt you could have given more thoughtful answers?
  - How did you handle questions about your weaknesses? Were you able to turn them into opportunities for growth?
  - Looking back, how well did you engage with the interviewer?
- 

# Suggestions or Tips for Facilitators:

- Give a clear explanation of the game rules and objectives at the beginning.
- Emphasize the importance of clear formatting, concise language, and quantifiable achievements when writing a CV.
- Make sure that everyone understands the activity by addressing questions or concerns of the participants.
- Ensure that each participant has a chance to engage themselves in the game.
- For each role-play scenario set a time limit in order to fit in the timetable.
- Observe interactions to provide for respectful and on-topic conversation.
- Be observant and sensitive towards the feelings of the participants if they feel uncomfortable or the tone of the discussions becomes inappropriate.
- Give an immediate feedback after the mock interviews to enable participants remember all the suggestions given to them to work towards improvement.



# Annexes: 1. Sample job description

Job Description: Entry-Level General Labourer

Company: Local Manufacturing Company

Position Type: Full-Time

## About Us:

We are a well-established manufacturing company specializing in producing high-quality products for various industries. We are currently seeking enthusiastic and dependable individuals to join our team as Entry-Level General Labourers. This is an excellent opportunity for individuals who are looking to gain work experience and contribute to the production process.

## Job Summary:

As an Entry-Level General Laborer, you will play an essential role in supporting our production operations. No prior experience or specific qualifications are required for this position – we are looking for motivated individuals who are eager to learn and work as part of a team.

## Responsibilities:

- The job involves tasks such as material handling, packaging, labelling, and assembly.
- Maintain a clean and organized work area to ensure safety and efficiency.
- Follow instructions from supervisors and comply with policies and procedures.
- Learn and adapt to different tasks.
- Collaborate with team members to meet production targets and quality standards.
- Participate in training sessions to improve your skills and knowledge of the production processes.

## Qualifications:

- No formal education or specific qualifications required.
- Strong work ethic and reliability.
- Ability to follow instructions and work as part of a team.
- Physical stamina and the ability to perform repetitive tasks.
- Willingness to learn and take on new responsibilities.
- Positive attitude and eagerness to contribute to the team's success.

# Annexes: 2. Job Interview Candidate Assessment Sheet

Position: [Job Title]

Candidate: [Candidate Name]

## Assessment Categories:

### 1. Qualifications and Skills:

.....

### 2. Work Experience:

- Relevant industry experience
- Previous job responsibilities matching the role

### 3. Problem-Solving and Critical Thinking:

- Ability to analyze complex situations
- Decision-making under pressure

### 4. Teamwork and Collaboration:

- Ability to contribute to team work

### 5. Questions and Responses:

- Thoughtful and relevant answers to interview questions

### 6. Overall Impression:

- Positive attitude and enthusiasm
- Interest in the role and the company

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### Comments:

[Provide any specific comments or observations about the candidate's performance during the interview.]

.....

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### Recommendation:

- Highly Recommend
- Recommend with Reservations
- Neutral
- Do Not Recommend

# Stories of opportunities

## Objectives

- To spread knowledge among the young generation about different youth activities/opportunities which could help their personal development.
- To highlight and promote stories of youths who have successfully participated in EU activities.
- To overcome stereotypes and prejudices by providing an opportunity for people to interact with the “living book” while they share their personal stories and experiences.

***Created by:***

**Miloslava Anchova, Tsvetelina Stoycheva, Nadezhda Miteva and Elif Nur Göktaş**

- To increase awareness about different youth opportunities offered through the European Youth Portal and SALTO Youth, including internships, workshops, grants, and training programs.
- To explore opportunities to collaborate with organizations listed on the above mentioned platforms to foster relationships and explore a broader range of opportunities for the young.
- To create an inclusive environment where everyone’s story is valued and foster a sense of community by bringing people together to share and learn from each other’s experiences thus contributing to a more accepting and diverse society.



## TARGET GROUP/ GROUP SIZE:

18 – 24-year-old young adults  
unfamiliar with EU job and  
educational opportunities/  
20 participants

**DURATION:** 2 hours

## MATERIALS NEEDED:

speaker, microphone,  
laptop/smartphone

## SOURCES OF KNOWLEDGE:

SALTO - <https://www.salto-youth.net/>  
European Youth Portal - <https://youth.europa.eu/>  
Erasmus+ - <https://erasmus-plus.ec.europa.eu/>  
Mentimeter - <https://www.mentimeter.com>  
Mural - <https://www.mural.co>

## INSTRUCTIONS (STEP-BY- STEP IMPLEMENTATIONS):

**Introduction (5 minutes):** Welcome participants  
and explain the objectives of the workshop.

**Expectations (10 minutes):** Have the participants  
open Mentimeter (\*refer to **Sources of  
knowledge**) and brainstorm 3 words about their  
expectations. Have a short discussion

# INSTRUCTIONS (STEP-BY-STEP IMPLEMENTATIONS):

## FIRST ACTIVITY: LIVING LIBRARY

### *Preparation*

#### 1. Planning (before the activity):

- Determine the number of "living books" participating and the duration of each session. Have at least 2 experienced people in Erasmus+ activities and youth opportunities. They should present Youth exchanges, Training courses and International voluntary service programmes. Living books will rotate to different virtual rooms after each session.

- Set a date and time for the event.
- Choose a suitable video conferencing platform (e.g., Zoom, Microsoft Teams, Google Meet) for the interactions.

#### 2. Participant Registration:

- Create a registration page or form with details about the event and living books.

#### 3. Pre-Event Communication:

- Provide clear instructions on how to join the video conferencing platform and what to expect during the interactions.
- Remind participants of the event date and time.

#### 4. Tech Setup and Rehearsal:

- Conduct a technical rehearsal with living books to ensure they are comfortable with the video conferencing platform.
- Address any technical issues or concerns.

### *Implementation*

#### 1. Event Day (5-10 minutes)

- Open the video conference platform and create separate "rooms" or meeting links for each living book.
- Have a moderator or organizer available to assist participants with any technical difficulties and guide them to their chosen living books' rooms.

#### 2. Interactions (up to 45 minutes)

- Participants will be randomly divided into 2 or 3 small groups. Each group will join a virtual room of one living book at their scheduled time. After the "story" has finished, an interaction period follows and then each living book will be transferred to a different virtual room.
- Living books and participants engage in one-on-one conversations based on the living book's story or expertise.
- Set a time limit (15 minutes) for each story (including interaction time) to ensure all participants have a chance to engage.

#### 3. Promotion and Documentation (5 minutes)

- Share highlights and testimonials from participants and living books on social media or your organization's website.
- Record the sessions (with participant consent) for future reference or promotion.

### ***SALTO Youth:***

***SALTO Youth is a valuable resource for youth workers, educators, and young leaders. It offers a range of training and support activities to enhance youth development projects. From training courses and seminars to tools and publications, SALTO Youth equips youth workers with the tools they need to inspire and guide the next generation effectively.***

# INSTRUCTIONS (STEP-BY-STEP IMPLEMENTATIONS):

## SECOND ACTIVITY: EXPLORING THE EUROPEAN YOUTH PORTAL & SALTO YOUTH WEBSITE REGISTRATION WORKSHOP

### *Preparation*

Prepare a list of the activity on Mural (\*refer to **Sources of knowledge**) related to the European Youth Portal & SALTO Youth Website to give to participants.

#### **1. Introduction (5 mins)**

- Welcome participants and introduce the topic and Mural.

#### **2. Understanding the European Youth Portal and SALTO Youth Website**

- Participants are divided into 2 groups and each is given a link to one of the websites and to the interactive Mural board where they can find a set of questions, instructions and feedback notes to work on throughout the activity.

- Research and answers – 10 minutes
- Detailed information on the topics mentioned. The facilitator gives an overview of the European Youth Portal and its significance, explaining its features and available opportunities. – 10 minutes
- Self-correction on behalf of participants – 5 minutes

Feedback – 15 minutes

- Interactive session between all participants and the facilitator to give explanation on answers and provide meaningful responses to their choices (example: what factors determined their answers and further correction).
- Benefits of Dual Registration – 5 minutes
- Discuss how registering on both platforms enhances opportunities.
- Illustrate cases of successful collaborations.
- Provide guidance on how participants can explore further opportunities.
  - Step-by-Step Registration on both websites– 10 minutes
- Live demonstration and guidance for the sites
- A walkthrough of the registration process
- Tips for creating an appealing profile
  - Q&A Session - 10 minutes
- Answer participants' questions related to registration, platform features, and potential use cases.
  - Conclusion
  - Thank participants for their attendance and interest.

#### ***European Youth Portal:***

***The European Youth Portal is a comprehensive online platform designed to empower young individuals across Europe. It provides a central hub for youth-related information, opportunities, and resources. From job opportunities to education, volunteering, and travel, the portal serves as a gateway to various avenues for personal and professional growth.***



# Suggestions or Tips for Facilitators:

- Give clear explanation to all the participants.
- Have the living books improve their storytelling skills prior to the Living library.
- Engage the audience.
- Get knowledge about online platforms registration process.

## Debriefing and Evaluation Questions:

- What are the key takeaways from the workshop on youth opportunities though Erasmus+, SALTO and EYP?
- Which youth activities you would be eager to join in the future? How do you think they will benefit you in your personal life?
- Were there any specific stories or experiences shared by the living books that left a lasting impression on you?
- In what way was the workshop inspirational?

# Annexes:

- **Prepared stories from the experience of the living books;**
- **Questions that will be on the Mural interactive board:**

1. What is SALTO-youth and its primary mission or purpose?
2. How does SALTO-youth engage with young people and communities?
3. Could you explain the key activities or programs that SALTO-youth offers?
4. What impact has SALTO-youth had on youth empowerment and development?
5. Are there any notable partnerships or collaborations that SALTO-youth is involved in to achieve its goals?

1. What is the European Youth Portal and what are its main objectives?
2. How does the European Youth Portal provide information and resources to young people?
3. Can you describe some of the key features or sections available on the European Youth Portal?
4. What role does the European Youth Portal play in promoting youth participation and active citizenship?
5. Are there any specific success stories or initiatives that highlight the impact of the European Youth Portal on the lives of young people?

# Personal development at the workplace

**Created by:**  
**Yernur Kairly, Nadezhda Miteva  
and Tsvetelina Stoycheva**

## **Objectives**

- To strategize and make decisions to help the main character successfully navigate career transition
- To cultivate adaptability and creativity as participants explore innovative solutions tailored to the unique circumstances presented in each case study.
- To familiarize participants with online collaboration tools like Zoom and Miro, enhancing their ability to work in virtual environments, which is especially relevant in today's digital workspace.
- To bridge the gap between theoretical knowledge and real-world application by incorporating case studies that reflect common career transition scenarios, making the learning experience relatable and practical.
- To let each group of participants, lead the main characters take a thoughtful and informed decision of what career path they need to follow in the future.

## TARGET GROUP/ GROUP SIZE:

Young adults aged 20-30 / 15-20 participants

**DURATION:** 2+ hours

## MATERIALS NEEDED:

Online working environment (Zoom, Miro etc.)

## SOURCES OF KNOWLEDGE:

Online working environment:

<https://miro.com/>

Blogs and books on career transition:

<https://extension.harvard.edu/blog/5-tips-for-changing-careers/>

## INSTRUCTIONS (STEP-BY-STEP IMPLEMENTATIONS):

### Introduction (5 minutes):

Welcome participants and introduce the objective: helping navigating a career transition.

### Icebreaker Activity (10 minutes):

Each participant comes up with one truth and one lie. Then participants have to guess which statement was false.

### Role assignment (10 minutes):

Group formation: Divide participants into small groups of 5 people. In each group, assign roles to participants: Main Character, Career Coach, Skill Advisor, Networking Expert, Financial Planner.

Each group of participants gets one case study and a set of character prompts (refer to **Annexes**).



# INSTRUCTIONS (STEP-BY-STEP IMPLEMENTATIONS):

## Research (15 minutes):

In the assigned groups, do a brief research on the responsibilities of each player. What issues they need to focus on to meet the target and make the main character make an informed decision.

## Discussion Rounds (40-60 minutes):

- Round 1: Identifying Challenges and Opportunities:
  - MC presents his situation and concerns to the group.
- Round 2: Skill and Knowledge Acquisition
  - Participants brainstorm and discuss how MC can acquire the necessary skills.
- Round 3: Building a Professional Network
  - Networking Expert suggests strategies for MC to connect with professionals.
- Round 4: Financial Planning and Risk Management
  - Financial Planner discusses ways MC can manage the financial risks of a career transition.
- Round 5: Crafting a Career Transition Strategy
  - Career coach helps to summarize and synthesize the advice received from other group members.



## ***Presentation and Evaluation (20 minutes):***

*After all groups have finished discussions, facilitate a feedback on the different strategies.*

# Suggestions or Tips for Facilitators:

- Prepare clear role descriptions for each participant to ensure focused discussions.
- Keep time limits for each discussion round to ensure a smooth flow.
- Encourage active participation and collaboration within groups.
- Provide guidance if groups face challenges in developing strategies.
- Foster an open and respectful environment for sharing ideas.

# Debriefing and Evaluation Questions:

- To what extent was the research phase and the background information beneficial in preparing you for the discussion rounds?
- Did the activity encourage collaboration and teamwork within the breakout groups? How did your group work together?
- What challenges did you encounter in performing your roles and putting yourself in the shoes of each character?
- To what extent is the role-play game relatable to real life experiences?

# Annexes: Case study handouts

## Case Study 1:

### Sam's Story:

Sam always wanted to have his own shoe factory. He had a great plan and saved up money for it. But a big money problem happened called a financial crisis, and he lost a lot of his money. When Sam was young, he used to teach math to others.

### What's Happening:

Now, Sam has to think about what to do because he doesn't have enough money for his shoe factory. He remembers that he used to teach math to people. He's wondering if he can use his maths skills to make money.

### Thinking About:

Sam is thinking about whether he can start teaching Maths again to earn money. This would be different from his shoe factory dream, but it might help him get money back.

## Case Study 2:

### Ted's Story:

Ted is 23 years old and his family has a lot of money. Until now, Ted never had a job or thought about working. But now, his parents say he needs to find a job. Ted can choose between working a little bit while studying at a university or working a lot as a taxi driver.

### What's Happening:

Ted never needed a job because his family had money. But now his parents want him to learn about working and earning money on his own.

### Thinking About:

Ted is trying to decide if he should go to a university and work a little bit or if he should work a lot as a taxi driver. This is new for him because he never worked before.

# Annexes: Case study handouts

## Case Study 3:

### Sarah's Story:

Sarah was a great athlete who swam in big competitions. But, when she was 24, she got hurt and can't swim anymore. She has some money saved and she wants to learn chemistry to become a biologist. But studying will take four years. She's thinking about finding a job part-time or maybe even starting a small business.

### What's Happening:

Sarah was a swimmer, but she got hurt and can't swim anymore. She wants to learn about science now. But it will take a long time, and she doesn't have a lot of money.

### Thinking About:

Sarah needs to figure out how to pay for studying and living while she learns science. She's thinking about getting a job part-time or maybe starting a small business to help her.

## Case Study 4:

### Elisa's Story:

Elisa worked as a software engineer for three years. But now, she wants to talk to people more and have a different job. She lives where people speak different languages, but she only knows one language.

### What's Happening:

Elisa used to work with computers, but she wants a new job where she can talk to people more. She also lives where people talk in different languages.

### Thinking About:

Elisa is thinking about how she can still use her computer skills while getting a job where she talks to people. She knows only one language, so she's thinking about jobs where that one language is enough.



# Annexes: sample role descriptions

## Career coach

- Listen carefully to the main character's situation and what decision they have to make.
- Give ideas about what jobs could be a good fit for them.
- Help them think about how to find job openings and how to show their skills to employers.

## Skill advisor

- Find out what skills the main character already has and what they need to learn.
- Talk about different ways they can learn, like online classes, videos, or workshops.
- Help them see how their current skills can be used in their new career.

## Networking expert

- Give tips on how to introduce themselves to others in their desired career.
- Talk about places where they can meet professionals, like events or online groups.
- Help them see that building relationships can help them find job opportunities.

## Financial Planner

- Help them understand how their finances might change when they switch careers.
- Talk about budgeting, saving, and planning for any financial challenges.
- Share ideas on how they can manage the financial risks of changing careers.
- Assess the current financial situation.

Understand the extent of financial loss due to the financial crisis. Analyze the remaining assets, savings, and any existing debts.

- Work with the MC to create a detailed budget that outlines his monthly expenses such as rent, utilities, groceries, etc.

Identify in which areas, MC spends the most and where he can cut the unnecessary expenses.

- Debt management

If the MC has any outstanding debts, advise your client to implement a plan to manage them and pay them off strategically while focusing on his/her career transition.

- Alternative income sources.

Discuss potential part-time jobs or freelance opportunities for the MC in order to increase his/her income.

Evaluate the pros and cons of the income potential of these alternatives and decide whether they are necessary or not.

- Saving and Retirement Planning

To save and continue contributing to retirement accounts to maintain a long-term saving perspective.

# Annexes: Useful prompts for each case to help facilitate interaction and understanding of the role: **SAM**

## **Career Coach:**

- Listen carefully to Sam's situation and what decision he has to make.
- Provide ideas about what alternative career paths could be a good fit for Sam considering his math teaching skills.
- Help Sam think about how to find job openings related to teaching math or other relevant areas.
- Advise Sam on how to showcase his teaching skills and math expertise to potential employers, even if the job is different from his original plan.

## **Skill Advisor:**

- Find out what skills Sam already possesses from his previous ventures and experiences.
- Discuss various ways Sam can refresh and enhance his math teaching skills, such as taking online courses, attending workshops, or volunteering.
- Help Sam identify transferable skills from his previous entrepreneurial efforts that could be valuable in a different career, like communication or problem-solving skills.

## **Networking Expert:**

- Give Sam tips on how to introduce himself to others in the teaching or education field.
- Suggest places where Sam can meet professionals, like education-related events, workshops, or online forums.
- Help Sam understand that building a network of contacts in the education sector could lead to potential job opportunities, collaborations, and valuable insights.

## **Financial Planner:**

- Help Sam understand how his financial situation might change when he shifts from pursuing his own shoe factory to teaching math.
- Discuss budgeting strategies to make the most of his available resources while he transitions his career.
- Share ideas on how Sam can manage financial risks associated with changing careers, such as finding part-time teaching opportunities or freelance math tutoring to supplement his income.

# Annexes: Useful prompts for each case to help facilitate interaction and understanding of the role: **TED**

## **Career Coach:**

- Listen attentively to Ted's situation and his need to choose between university studies and working as a taxi driver.
- Offer insights into the potential benefits and challenges of both options.
- Guide Ted in exploring different job roles that align with his interests and future goals.
- Assist Ted in understanding how each choice could impact his long-term career prospects and personal growth.

## **Skill Advisor:**

- Discover the skills Ted has developed through his education and personal experiences.
- Discuss ways Ted can leverage his existing skills in various work environments, be it in a university setting or as a taxi driver.
- Help Ted recognize that skills like communication, time management, and customer service can be valuable in any job he pursues.

## **Networking Expert:**

- Provide Ted with advice on how to present himself when interacting with professionals in different fields.
- Suggest ways Ted can connect with individuals who have experience in both university education and the taxi industry.
- Encourage Ted to participate in industry-related events or online groups to expand his network and gain valuable insights.

## **Financial Planner:**

- Explain the potential financial implications of each choice Ted is considering, including costs related to university education and taxi driving.
- Discuss budgeting strategies that align with Ted's chosen path, whether it involves managing study-related expenses or saving up for taxi-related expenses.
- Offer ideas on how Ted can financially prepare for the transition, including considerations for income stability and potential career growth.



# **Annexes:** Useful prompts for each case to help facilitate interaction and understanding of the role: **SARAH**

## **Career Coach:**

- Listen attentively to Sarah's aspirations and her situation after her swimming injury.
- Offer insights into potential career paths within the field of biology that align with her interests and expertise.
- Help Sarah explore options for part-time jobs or small business ventures that could support her studies and living expenses.
- Assist Sarah in understanding how her biology studies might lead to fulfilling job opportunities in the long run.

## **Skill Advisor:**

- Explore the skills that Sarah gained from her time as an athlete and identify transferable skills to the field of biology.
- Discuss how Sarah can leverage her strong work ethic, discipline, and determination in her studies and potential future career.
- Suggest ways Sarah can continue learning about biology outside of formal education, such as online courses or joining relevant communities.

## **Networking Expert:**

- Advise Sarah on building connections within the biology community, even before completing her studies.
- Suggest ways Sarah can engage with professionals in her desired field through online platforms, forums, or local events.
- Help Sarah see the benefits of networking, such as gaining insights into the industry, accessing potential mentors, and discovering job opportunities.

## **Financial Planner:**

- Assist Sarah in creating a financial plan that considers her studies, living expenses, and potential income from a part-time job or small business.
- Discuss strategies for budgeting and managing her finances effectively while pursuing her studies.
- Share ideas on how Sarah can minimize financial risks during her career transition, such as finding scholarships or grants related to biology studies.



# Annexes: Useful prompts for each case to help facilitate interaction and understanding of the role: **ELISA**

## **Career Coach:**

- Listen attentively to Elisa's desire for a career change and her preference for more interpersonal roles.
- Provide insights into potential career paths that allow Elisa to interact with people while still utilizing her computer skills.
- Guide Elisa in researching roles that require computer skills and communication, like technical sales or user experience (UX) roles.

## **Skill Advisor:**

- Explore Elisa's software engineering skills and identify how they can complement her desire for a more people-focused role.
- Discuss ways Elisa can expand her skill set to include skills relevant to roles that involve more interaction, such as communication workshops or courses on effective interpersonal skills.

## **Networking Expert:**

- Advise Elisa on connecting with professionals who have successfully transitioned from technical roles to more interpersonal ones.
- Suggest joining professional networks or attending events that cater to individuals interested in combining technical expertise with communication skills.

## **Financial Planner:**

- Help Elisa evaluate potential financial implications of transitioning to a new role, considering factors like salary expectations and additional skill development.
- Discuss budgeting strategies that allow Elisa to invest in courses or workshops to enhance her communication abilities.
- Share ideas on how Elisa can ensure financial stability during the transition, such as saving a buffer fund before making the career change.

# **Annexes: Information about the financial situation of the main character:**

## **CASE 1:**

Expenses list:

Housing Expenses:

Rent or mortgage payment: \$1,200

Utilities (electricity, water, gas): \$150

Internet and phone: \$80

Transportation:

Public transportation or gas: \$100

Car insurance and maintenance: \$75

Food and Groceries:

Groceries and dining out: \$300

Healthcare and Insurance:

Health insurance premium: \$250

Medical expenses and prescriptions: \$100

Entertainment and Leisure:

Entertainment (movies, outings): \$500

Hobbies and activities: \$50

Miscellaneous Expenses:

Clothing and personal care: \$500

Gifts and special occasions: \$50

Emergency Fund:

Amount on the bank account: \$0

Total Monthly Expenses: \$3,355

Monthly Income as a Math Tutor: \$3,333 (estimated)

Remaining Income After Expenses: \$0;

## **CASE 2:**

Expenses list:

Housing Expenses:

Rent or mortgage payment: \$3,000

Utilities (electricity, water, gas): \$400

Internet and phone: \$80

Transportation:

Public transportation or gas: \$0

Car insurance and maintenance: \$300

Food and Groceries:

Groceries and dining out: \$1500

Healthcare and Insurance:

Health insurance premium: \$400

Medical expenses and prescriptions: \$100

Entertainment and Leisure:

Entertainment (movies, outings): \$2000

Hobbies and activities: \$50

Miscellaneous Expenses:

Clothing and personal care: \$1200

Gifts and special occasions: \$600

Emergency Fund:

Amount on the bank account: \$4000

Total Monthly Expenses: \$15,530

Monthly Income as a Taxi Driver: \$4000 (estimated)

Remaining Income After Expenses: \$-11,530;

# **Annexes: Information about the financial situation of the main character:**

## **CASE 3:**

Housing Expenses:

Rent or mortgage payment: \$0(3 room apartment)

Utilities (electricity, water, gas): \$100

Internet and phone: \$120

Transportation:

Public transportation or gas: \$0

Car insurance and maintenance: \$150

Food and Groceries:

Groceries and dining out: \$400

Healthcare and Insurance:

Health insurance premium: \$200

Medical expenses and prescriptions: \$200

Entertainment and Leisure:

Entertainment (movies, outings): \$200

Hobbies and activities: \$50

Miscellaneous Expenses:

Clothing and personal care: \$400

Gifts and special occasions: \$60

Emergency Fund:

Amount on the bank account: \$0

Loan in the bank:

Liabilities to the bank: \$20000(for the apartment)

Monthly interest payments: \$400

Total Monthly Expenses: \$2,280

Cost of university degree: \$4,000

Expected starting salary as biologist: \$3,000

## **CASE 4:**

Housing Expenses:

Rent or mortgage payment: \$0(1 room apartment sharing with sister)

Utilities (electricity, water, gas): \$60

Internet and phone: \$70

Transportation:

Public transportation or gas: \$60

Car insurance and maintenance: \$0

Food and Groceries:

Groceries and dining out: \$200

Healthcare and Insurance:

Health insurance premium: \$100

Medical expenses and prescriptions: \$100

Entertainment and Leisure:

Entertainment (movies, outings): \$100

Hobbies and activities: \$300

Miscellaneous Expenses:

Clothing and personal care: \$600

Gifts and special occasions: \$50

Emergency Fund:

Amount on the bank account: \$25000

Total monthly expenses: \$1,540



A large, soft watercolor splash in shades of orange and peach is centered on the page. The splash has a textured, layered appearance with varying intensities of color. In the top-left and bottom-right corners, there are smaller, abstract brushstrokes in muted green, brown, and orange.

*Thank you!*

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