

Booklet of
Toolkits and Workshops

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NO NEET

*Toolkits for decreasing
the rate of*

NEET
in society



Erasmus+



AKTIF
SCHÜLER



Content

consists of 10 workshops
connected to the topic
of NEETs

01 *Introduction*

- Insight into the Project: 'No NEET'

02 *BOOKLET: TOOLKITS*

- Walk in their shoes
- Grow higher, get hired
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- Motivation through meditation
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03 *SOURCES & LINKS*

Project: "No NEET"

"NO NEET" is an Erasmus + Project KA2 financed by the European Commission and Turkish National Agency. The initiative is implemented by the Turkish NGO "ULUSLARARASI AKTIF SEHIRLER DERNEGI" and the partnership of the project includes NGOs from other two other countries: Sport NGO "Napoli United" from Italy and Festival Foundation "Sea Horse" from Bulgaria.

The project 'NO-NEET' is aimed at meeting the selected priorities – promoting young people's active citizenship and sense of initiative. It addresses the topics of youth employability and entrepreneurial learning. It also focuses on the inclusion of marginalized people. The key target group of this project is NEETs. It means young people that are no longer in education, not working, and not being trained to work; a group that is facing social exclusion, marginalization and social and economic challenges.

The project is going to raise the capacities of the participating organizations, youth workers, and leaders regarding NEETs and KA2 projects through a shared creation of useful tools.

TOOLKIT



*Walk in
their shoes*

offline

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:

1. To encourage participants to understand the feelings, challenges, and experiences of others by immersing themselves in various roles and perspectives.

3. To challenge participants' preconceptions and biases by engaging with characters and situations they might not be familiar with.

5. To challenge stereotypes and assumptions by immersing participants in experiences that go beyond surface-level perceptions.

2. To develop participants' cultural awareness and sensitivity by portraying characters from different backgrounds, helping them understand cultural nuances and values.

4. To enable participants to effectively communicate and engage with characters from diverse backgrounds, helping them build better interpersonal skills.

6. To train participants to step into the shoes of others, allowing them to consider alternative viewpoints and understand the motivations behind different actions.





Target Group / Group Size:

Young adults aged 18-25 / 10-20 participants

Duration:

2 hours

Materials Needed:

Printed scenarios for each group (*refer to key point 9), blank sheets of paper, markers, pens.

Instructions

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.



Main Activity

1. Preparation

- Create multiple scenarios or use the examples *given in key point 9* 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.

3. Scenario Assignment (10 minutes)

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

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).

2. Group Formation

- 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.

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.

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:

1.

Set ground rules that emphasize respect, open-mindedness, and active listening.

3.

Familiarize yourself with the scenarios, characters, and objectives to effectively guide participants.

5.

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.

7.

Set time limits for each role-play scenario to keep the game moving and ensure all participants have a chance to engage.

9.

Intervene if any participant becomes uncomfortable or if discussions become inappropriate.



2.

Establish a non-judgmental atmosphere where participants feel comfortable expressing themselves.

4.

Provide participants with background information on the characters and situations they'll be role-playing.

6.

Address any questions or concerns participants might have to ensure everyone understands the game.

8.

Observe interactions to ensure that conversations remain respectful and on-topic.

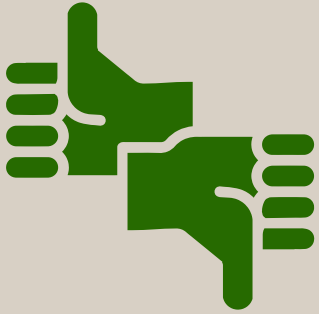
10.

After each role-play scenario, facilitate a debriefing session where participants can share their experiences, emotions, and insights.

11.

Encourage open dialogue and ensure that all voices are heard.

Debriefing and Evaluation:



How did you feel when you were assigned a specific role in the scenario?

Did the role-play experience help you gain insights into the challenges faced by individuals from different backgrounds?

What emotions did you experience while portraying your assigned character? Did it lead to any personal reflections?

How did you approach collaborating with your group members during the role-play? Did it enhance your understanding of teamwork and empathy?



Did the role-play activity prompt any discussions or thoughts about real-life situations you've witnessed or experienced?

TOOLKIT

2

*Grow higher,
get hire*

offline

Objectives:

1. To recognise the importance of a well-written CV and acquire the skills to craft one tailoring it to a specific job.

3. To learn to analyse job descriptions to identify the skills and prepare their CVs and job interview responses accordingly.

5. To understand the role of soft skills, such as communication, teamwork, and adaptability, in both CV writing and interview success.

2. To understand the essential steps involved in preparing for a job interview such as practicing common interview questions and developing concise but relevant responses.

4. To practice verbal and nonverbal communication skills to effectively convey their qualifications, experiences, and enthusiasm during a job interview.

6. 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

Instructions

1. 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.

2. 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.

3. CV Writing Practice (30 minutes)

- Divide participants into 4 groups of 5 people.
- Provide a sample job description (*refer to key point 9) and discuss the key skills and qualifications required.
- 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.
- 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.

Instructions

4. 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.

5. 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.
- Have participants from different groups exchange CVs for peer review, focusing on clarity, relevance, and overall presentation.
- They share general tips for improving interview skills, such as maintaining eye contact and asking thoughtful questions.

6. 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.

7. 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.

Suggestions or Tips for Facilitators:

1.

Give a clear explanation of the game rules and objectives at the beginning.

3.

Make sure that everyone understands the activity by addressing questions or concerns of the participants.

5.

For each role-play scenario set a time limit in order to fit in the timetable.

7.

Be observant and sensitive towards the feelings of the participants if they feel uncomfortable or the tone of the discussions becomes inappropriate.

2.

Emphasize the importance of clear formatting, concise language, and quantifiable achievements when writing a CV.

4.

Ensure that each participant has a chance to engage themselves in the game.

6.

Observe interactions to provide for respectful and on-topic conversation.

8.

Give an immediate feedback after the mock interviews to enable participants remember all the suggestions given to them to work towards improvement.



Debriefing and Evaluation:



1. 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?

2. 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?



TOOLKIT

3

*Stories of
opportunities*

online

Objectives:

1. To spread knowledge among the young generation about different youth activities/opportunities which could help their personal development.

3. 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.

5. 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.

2. To highlight and promote stories of youths who have successfully participated in EU activities.

4. To increase awareness about different youth opportunities offered through the European Youth Portal and SALTO Youth, including internships, workshops, grants, and training programs.

6. 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:

To spread knowledge among the young generation about different youth activities/opportunities which could help their personal development.

Duration:

2 hours

Materials Needed:

Speaker, microphone, laptop/smartphone

Instructions

Introduction (5 minutes)

Welcome participants and explain the objectives of the workshop.

Expectations (10 minutes)

Have the participants open Mentimeter (*refer to key point 10) and brainstorm 3 words about their expectations. Have a short discussion.



First

activity

— Living library —

Living Library Preperation

1. Planning

- Determine the number of people the 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.

Living Library

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.



2. 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.



Second activity

— Exploring the European Youth Portal & SALTO
Youth Website Registration Workshop—

PREPARATION:

Prepare a list of the activity on Mural (*refer to key point 10) related to the European Youth Portal & SALTO Youth Website to give to participants.

1. Introduction (5 minutes)

- 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.



1. Research and answers – 10 minutes

2. Detailed information on the topics mentioned. - 10 minutes.

The facilitator gives an overview of the European Youth Portal and its significance, explaining its features and available opportunities.

3. 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).

4.

Benefits of Dual Registration – 5 minutes

5.

- Discuss how registering on both platforms enhances opportunities.
- Illustrate cases of successful collaborations.
- Provide guidance on how participants can explore further opportunities.

6.

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

7. Q&A Session - 10 minutes

Answer participants' questions related to registration, platform features, and potential use cases.

8.

**Conclusion
Thank participants for their attendance and interest.**



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.

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.



Suggestions or Tips for Facilitators:



1.

Give clear explanation to all the participants.

3.

Have the living books improve their storytelling skills prior to the Living library.

2.

Engage the audience.

4.

Get knowledge about online platforms registration process.



Debriefing and Evaluation:



What are the key takeaways from the workshop on youth opportunities through 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?

TOOLKIT

4+

*Career
transition
challenge*

online

Objectives:

- 1.** To strategize and make decisions to help the main character successfully navigate career transition
- 2.** To cultivate adaptability and creativity as participants explore innovative solutions tailored to the unique circumstances presented in each case study.
- 3.** 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.
- 4.** 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.
- 5.** 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.)

Instructions

1. Introduction (5 minutes)

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



2. Icebreaker Activity (10 minutes)

Each participant comes up with one truth and one lie.

Then participants have to guess which statement was false.

3. 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 key point 9).



Instructions

4. 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.

5. 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.

6. Presentation and Evaluation (20 minutes)

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

Suggestions or Tips for Facilitators:

1.

Prepare clear role descriptions for each participant to ensure focused discussions.

3.

Keep time limits for each discussion round to ensure a smooth flow.

2.

Encourage active participation and collaboration within groups.

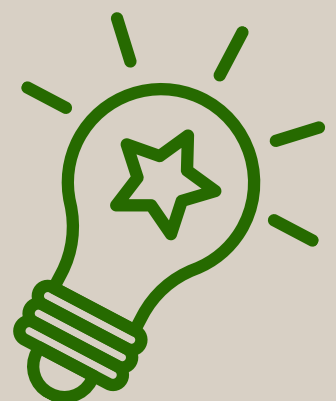
4.

Provide guidance if groups face challenges in developing strategies.



5.

Foster an open and respectful environment for sharing ideas.



Debriefing and Evaluation:



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?



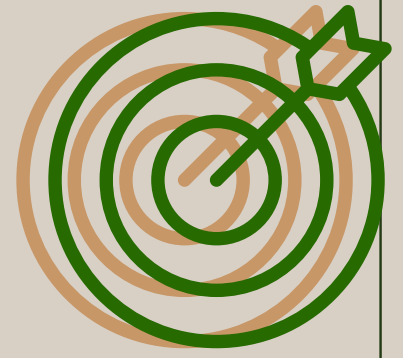
TOOLKIT

5

*Social Media
Engagement
Challenge*

online

Objectives:



1. To improve their knowledge and skills on social media

2. To effectively use social media platforms to share their interests, connect with others, and engage in meaningful discussions

3. To enhance the ability to use the social as an effective tool in real life.

4. To share and find information and news about the job market on social platforms

5. To learn how to share their competences in order to improve attractiveness on the job market





Target Group / Group Size:

Young adults from 18 to 24, who are not engaged in education and training/ up to 20 participants

Duration:

2 hours 20
minutes

Materials Needed:

Device, Social Media Accounts, Internet Connection, Notebook/Journal, Camera(useful for capturing photos and creating visual content to share on social media), Image Editing Apps, Time Management Tools, Analytics Tools

Instructions

1. Introduction and Setup (20 minutes)

- Introduce the workshop to the participants, explaining the importance of effective social media engagement for personal branding, networking, and sharing ideas. Ask each of the participants to share a success story achieved by capitalising on the potential of social media.
(10 minutes)
- Make the participants carry out some research on the platforms available or the ones they find most useful for themselves (e.g., Facebook, Instagram, Twitter, LinkedIn). Discuss the results of the research together and explain the goals of the challenge.
(10 minutes)

3. Goal Setting (20 minutes)

- Have participants set clear goals for the challenge (workshop) through meaningful conversations and sharing content related to their interests. For example: increase in the number of followers, raise popularity locally and globally, making your profile more presentable for the job market, etc.
(10 minutes)
- Discuss the proposed goals and select one or more of them among the more specific, measurable, achievable, relevant, and time-bound.
(10 minutes)

2. Platform Selection and get to know each other (33 minutes)

- Encourage participants to choose two social media platforms they are comfortable with or interested in exploring. Emphasize that they can choose platforms that align with their personal or professional goals.
(3 minutes)
- To make sure that all the participants will be included and a connection between them will be formed, they have to exchange the accounts of the platforms they prefer using. If any of them does not have the given platform, they have to create an account and thus all participants will be connected in all the selected platforms.
(15 minutes)
- The group participates in a game. The rules are: Each person has to remove their name display and then everyone chooses a member of the group. Each person asks the person they have chosen the following questions: What's my name? What do you like about my account? Is there anything you dislike about it?
(10 minutes)

Instructions

4. Content Creation (20 minutes)

- The participants will be divided into 3 groups and each group will have the task to create social media content. One group should create a post, the second group should create a reel and the third one should make a story. Everything should be posted on the organisation's Instagram account. For the purpose, the participants need to make a video call in one of the chosen platforms and discuss their ideas for creating the content.

5. Hashtags and Keywords (15 minutes)

- Each participant has to search for a popular hashtag which fits the content of the workshop.
(5 minutes)
- Participants will be divided into pairs and will have to make the same post on their accounts, one of them will use popular hashtags and the other will not use any hashtags. This will show the importance of hashtags.
(10 minutes)

6. Consistency and Timing (5 minutes)

- Highlight the significance of engagement and consistency in posting. Suggest using scheduling tools (Brandwatch) to plan and manage posts for optimal engagement times.
(5-10 minutes)

Instructions

7. Tracking Progress (5 minutes)

- Participants have to keep a record of their engagement efforts and the impact on their goals by using analytic tools (Sprout Social) to monitor their progress and adjust their strategies accordingly. Have them use the tool for monitoring the hashtag game (5-10 mins)

8. Reflection and Learning (12 minutes)

- Encourage participants to reflect on their experiences throughout the challenge. (2-5 mins)
- Have them identify what worked well, what they have learned, and any improvements they can make for future engagement. (10 mins)

9. Wrap-up and Discussion- (10 minutes)

- Facilitate a discussion on the benefits of effective social media engagement and how they can continue applying their learning. (10-15 mins)

10. Certificates or Recognition- (20 minutes)

- Everyone fills in the Youthpass certificate assisted by the facilitator. (10 mins)
- Outline participants' growth and efforts in improving their social media engagement skills. (10 mins)

Suggestions or Tips for Facilitators:

1.

Make sure you're well-versed in the platforms and strategies you're introducing. This will allow you to answer questions and provide guidance effectively

2.

Offer tips on creating engaging content, including the use of visuals, storytelling, and call-to-action elements in their posts.

3.

Encourage participants to focus on meaningful interactions and valuable content rather than simply accumulating likes and followers.

4.

If you have relevant examples or success stories, share them to inspire participants and demonstrate the potential impact of effective engagement.

5.

Stay updated with emerging social media platforms and incorporate them into the challenge, allowing participants to explore new digital landscapes.

6.

Encourage participants to continue applying the skills they learned beyond the challenge by consistently engaging on social media platforms and nurturing their online presence.

7.

Establish a mechanism for ongoing communication with participants, enabling them to share their progress, ask questions, and seek guidance even after the challenge concludes.



Debriefing and Evaluation:



Do you think you will be able to achieve the goals we set at the beginning of the challenge?

What are the difficulties you have encountered, such as time management, content creation hurdles, negative interactions, etc.?



How did you overcome these obstacles and what have you learned in the process?

Who of the participants impressed you the most? Consider content and engagement strategies.

Do you think you have learnt something that will be useful to you on the job market?

What do you think about this workshop challenge structure, content, and facilitation?



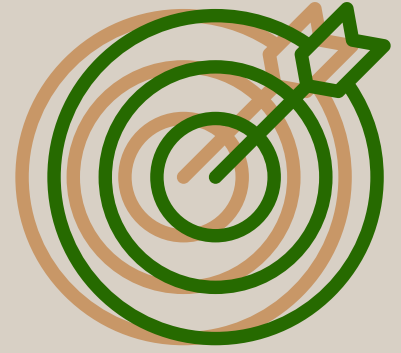
TOOLKIT

6

*From job
seeker to job
keeper*

offline

Objectives:



1. To increase participants' understanding of the current job market trends, industry demands, and emerging opportunities, helping them align their career goals with market realities.

2. To equip participants with essential skills such as communication, critical thinking, problem-solving, teamwork, and adaptability, fostering their readiness for diverse professional roles.

3. To prepare participants for the job market by showing them how to make a presentable LinkedIn account.





Target Group / Group Size:

Young adults from 20-24 / 10-15
participants

Duration:

2 hours

Materials Needed:

1. Laptop, internet, projector, papers, pens, scenario handouts

Instructions

1. Introduction (5 minutes)

Welcome participants and introduce yourself as the facilitator. Briefly explain the workshop's purpose and what participants can expect.

2. Icebreaker Activity Human Bingo (10 minutes)

Prepare bingo cards with different traits or experiences in each box (e.g., "Has traveled to another country," "Speaks more than two languages," "Has worked in customer service," etc.).

Distribute the bingo cards and pens to participants as they enter the workshop.

Instruct participants to mingle and find people who match the traits in the bingo boxes.

Once someone finds a match, they should ask that person to sign their name in the corresponding box.

The first person to fill a row/column/diagonal shouts "Bingo!" and shares interesting facts about the people they met.

Examples of bingo cards will be:

- **Who speaks 2 languages**
- **Who has studied abroad**
- **Who worked with children**
- **Who has been in more than 5 countries**
- **Who has IT knowledge**
- **Who likes sport life**
- **Who finished school with honors**
- **Who had internship**

Instructions

Session 1: Understanding Employability (20 minutes)

A brief activity that introduces participants to the key concepts in the job market and encourages them to reflect on their own employability.

1. Job Market Scenarios (5 minutes)

Provide participants with sample scenarios for the activity (refer to key point 9). Each handout describes a situation related to job seeking, career growth, or professional challenges. Ask participants to quickly read the scenarios individually.

2. Group Discussion (10 minutes)

Divide participants into 3 small groups. In their groups, participants discuss the scenario they've read, considering the following questions:

- What skills would be valuable in this situation?
- How might the job market trends affect this scenario?
- What strategies could the individual use to succeed?

3. Wrap-up and Insights (5 minutes)

Gather the groups and briefly discuss their insights. Highlight the importance of being adaptable and proactive while developing employability skills.

Instructions

Session 2: Core Employability Skills (35 minutes)

A brief activity that introduces participants to the key concepts in the job market and encourages them to reflect on their own employability.

1. Skills Introduction (5 minutes)

Briefly define the four key employability skills: communication, teamwork, problem-solving, and adaptability. Explain why each skill is valuable in a professional setting.

3. Pair Sharing (5 minutes)

Participants pair up and take turns sharing their reflections and examples.

5. Conclusion (5 minutes)

Summarize the key points discussed during the activity. Emphasize that these employability skills are fundamental for personal and professional growth.

2. Skills Reflection (10 minutes)

Give each participant a sheet of paper and a pen. Assign one employability skill to each participant (communication, teamwork, problem-solving, adaptability). Participants have 5 minutes to reflect on a recent situation where they used or witnessed the assigned skill. They jot down a few points.

4. Group Discussion (10 minute)

Gather the participants and have a brief feedback session. Encourage participants to share common themes or challenges related to the skills.

Instructions

Session 3: Explain how to best present yourself by means of a LinkedIn profile? (60 minutes)

1. Introduction and Importance of LinkedIn (5 minutes)

Begin by highlighting the significance of a LinkedIn profile for networking, job searches, and personal branding. Share success stories of individuals who landed opportunities through LinkedIn.

3. Group Feedback and Peer Review (30 minutes)

Use the projector to display each person's LinkedIn profile. Participants have to review each other's profiles, providing constructive feedback on clarity, completeness, and professionalism. Participants should refine their profiles based on feedback and tips.

2. Hands-On Profile Building (20 minutes)

Instruct the participants to create a LinkedIn account if they don't have one. Guide them through the process of creating a LinkedIn profile using a step-by-step approach via a projector. Encourage participants to use concise and engaging language. Afterwards, each person has to create their own profile.

4. Conclusion (10 minute)

Emphasize the importance of setting clear career goals. Suggest strategies and techniques that encourage young people to explore and use professional networking websites. Foster a discussion about the activities' usefulness and importance.

Suggestions or Tips for Facilitators:

1.

Provide personalized guidance and answer questions throughout the session.

3.

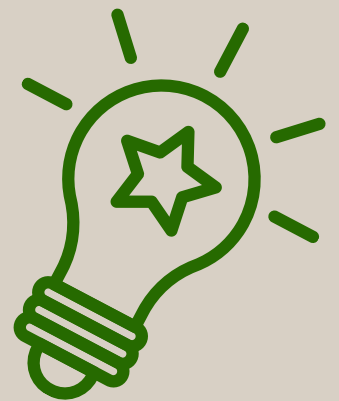
Emphasize the significance of a professional photo.

2.

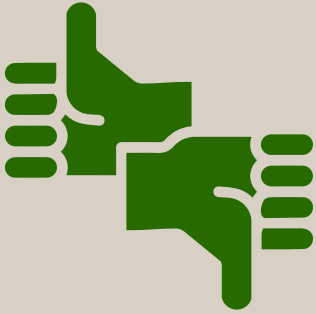
Encourage participants to tailor their profiles to their desired industries.

4.

Encourage participants to tailor their profiles to their desired industries.



Debriefing and Evaluation:



What was the most challenging part of building your LinkedIn profile?

Did you learn anything new about optimizing your online professional presence?



How do you envision using your LinkedIn profile to your advantage?



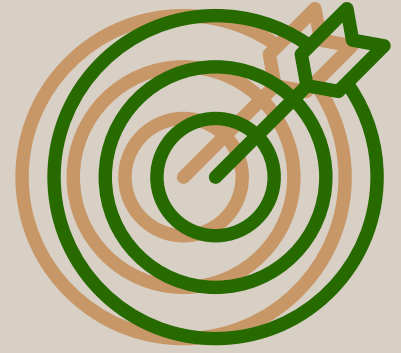
TOOLKIT

7

Skill lottery

offline

Objectives:



1. To get a better understanding of their own qualities.

2. To learn how to evaluate other people's skills.

3. To explore new job or studying opportunities.



4. To get a better working motivation.

5. To meet new like-minded people.

6. To acquire skills and enhance participation in the local community.





Target Group / Group Size:

Not working or studying postgraduate
young adults aged 18 to 26/
15-20 participants

Duration:

approximately 1 hour and
30 minutes

Materials Needed:

Printed SWOT papers (preferably on thicker paper – refer to key point 9), not transparent tape, markers, pens, multimedia if you want to play a motivational video (refer to key point 10).

Instructions

Introduction (20 minutes)

Welcome the participants and explain the objectives of the workshop and the importance of being engaged in a productive activity. A motivational video (a TED talk for example) might help.

2 .Icebreaker Activity (15 minutes)

For starters, everyone says their name, age and hobby. After that they should form a circle of chairs with one person standing in the middle. They state one thing about themselves (I love pizza for example).

Then, everyone who shares the same thing (everyone who likes pizza in the example case) stands up and tries to find another seat. The person there's no chair to sit on, states the next fact and so on.

3. Self-evaluation StrengthsWeaknessessOpportunitiesThreats (20 minutes)

Each participant is handed out a printed SWOT table with 16 questions about their qualities which they have to answer honestly and afterwards write their names on the paper.

Job suggestion (15-20 minutes)

All the participants form a circle and put their papers in the middle, face down. After that each person draws out a random paper, looks at the paper and writes a profession or a field that would suit the person, based on their qualities. Repeat the activity two more times, then each person gets the paper with their own name on it back

3. Group Discussion and debriefing (10-15 minutes):

The facilitator asks the people some questions and encourages them to share their impressions.

Suggestions or Tips for Facilitators:

1.

Add a quick energiser between the third and fourth step if the group seems tired or disinterested.



3.

Keep the pace of the activity steady and monitor time to ensure each step is completed.

2.

Ask the participants to be honest to themselves and try to create a supportive and comfortable environment.

4.

You might want to hide the names with the tape, so that the profession suggested is completely unbiased.

5.

Research common reasons why people become NEETs (not in education employment or training) so that you provide participants with some useful information.

Debriefing and Evaluation:



Do you feel more confident now once your abilities have been recognised by others?

Which job suggestions do you find surprising?

Have you ever considered taking up work in some of these fields?



Did you find it challenging to assign jobs based on skills?

Did you find people with common interests?

Do you agree with the suggested jobs?



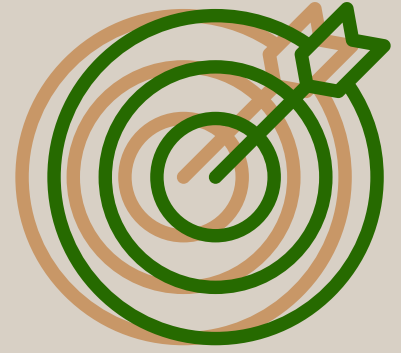
TOOLKIT



*Climb the
ladder*

offline

Objectives:



1. To motivate young people to be active in society.

2. To reflect on the ways young people can participate and the factors which impede or facilitate their participation.

3. To develop skills to cooperate, organise and take unified action.

4. To cultivate a sense of responsibility for one's own actions.

5. To endorse youth's personal and professional growth.

6. To acquire skills and enhance participation in the local community.





Target Group / Group Size:

Young adults from 18 to 24, who are not engaged in education and training/ up to 20 participants

Duration:

2 hours 10 minutes

Materials Needed:

Handout: "The Ladder of Participation", paper sheets, post-its, pencils.

Instructions

1. Introduction (30 minutes)

- Briefly introduce the workshop and the objectives to the participants and introduce yourself. **(10 minutes)**
- Ask participants about their perception of "youth participation" and encourage a follow-up discussion. **(10 minutes)**
- Put the "ladder of participation" on a flipchart where everyone can see it and explain that this is a sample giving ideas about different ways of participating. Briefly discuss the different levels. **(10 minutes)**

2. Get in touch (20 minutes)

- Give every participant 3 post-its representing 3 different environments: family, group of friends, society. **(1 minute)**
- Ask each participant to write their name on each of the 3 post-its and stick them on the ladder at the level they think they are according to the 3 environments. **(9 minutes)**
- Let the participants talk about the what motivated them to choose that particular level of participation and ask them to further delve into their personal experiences. **(10 minutes).**
- Emphasise any similarities the participants have come across throughout the process so that they can bond with each other. **(10 minutes)**

Instructions

3. Role play (60 minutes)

Divide participants in 8 different groups, possibly according to the affinities observed.
(5 minutes)

Allocate one level of participation to each group and ask them to prepare a short 2-3 minute role play to illustrate the level they have been assigned to.
(50 minutes)

Hold a contest to elect the best performance put on stage.
(5 minutes)

4. Determining obstacles and enabling factor (20 minutes)

- The winning group has to present their performance once more. This time, however, they give a different perspective to their story showcasing it from another point of view. A feedback discussion follows enabling participants to voice their feelings once the story has been changed. It is important to outline the obstacles and the enabling factors that determine the individual's movement and position up and down the ladder.

Suggestions or Tips for Facilitators:

1.

Make sure you have a clear understanding of the "ladder of participation" and you have read the manual for it.

2.

Foster an atmosphere where each participant feels appreciated and is able to open up about their situation wholeheartedly.

3.

In the process of group division try to arrange same-level participants under a common theme (for example: people who have put themselves lower under the category of family).

4.

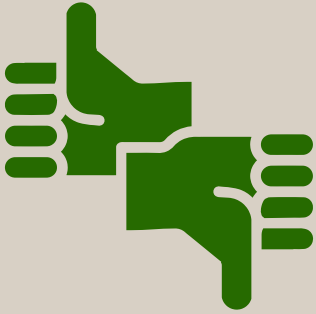
When you introduce the ladder of participation, make it clear that the model is not meant to suggest that being at the "highest" level is always the best thing. In different situations and depending on people's expertise, time, availability or level of interest it may be most appropriate to participate. There is nothing inherently "wrong" with being merely consulted in certain situations.

5.

Emphasise that the bottom three rungs - manipulation, decoration and tokenism are not acceptable and cannot be considered as "participation" because involvement and contribution are minimal or non-existent.



Debriefing and Evaluation:



Did the activity help you understand more clearly the different aspects of your daily life? What surprised you the most?

Do you think that youth participation is generally high or low – in your school, club, and community? What are the reasons?



Why is it important for young people to participate actively?

Do you think low participation comes as a result of mostly internal (psychological) factors or external (society) factors?

Would participants like to reach a higher or get to a lower "rung" than the one they are now at? If so, in which areas? Why?



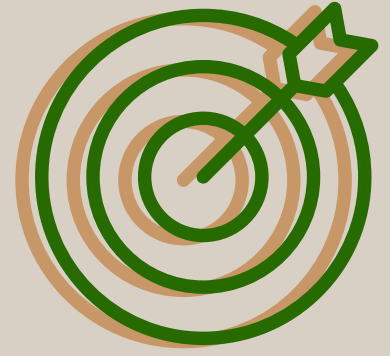
TOOLKIT

9

*Motivation
through
meditation*

offline

Objectives:



1.
To focus on the
significance of personal
development

2.
To encourage self-
awareness

3.
To enhance motivation
during educational
progress

4.
To maintain self-control,
emotions and feelings
that contribute to the
quality of work and life

5.
To learn and understand
an individual's needs and
set achievable goals





Target Group / Group Size:

Young adults aged 18-20/ 10-15 participants

Duration:

1,5 hours

Materials Needed:

Dixit cards, pens, pencils, markers, blank sheets of paper (to build your own cubes)

Instructions

1. Introduction (10 minutes)

- The facilitators welcome the participants and introduce the topics, explaining in detail the objectives and the expected results at the end of the activities. The participants are arranged in a circle. They share information about their background and address expectations for the outcome of the workshop. Facilitators collect the feedback received to further compare it with the final evaluation so that they can follow participants' progress throughout the activities.



2. Icebreaker Activity (10 minutes)

- Have participants introduce themselves using DIXIT cards. Explain the rules of the game and put all cards on the table. Ask each one to find three cards that represent their personality. This will help them define who they are and explain their choice of cards. At the end everybody is invited to reflect on their initial feelings prior to the activity.

3. Motivation in education activity: The cube (25 minutes)

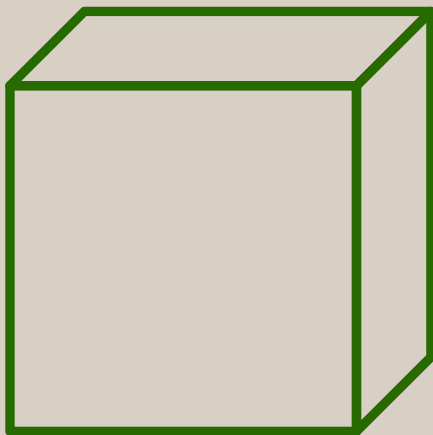
- Explain how even an amateur piece of art can serve as a tool of self-expression and boost self-awareness. Hand out blank sheets of paper and colour markers and pencils. The participants are asked to draw a cube and fill it with whatever comes to their mind. Feedback: participants choose a random person to exchange cubes with. Each person is supposed to describe what they see and interpret the feelings behind the drawing. Once this session is over, the cubes are put aside in a place visible for everyone.



Instructions

3. Meditation (10-15 minutes)

- Introduction to basic techniques on how to manage emotions by means of meditation exercises. Create a circle. Participants are given the freedom to be seated comfortably according to their preferences. Start with a basic-introduction-to-meditation exercise. The facilitator asks the participants to close their eyes and listen to his/her voice. The session starts with a focus on breathing techniques (3 deep breaths) to relax the mind and the body.



2. The cube, part II (20 minutes)

- Hand out a new set of materials and ask participants to repeat the cube task, this time focusing on issues of personal concern (for example: future employability prospects, family life, health, etc.)

3. Brainstorming and debriefing (10 minutes)

- Create a circle again and let the participants come up with 2 words, one standing for their initial state of mind and another describing their current mood and feelings. Have a brief discussion.



Suggestions or Tips for Facilitators:

1.

Be considerate about possible cultural differences of the people in the group

2.

Create a safe and comfortable working and studying environment.

3.

Stimulate creativity.

4.

The length of the meditation exercise depends on the number and disposition of the participants.

5.

Remind participants that this exercise is not about aesthetics, but about expression.

6.

Freedom of expression is vital - nothing is wrong, nothing is right. Encourage participants not to judge the other art works.



Debriefing and Evaluation:



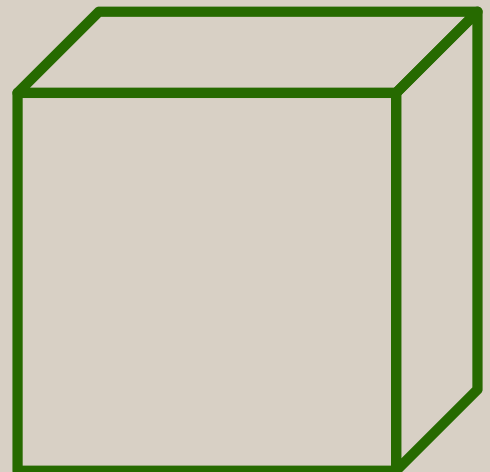
Do you feel any different after this experience?

Do you think you have a better understanding of your real needs?

Do you think you have new tools for motivation?



What feeling do you get from looking at your cubes in the end?



TOOLKIT

10

*Work smart,
not hard*

online

Objectives:

1.

To introduce participants to the possible risks that come along with a job.



2.

To inspire youngsters to start thinking critically.

3.

To encourage unemployed people to start chasing their dreams.





Target Group / Group Size:

Young adults aged 18 to 26 / 9-12
participants

Duration:

1 hour and 40 minutes

Materials Needed:

A Zoom or Discord conference meeting with 3
additional channels for the group separation,
microphone, camera (optional)

Instructions

1. Introduction (5 minutes)

Welcome the participants to the online conference meeting.



1. Get to know each other activity (15-20 minutes)

"Dream Job Time Travel"

Begin by introducing the concept of a "Dream Job Time Capsule."

Explain that participants will be taking a journey through time to visit their past and future selves to learn about their dream jobs. Ask each participant to imagine they have travelled back in time to their childhood. In the chat or using their microphone, they should answer the question: "What was your dream job when you were a kid, and why did you want to do that?" Now, ask them to fast forward to their future selves, perhaps 10 or 20 years from now. Encourage participants to give their past and future selves imaginative names. For example, they can refer to their past self as "Kid Dreamer" and their future self as "Visionary Professional." Have them share their imaginative future dream job and explain why they envision themselves in that role. They can use the chat or speak aloud. Select a few participants and ask them to share their past and future dream job descriptions. Encourage others to ask questions and find commonalities with their own experiences.

TED talk (15 minutes)

Play a motivational video to introduce the participants to the harsh reality of looking for a job.

Job seeking websites (10 minutes): Introduce the participants to some websites for job seeking (refer to key point 9) and view a few offers together emphasizing on what information is crucial to consider when applying.

Risk management 20 (minutes)

In this activity the members are split in 3 groups and enter private chat rooms. They will be given three sample cases of a career opportunity (refer to key point 9). They need to analyse the job descriptions and decide if it is a good or a bad offer. There may be some details about the employer which are not available to read. That's the point – they need to manage the risk based on a limited amount of information.

Did you choose wisely? (10 minutes)

After each team has given their answers present them with the full information. The team that has the most correct answers should explain what hints led them to their conclusion.

Group discussion and debriefing (10-15 minutes)

The facilitator asks the people some questions and encourages them to share their impressions.

Suggestions or Tips for Facilitators:

1.

You should choose which website to use for the job offers introduction based on your country of residence.

2.

Be careful not to discourage the participants from taking up a job because of the possible dangers.



3.

For the TED talk video, you could use the one suggested (refer to key point 9) or choose a different one that is still relevant to the topic.

4.

Encourage the participants to share their previous work experience if they have any.

Debriefing and Evaluation:



What part of the risk management activity did you find most challenging?



How successful was the dynamics and team cooperation among the members of the group?

Do you feel more prepared for the working world now?



ANNEXES:

<https://docs.google.com/document/d/1aG2ygx9cxL6QXaZHizcYhu42Pio-qPFPTH3NfKIEJPs/edit>

