

DISCOVER YOUR PASSION

TOPIC

2

Colophon

February 2022

The programme 'Career development: how to guide youth to vocational training and (self-) employment?' can be freely used, as long as the source is mentioned.

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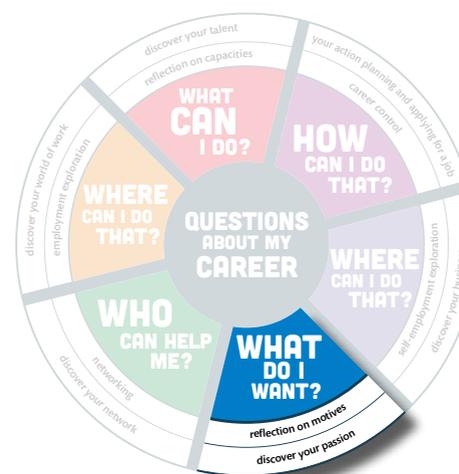
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CAREER DEVELOPMENT HOW TO GUIDE YOUTH TO VOCATIONAL TRAINING AND (SELF) EMPLOYMENT?

TOPIC 2 DISCOVER YOUR PASSION



CONTENT

This booklet 'Discover your Passion' contains the materials for the 2nd topic of the programme on Career Development. First you find a general introduction on the programme and how to develop the training. This is followed by a specific overview of the exercises in topic 2, separately instructions for each exercise and the worksheets.

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The titles of all six booklets of the programme Career Development: how to guide youth to vocational training and (self) employment? are:

- 1 Discover your Talent
- 2 Discover your Passion
- 3 Discover your World of Work
- 4 Discover your Network
- 5 Discover your Business
- 6 Your Action planning and Applying for a job

PowerPoint presentations and worksheets can be downloaded from www.vso.nl/cbet and www.vsointernational.org/cbet

CAREER DEVELOPMENT: HOW TO GUIDE YOUTH TO VOCATIONAL TRAINING AND (SELF) EMPLOYMENT?

VNA project and the 'My World of Work' programme

The Vijana na Ajira (VNA), Youth and Employment project is one of the projects of VSO (Volunteer Services Oversea) in cooperation with the RGZ (Revolutionary Government of Zanzibar). The project was carried out from 2014 - 2017. One of the components of the VNA project is the 'My World of Work' programme (MWOw programme).

The MWOw programme wants to improve the social and economic position of young adults in Zanzibar by developing the various competences they need for employment, self-employment or entrepreneurship. For that purpose, stronger links between the private sector and vocational training are crucial. The Vocational Training Authority (VTA), NACTE (the National Council for Technical Education), all Vocational Training Centres and Institutes on Zanzibar are involved as partners in this MWOw programme. They have a major responsibility in equipping youth with the necessary skills to enter the labour market.

The MWOw programme has produced a toolkit with two key subjects: Competence Based Education and Training and Career Development. You can find the entire toolkit on the internet: www.vso.nl/cbet and www.vsointernational.org/cbet

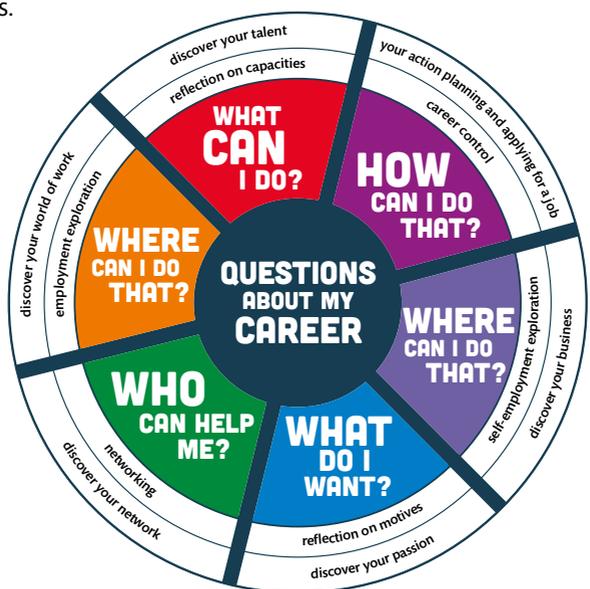
Career Development

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' includes a wide choice of structured classroom exercises that help students, jobseekers and job creators to get more exposed to the work environment. By making assignments both in the classroom and outside in the field, youth get up-to-date information about the world of work, they practice the various skills they need for their career development and they share experiences with each other. Sessions will be designed and delivered by VTC's, Technical Institutes, Secondary Schools and other Governmental and Non-Governmental Organisations, always with a contribution of local business people. Employers and human resource managers can be of help by facilitating fieldtrips, by being a guest trainer in classes or by providing industrial training.

The programme Career Development: how to guide youth to vocational training and (self-)employment?

The Career Development programme enables teachers of secondary schools, trainers of vocational training institutions, companies, NGO's, the Ministry of Labour, Employment, Elderly, Youth, Women and Children and the Ministry of Education and Vocational Training to select exercises that fit the needs and the level of their groups of youth.

The programme is not intended for youth to work on it independently, without any guidance. Of course, participants get assignments or certain tasks to work on individually, but in general, it is a programme that calls for interaction, cooperation in groups and reflection. It can't be followed without guidance. Participants need to have a notebook, a kind of portfolio in which they can write down all their findings and progress. Teachers and trainers need to be well prepared, and it is recommended that they reflect on their own career development first. In this way teachers and trainers are also a role model in steering their own career with all the ups and downs.



Six career competences and a career compass

The programme 'Career Development: how to guide youth to vocational training and (self-) employment?' has been designed around six competences that are important when you want to develop your career:

- 1 Discover your Talent: reflection on capacities, reviewing your own competences with respect to your career;
- 2 Discover your Passion: reflection on motives, reviewing your own wishes and values with respect to your career;
- 3 Discover your World of Work: employment exploration, orientation on your personal values and competences compared to what is required in professional work situations;
- 4 Discover your Business: self-employment exploration, orientation on your aspirations and competences to start a business or to develop a career as an entrepreneur;
- 5 Discover your Network: networking, making and maintaining contacts that are relevant for your career;
- 6 Your Action planning and Applying for a job: career control, career-related planning and self-navigation of your learning and work processes.

Each career competence is connected to a corresponding career question and the total of six competences are represented as a career compass or steering wheel. You need to steer your career steps all the time to find the right direction. In the detailed description of each of the six career competences, you can find more explanation about the competences you need to practice to develop a career.



How to use the programme on Career Development?

Each career competence can be trained by practising several exercises. The exercises differ in content and in method as well. This is fine, as there is more than one way to learn a career competence.

At the beginning of each new topic you will find an overview of all the exercises that belongs to that specific topic. In that overview you always find: the title of the exercise, the goal and a summary of the activating method that will be used in this exercise. In this way you can have just a quick look at all the exercises and this will help you to make a selection that suits you and your group. The best selection is the one that is in line with the career development questions that students/jobseekers and job creators have.

After having scanned the overview, you can zoom into the exercises you have selected. All of them have the same structure. In this way you can easily see how to prepare and deliver an exercise in a proper way.

By making your own selection, teachers and trainers can design a tailor-made programme. You select those exercises that fit the curriculum, the timetable of the course and the level of the students/jobseekers and job creators. The choice you make also depends on the questions that students/jobseekers and job creators have about their career.

Teachers and trainers may also choose those exercises they like to facilitate. Some exercises and methods will suit you more than others. The tips that are given at the end of the instruction are suggestions to facilitate the exercise as good as possible, but feel free to do it in a different way when you think this fits you or your group better.

Of course, you can add your own exercises to this programme. In this way the toolkit will grow and by sharing the exercises with others, career guidance will be delivered even in a better way to the youth of Zanzibar and Tanzania.

Same structure in all exercises

All the exercises are described in more detail, following the same structure. This will help you to prepare and facilitate the exercises you have selected. The structure is:

Goal: What is the aim of the exercise? What will be the expected result, looking at awareness, behaviour, skills and actions?

Preparation: What to do as a teacher/trainer in career development in order to deliver the exercise in a process-oriented way? How to organise the venue/classroom to give your participants the space they need to carry out the exercises? Some exercises need more space or a different set up of chairs/tables.

Explanation: What can you as a teacher/trainer tell your students/jobseekers and job creators as an introduction to the exercise?

Performance: What is it that students/jobseekers and job creators will have to do or show in the exercise? Here you can find the sequence of the steps that participants take to complete the exercise.

Reflection: Which questions can you ask at the end of the exercise (or after a specific step during the exercise)?

Tips: Things you need to be aware of during the exercise.

Further examination: What more can be done to give the exercise more depth or to link it with another exercise?

Worksheets: Learning aids, materials and instruments that can be used by students/jobseekers and job creators.

TOPIC 2

OVERVIEW EXERCISES 'DISCOVER YOUR PASSION'

Discover your Passion

In this booklet Topic 2 you will find 14 exercises about the career competence 'Discover your Passion': reflect on your motivation.

Discover your Passion means: thinking about your aspirations and values that are important for your career. Students/job seekers and job creators are becoming aware of what they think is important in their life, their education and career. They will discover what gives them a feeling of satisfaction, what they like or dislike and what they (still) need to develop with regard to their ambitions.

In the overview of topic 2 you can find exercises in which participants use their creativity to express themselves on desire and passion; to get aware of the moments and activities when they feel good; to discover their main career values and ideal job and to make missions for life to find out what is important to them.

The number that the exercise has corresponds to the numbers of the detailed description of the exercise and that of the worksheets. The worksheets can easily be copied for your youth. Make sure you provide a notebook in which participants can write down their findings and can save their results and progress. On the cover of the notebook, you can put the career compass or participants can design their own front page.

Exercises 'Discover your Passion'	Goal of the exercise	Activating method
2.1 Red and green moments	Youth get insight into what increases and decreases their energy during daily activities.	Keeping a logbook for one week to describe the red and the green moments every day. Youth will discuss and reflect on these moments and their passions in pairs and in the group.
2.2 What are you proud of? What do you regret?	Youth experience the link between their qualities and performances that they are proud of and the ones they regret.	Two main questions to be reflected by the youth. The answers will be discussed in a subgroup or individually with the trainer or tutor.
2.3 Treasure hunt for golden moments	Youth remember the golden moments in their life: the ones in which they recognize their passion.	Youth will dig into their memory - with the help of questions on cards - to find their treasure (golden moments). What do they learn from those moments in relation to their passion and motivation?
2.4 Draw a cartoon of your passion!	Youth express their passion or ambition briefly in a comic strip.	Individually, each participant draws their own comic strip by answering some questions in just 5 images. E.g.: 'What makes you happy to come out of bed every day?'
2.5 The power of a mandala	Youth make 'a mandala' in which they visualize their wish or their aspiration to create something new. In the same mandala, they draw their present situation with their current talents and what they need to develop more to fulfill their wish.	Youth express four elements of an aspiration (the wish, the need, what's already present and the reason why the wish has not yet been fulfilled) in colours, drawings or words.
2.6 My mask: the inner- and the outer side	Youth discover the connection between their inner- and outer side.	By producing a mask or a handprint and by decorating both sides with colours, materials from nature or words, youth show their inner side as well as their outer side.

2.7 My motto in life!	Youth investigate their passion (heart) and experience that passion also needs thinking (head) to give direction to the realisation of their passion.	Buzzing in pairs about passion, then answering some questions individually and filling in a scheme about feeling/heart/passion and doing/head/thinking/reflecting. Youth conclude with a motto, a personal statement.
2.8 Dreams	Youth are aware of the relation between their talents and their dreams and they know how to express their ambitions, hopes and dreams about their future.	Visualisation: 'Imagine that it is 5 or 10 years later and all your dreams have come true. You will give a party. What do you see?' After the visualisation youth share their experience and draw conclusions what they have discovered about their passion.
2.9 My main career values	Youth think and communicate in their own words about the values they have in mind when they are thinking about having a profession, job or business.	From a set of 'value cards' youth choose 8 cards which represent their own career values. Then they prioritize them and explain in a small group about their ranking and why those values are important for them.
2.10 What is my ideal job?	Youth express their ideal job on paper or digitally.	Out of the box thinking about the ideal job (topics like: where, which circumstances, with whom, which tools, salary, etc.). They make a poster or a PowerPoint presentation about their ideal job! They take a picture of the poster with their mobile phone.
2.11 My mission in life, part 1: discover your passion and mission in life	Youth explore their passion and mission in life.	Guided visualisation exercise. Youth sit in a circle with closed eyes (or look at a point on the wall or floor); they listen to a text in which they are invited to enter a house. There are three doors and each door brings them to a room. In each room, there is somebody to whom youth can ask questions about their mission. They get answers of all three persons. After the visualisation youth draw what they have seen.
2.12 My mission in life, part 2: formulate your mission	Youth formulate their mission in life.	With the help of some questions and by buzzing or chatting about the most important things in their life, each participant writes their mission in life on a tile. In the group youth exchange and discuss their missions and they hang their results on the wall.

2.13 Energy from work	Youth experience that there are several elements in work or in tasks that will strongly influence their energy and passion.	Individually youth make a list with daily activities they will carry out during a day at work for which they are training. Then they list what makes them happy and what takes all their energy away. In pairs, participants share their outcomes.
2.14 My story about my passion	At the end of the training youth make a story of the most important events they have gone through in the past year(s), in which they met their passion.	After preparation with the help of some questions, youth deliver their story in 3 minutes. They make a video from it with a smartphone, if they have one.

RED AND GREEN MOMENTS

Goal

Youth get insight into what increases and decreases their energy during daily activities.

Preparation

Ask youth to bring a notebook that appeals to them or let them start a journal on their smartphone (for example in Evernote).

Explanation

'To discover what makes your energy level rise or drop during the lessons in school and in your daily life, you will start writing a journal during a week. You will write down moments that cost you energy and moments that give you energy. You only need to spend 5 minutes of your time to do this, every day. Next week we will discuss what you've written down. Keeping a journal in this way will help you to find out where your passion (and your talent) lies.'

Performance

- 1 Ask youth to keep a journal in a notebook/on their smartphone (Evernote e.g.) in which they daily describe the red and green moments.
Green moments are the moments you enjoy, when you forget about time and don't think about what you are doing. You look forward to these moments; you don't think it is exceptional what you do, but others tell you that you are good at it. Red moments are the moments that seem to last forever; you don't look forward to them, they are exhausting or tiresome.
- 2 Ask youth to spend at least 5 minutes on keeping a journal, every day.
- 3 Let the youth take a selfie during a green moment and a red moment.

Follow up during next week's meeting

- 4 Divide the group into pairs or in groups of three or four.
- 5 Let youth exchange notes and let them share:
 - What are your green moments, what are your red ones?
 - What does your selfie look like?
 - Have you noticed certain things, is there something that drew your attention?
 - Did you change something in your behaviour because of this exercise?
- 6 Following this discussion of red and green moments, ask youth to write down individually their conclusions after having finished their journal.

Reflection

Share with the whole group what it was like to reflect every day on those green and red moments. Who wants to share his/her own conclusions with the group? Are there differences/similarities in what they heard from other group members? After the reflection give youth a little bit of time to adjust their own conclusions. At the end, as an evaluation of the session, you can wrap up the exercise by asking what the red or green moments for each of them were during this lesson.

Tips

Create a group app to send your group a daily message, e.g.: 'Did you do your energy check today?'. Keep a journal of red and green moments yourself. You can use that later, when you show your group how you have used your energy over the week.



WHAT ARE YOU PROUD OF? WHAT DO YOU REGRET?



Goal

Youth experience the link between their qualities and performances that they are proud of and the ones they regret.

Preparation

Arrange chairs and tables in such way that youth can work individually and in pairs or in groups of four.

Explanation

'This exercise is about what makes you proud or what you regret. You will reflect on your experiences. You can learn from them, especially when you reflect on them from a distance. It will be about positive or negative events in which you played an active role. The exercise is about something you did and not about something you are. Your achievements tell something about your skills, your qualities and your passion.'

Performance

- 1 Ask youth, everyone for themselves, to think of a situation and to describe what they are proud of. Ask them to answer the following questions:
 - What exactly did you do in that situation?
 - What does that say about your qualities, your skills and your passion?
 - What exactly did you do, so that you say: 'Yes, this is something that I am proud of!'
- 2 Ask youth to think of a situation and to describe something they regret. Ask them to give answers on the following questions:
 - What happened?
 - What did you do?
 - What in this situation makes that you regret it?
 - What would you like to have done differently?
 - Which qualities could you have used better in this situation?
- 3 Let youth share in pairs their situations and their answers. Let them share what they learn from these reflections and this sharing. Ask them to think of a situation in the coming week in which they can show their qualities and let them write down what their intention is.

Reflection

Ask youth how it is for them to reflect in this way on certain situations? What helps them to deal with it next time (in the same way or differently)? Are there some things that they can practise tomorrow or next week? If yes, make an appointment with those youth to reflect on their plan in a next lesson or in an individual conversation with the trainer or tutor.

Tips

For this exercise, it is important for youth to realize that situations they experience can always be converted into a learning process. This exercise is not about 'solving' things immediately. It is mainly meant to make youth aware that situations can be brought up for discussion, so that they can experience that reflection can lead to solutions. And when they regret something, reflection makes them realize that other qualities can be more adequate in similar situations in the future.



TREASURE HUNT FOR GOLDEN MOMENTS



Goal

Youth remember the golden moments in their life: the ones in which they recognize their passion.

Preparation

Organize tables and chairs in a way that youth can work in groups of four. Make sure you have enough sets of cards of worksheet 2.3 'Treasure hunt for golden moments'. You need to have the worksheets cut and stored in envelopes beforehand. You can use the set of cards several times. When you need a new set of cards, you can download it from www.vso.nl/cbet and www.vsointernational.org/cbet. You will find links to the Career Development programme, this topic and this worksheet.

Explanation

'Golden moments are memories from the past that moved you, lead you to your passion, your 'flow' and which made you happy. They are moments that are most precious to you and which you experienced with all your senses: hearing, sight, smell, taste and touch. Describe those moments in such a way as if they happen right here, right now, e.g.: I am walking through the forest and I smell nature. I see a butterfly landing on a flower.'

Performance

- 1 Let youth sit at a table in groups of four and distribute the sets of cards on worksheet 2.3 'Treasure hunt for golden moments'.
- 2 Every group has a set of cards, with the word 'Passion' on the front cover and the questions on the back cover (turned towards the table).
- 3 Youth take turns in taking a card and reading the question. Ask them if this brings back a memory. The participant will read the question aloud and choose either to answer it him/herself or to let someone else answer it. He/she can always miss a turn.
- 4 The participant writes down the answer that comes to his/her mind in a few words.
- 5 Let youth play several rounds in this way.
- 6 After these rounds, they will look at what they have written down. Let them highlight some key words: words that come back several times, words that have a special meaning to them or that have great emphasis.

Reflection

Ask youth how they felt about this exercise and what it told them. They can put some key words on a scrap of paper. Or they can use a digital tool (<https://answergarden.ch/>): words that are often used pop up on the screen. How do the words connect to their passion and their career?

Tips

Participate in this exercise or prepare it at home. You can be an example or role model by showing your group in which way you follow your heart. If necessary, make your own cards if you think that they will suit your group better.



DRAW A CARTOON OF YOUR PASSION!

Goal

Youth express their passion or ambition briefly in a comic strip.

Preparation

Make sure youth have pencils, gum or pens. In advance, you should think carefully about which questions should be answered for what purpose. You could choose to hand out a selection of questions, participants can choose from. Possible questions are:

- What makes you happy to come out of bed every day?
- For which problem are you the solution?
- What are you proud of?
- What could other people learn from you?
- How would you like to be perceived by other people?
- What is on your bucket/wish list?
- Who would you like to work with some day?

Explanation

'During this exercise, we will 'translate' our talents or our ambition into a comic strip. We won't answer a question by using words, but by drawing images in the way of a comic strip. The answer to the question should be clear at first sight, no explanation should be necessary.'

Performance

- 1 Let youth choose one of the questions given above or the trainer gives his/her selection.
- 2 Let them answer each question in the way of a comic strip. Rules are: The answer to the question should be clear immediately, no explanation should be necessary. You can use only five images, no more.
- 3 Ask youth - when they have finished their strip - to show it to another classmate. Ask them to give each other feedback, so they may improve their strip.

Reflection

Let youth explain their own strip. Ask questions about what you can see or 'read' in the comic strip. What did they want to show? Which feedback did they receive from other groupmates? Ask if other participants would like to add something to that comment. Make sure youth don't judge, but mainly ask questions about the drawing.

Tips

This won't be an easy exercise for youth, especially when they are not used to read or understand comic strips. Show some strips from Tanzania or Zanzibar. Make sure youth know that cartoon drawings shouldn't necessarily be beautiful. What matters most is that the youth are able to look at themselves in a different way. It is also possible that participants make a digital strip on their smartphone, laptop or computer.

THE POWER OF A MANDALA

Goal

Youth make 'a mandala' in which they visualize their wish or their aspiration to create something new. In the same mandala, they draw their present situation with their current talents and what they need to develop more to fulfill their wish.

Preparation

Organize the room in such a way that youth can work in pairs, using large pieces of paper (A3). Make sure you have enough copies of worksheet 2.5 'My mandala' or draw and write the instruction on the whiteboard. Collect all the materials to work with: paper, crayons, round objects to draw circles with.

Explanation

'It seems to be a modern luxury: reflecting on what you would like to achieve in life and on what is important to you. But mankind is, in all cultures, working on these themes for many centuries. An always-returning shape in which people show what their dreams and desires are, is the mandala. Mandalas are magical circles that are drawn or coloured in a specific way. They can be found amongst the Aboriginals in Australia who drew their dreams in the sand, but also in round shaped windows in Christian churches and cathedrals. Mandalas are always drawn in a circle, symbolizing the value of the 'inner space' (the inner possibilities). Reflection on this critical area helps to gain insight and peace. Today we create our own mandala.'

Performance

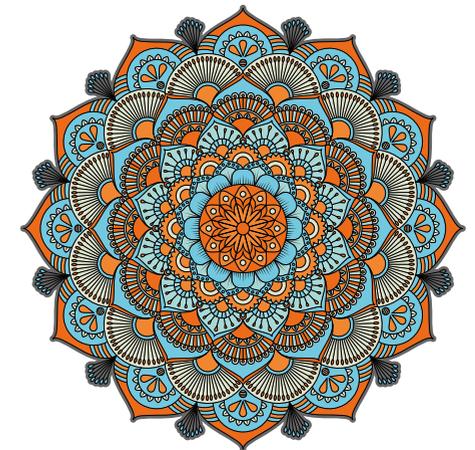
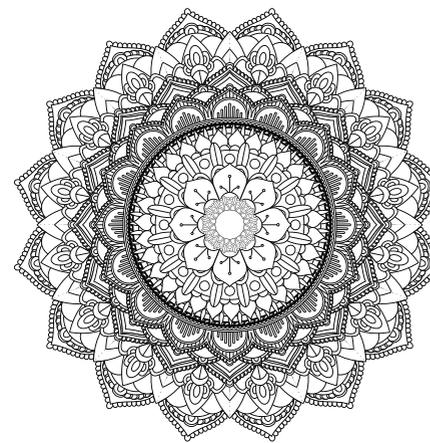
- 1 Let youth draw a circle on a large piece of paper (A3) and divide that circle into four parts, as is described on worksheet 2.5 'My mandala'.
- 2 Ask them to draw and colour in a 'mandala'; one part showing the plan for the future (the wish), one part what is needed to fulfill that wish, one part what is already present to fulfill that wish and one part what holds him/her back to fulfill that wish.
- 3 When youth are ready, let them present and talk about their mandala in groups of four.

Reflection

Discuss the mandalas in groups of four. What do participants think of expressing their feelings in this way? Let them share what they have put on paper and what it means to them. Can they see what is missing? Did they discover something new about themselves during this exercise? In the whole group, you can share what youth have experienced drawing their mandala.

Tips

Prepare this exercise by doing it yourself at home, so you can show youth your mandala. Make another mandala during class, so you can show your group that mandalas differ from day-to-day, from moment-to-moment. Put on some quiet music in the background. Ask youth to allow themselves not to judge what they are drawing or colouring; everything is just fine! It is all about expressing thoughts and feelings, not about judging them.



Artwork Vecteezy.com

MY MASK: THE INNER- AND THE OUTER SIDE

Goal

Youth discover the connection between their inner- and their outer side.

Preparation

Organize the classroom in such a way that youth have enough space to work: cutting, drawing and glueing. Organise enough paper, cardboard, scissors, markers, pencils, glue and tape. Make it a group responsibility to collect as many materials as possible to decorate masks and handprints. In magazines you can find texts, pictures and drawings. Also, nature offers many materials you can use: leaves, twigs, feathers, seeds, etc. Make sure you have enough copies of worksheet 2.6 'My mask: the inner- and the outer side' or write the instruction on the whiteboard.

Explanation

'As a human being we never really show our 'true' self. We all have several roles, like daughter/son, sister/brother, friend, student/employee. We behave according to the role we take. We behave differently when we are with a friend than when we are at work. But not only that: we don't show everyone who we really are. Sometimes because we don't want to, but also because it isn't always desirable. In this exercise, you will look at the two sides of yourself. What do you show about yourself and what do you keep to yourself? You won't express this by means of a letter, but you'll make a mask or a handprint of yourself.'

Performance

- 1 Let youth make a mask of their own face or a print of their own hand.
- 2 Subsequently, ask them to make a mask or handprint with their inner- and their outer side, following the instructions on worksheet 2.6 'My mask: the inner- and the outer side'.
- 3 Let them write down words they think that match their inner- and outer side. Let them use materials that they collect from magazines or nature to give expression to both sides.
- 4 Ask the youth to write down their names on the backside of the inner and the front side of the outer side of their mask/handprint.
- 5 Let them take a picture of their masks/handprints and organize an exhibition.

Reflection

Walk around to have a look at the exhibition together and let youth explain their work. Why did they choose this form? How did they experience this exercise: how was it to express their inner side and outer side by way of creative arts? Did they find something new about themselves during this exercise?

Tips

Organize an exhibition to show the results of this exercise so everyone can see each other's masks and handprints.

Further examination

Let youth write a story, titled: 'When I take off my mask...', or 'When you look at the inside of my hand...'. They can use the reflection on this exercise to write their story.

MY MOTTO IN LIFE!

Goal

Youth investigate their passion (heart) and experience that passion also needs thinking (head) to give direction to the realisation of their passion.

Preparation

Prepare this exercise by doing it yourself first, so you are prepared for the questions the youth might ask you. Make sure there are enough copies of worksheet 2.7 'My motto in life' and coloured A4 papers of good quality.

Explanation

'Passion is the core of a human being: it shows who you are. Passion is in everybody, it is always there. Sometimes it didn't get any chance to come out and it stayed in the background. Passion makes it possible to blow new life into long forgotten desires and strengths. Some people don't like the word 'passion', they like to use words like 'inspiration', 'energy' or that what makes you 'happy'. To be talented in something doesn't always mean that you like to do it. Take your strong talents - that you also like to use - as a starting point for your own development. Then you will develop yourself faster and with more pleasure.'

Performance

- 1 Let youth chat in pairs about the word 'passion': What does it mean to you? Does it suit you?
- 2 Ask youth which word suits them best: 'passion', something that makes me 'happy', something that gives me 'inspiration', 'energy' or a different word.
- 3 Hand out the scheme on worksheet 2.7 'My motto in life'. Ask the participants to fill in the following questions:
 - When did you feel true passion? When were your heart and your head truly connected? Write down this activity in the upper left square. It will be an activity that truly makes visible who you are and what you are no doubt very good at.
 - When did you do something with your head, without your heart? When did you do something only because you were obliged to do it? Write this down in the upper right square.
 - When did you do something you regret, something you knew that wasn't good for you and didn't make you feel good either? Write this down in the lower right square.
 - When did you do something with your heart? Something you didn't really think about, acting impulsively, without thinking about possible (positive or negative) consequences? Write down this activity in the lower left square.

- 4 Ask youth to discuss their completed scheme with a class mate. And after that, ask them to answer the following questions on a piece of paper:
 - What does your completed scheme tell you?
 - What are your desires?
 - What would be of help to you tomorrow?
 - What would you like to have? What needs to be left out or what needs to be added?
 - Your wish can be an ultimate dream to do something cool. It could also be a wish to have a better balanced daily life.
 - Your wish could be a research question: 'I would like to research... how/what/why I...'
- 5 Let youth take another look at their answers and encourage them to come up with a motto.
- 6 A motto (in life) is a short message, yell, quote or statement that expresses what someone values in life.
- 7 Let them write down their motto in pretty letters on an A4 coloured paper in the shape of a tile. Put the tiles on the wall and let everybody explain their motto.

Reflection

Ask youth to explain their motto. Ask them what they think of looking at their passion in this way, thus realizing that there is a connection between their heart and their head.

Tips

Be aware that youth probably is not used to look at themselves in this way. Give them time to practise and make sure they understand that this exercise isn't meant to solve problems, but that it is part of the process that youth go through to develop themselves. Think of a motto of yourself, so you can be an example for the youth. Emphasize for youth that passion isn't something that is in your heart alone. Indeed, when you live from the heart alone, you run the risk of getting into dangerous or undesirable situations. For example, when you dive into the ocean on a spot where it is shallow, or when you get involved into a love affair recklessly, or when you stay up and talk with friends the whole night so that you have no time left to do your homework. Regret can be an indicator that you followed only your heart (and not your head).



DREAMS



Goal

Youth are aware of the relation between their talents and their dreams and they know how to express their ambitions, hopes and dreams about their future.

Preparation

Put chairs in a circle, without tables, so participants can see each other from head to toe.

Explanation

'When you have a good idea of your qualities, it is nice just to dream about what you could do with them. That is what we are going to explore in this exercise.'

Performance

- 1 Ask youth to take a seat on the chairs you have put in a circle. Tell them to sit straight up, with both feet on the ground.
- 2 Tell the youth to dream as much as they can about how to use their qualities. Ask them to close their eyes or let them focus on a fixed point in the room. First, they need to breathe in and out quietly a few times.
- 3 Invite the youth to look inside themselves and ask them to visualize the dreams that come to their minds while you pose the following questions:
 - Imagine that you are five/ten years older. All your dreams have come true.
 - Where are you? With whom?
 - Where do you live? In which place?
 - What does your house look like?
 - What do you do?
 - What is it that you are proud of?
 - What have you accomplished?
 - What kind of a job do you have?
 - What are your dreams about your far future?
- 4 Ask the youth to come back slowly to the present time. Ask them to move their hands and feet and to open slowly their eyes again and to come back into the group and look around.

Reflection

Try to distinguish/recognize the things that matter most in the stories youth tell you. Give those crucial elements as feedback. What is it that you read between their stories? What do youth unknowingly discover about their values? Let them write down their most important revelations.

Tips

Give participants the opportunity to dream as much as they can; tell them that there are no limits. Give them enough time to dream between the different questions. This is a kind of guided visualisation, so also look at the exercises of 2.11. to find more tips.

Further examination

To this exercise a new task could be added. Ask the youth if they would like to create a mood board of their dreams or make a collection of pictures on their smartphone. You could even use this exercise as a festive ritual to celebrate the conclusion of their training. You could also use the results of this exercise as input for their graduation ritual.

MY MAIN CAREER VALUES

Goal

Youth think and communicate in their own words about the values they have in mind when they are thinking of having a profession, job or business.

Preparation

Organize the tables in such a way that participants have enough space to spread out their cards without being bothered by the cards of others. Make sure that you have enough sets of cards of the worksheet 2.9.1 'Career values'. You need to have cut the cards of the worksheets and stored the sets in envelopes beforehand. When you need a new set of cards, you can download it from www.vso.nl/cbet and www.vsointernational.org/cbet. You will find links to the Career Development programme, this topic and this worksheet. Make sure you have also enough copies of worksheet 2.9.2 'My career values'.

Explanation

'It is not only important to have a job, but also to have a job that is of value to you, that makes sense to you. A job you value highly, you will probably enjoy more than when you find your job 'okay'. That kind of job doesn't really give you energy. That is why it's important that you find out which values are important to you when it comes down to your profession, job or business.'

Performance

- 1 Give everybody an envelope with a set of cards of the worksheet 2.9.1 'Career values'.
- 2 Ask the youth to put the cards in front of them on the table.
- 3 Let them choose 8 career values that are important to them when it comes down to their profession, job or business.
- 4 Ask them to put the cards in order of importance. First the most important one, then the one that's a little less important, and so on.
- 5 Divide the group into groups of three and let them discuss their ranking of career values. Why did they choose those values? What are the differences? What are the similarities?
- 6 Ask the youth to write down, in their own words, what they mean by each career value. They can write this down on worksheet 2.9.2 'My career values'. They can take a picture of their ranking of career values with their smartphone.
- 7 Let youth recollect all the cards, put them back in the envelope and collect the envelopes yourself to use them for another group.

Reflection

Ask the youth what they think of this exercise. What did they learn? What did this exercise tell them? What did they think of the ranking their group members made? Let them write their thoughts on their worksheet.

Tips

Do this exercise together with your group or prepare it at home. In this way, you can act as an example and show youth what you think is important in your own working environment. This offers them another chance to learn something.

Further examination

Ask youth to use their ranking when they will write a letter of motivation to a company they know or a company that they make up. In this letter, they present themselves to this (imaginary) company on their own initiative, not as a reaction to an advertisement. Give them suggestions what to write: if you are this kind of company, I would like to work for you!'. The letter will start with the following sentence: 'Dear management, if I would come to work for you, I would really like to experience the following in my work.....' Consequently, youth write in their letter exactly what they would need of the company to fulfill their expectations and career values. By doing this exercise several times during their training, youth will learn that their career values probably will have changed over time. They will get to know themselves better every time.

WHAT IS MY IDEAL JOB?

Goal

Youth express their ideal job on paper or digitally.

Preparation

Make sure participants have enough space in the (class)room to work; they need to be able to collect and arrange all kind of images from internet, magazines, papers and advertising materials. You might need to make larger tables out of four desks. Make sure you have enough flipcharts, scissors, glue, masking tape, markers and a computer/laptop with a projector. You might need to prepare this exercise by doing it yourself first. Being well prepared, you are an example for the youth and you can answer all kind of questions they might ask you. In this way, participants learn that even in the ideal job you don't like all aspects or do not find all aspects equally relevant. Make sure you have enough copies of worksheet 2.10 'My ideal job'.

Explanation

'To find a job or start a business that suits your talents and passion, it is nice to think about what your ideal job would look like. Your ideal job is always connected to your heart. When you don't listen to your heart at all, you run the risk that the job you have found might disappoint you or affect your health. We need to keep monitoring our present situation and compare it with our ideal situation to be able to tell if we are on the right track. That's what we are going to do during this exercise.'

Performance

- 1 First let youth describe their ideal job based on the questions on worksheet 2.10 'My ideal job'. Encourage them to take the most ideal situation as a starting point, without being modest. They can always make changes later.
- 2 Ask youth to collect images from magazines or internet that match their ideal job description. Or let them create a drawing based on the image they have of their ideal job.
- 3 Let youth design a collage with the pictures and other materials they have collected. They can put this on a flipchart or convert it into a PowerPoint Presentation.
- 4 Hang all creations on the wall like paintings in a gallery or show the PowerPoint Presentations with a projector. Let them walk in little groups along the walls to look at all the designs and let them explain to each other what they have made.
- 5 Let youth take a picture of their design with their smartphone or let them save their PowerPoint Presentation on a flash.

Reflection

Discuss with the youth the different designs/drawings/images and ask them what kind of differences and similarities they see. What did they learn by doing this exercise? Did they learn something they weren't aware of before? How did they experience looking at their ideal job in this way? Do they have any more questions after this exercise?

Tips

An ideal situation is a 'mission impossible' anyway. At least, for most of us it is. Encourage participants to describe their most ideal situation; it isn't about feasibility, possibility or reality. Even if things they mention are unrealistic or impossible, apparently it is something they want from their heart. That is important. So, it's better to give explicitly those ambitions a name and subsequently look at what can be done to get as close as possible to the realization of those ideals.

MY MISSION IN LIFE, PART 1: DISCOVER YOUR PASSION AND MISSION IN LIFE

Goal

Youth explore their passion and mission in life.

Preparation

Print worksheet 2.11 'Guided Visualisation of my Passion' for yourself only.

Put chairs in a circle, without tables. On one side of the classroom you arrange the tables in such a way that there is enough space to make a drawing of what participants have seen during the visualisation. Put the A3 papers and the crayons (different colours) already on the tables. Make sure you are relaxed and calm, before you start up the visualisation.

Explanation

'To find your passion you need to look inside yourself. The answer lies in your subconscious. There you will find the answer from your heart how to find and follow your mission in life. You'll recognize your mission in life when you see it. In this lesson, we you will explore your passion and your mission in life by visualising a story that is told to you.'

Performance

- 1 Tell youth to sit on their chair with both feet on the floor.
- 2 Ask them to take a few deep breaths, in and out, and after a while to close their eyes. Youth who find it challenging to close their eyes in the group may choose to focus on a fixed spot on the floor in front of them.
- 3 Tell them you'll take them with you on a little trip by telling a story they can follow in their own way. Anything that comes up in their minds will be good.
- 4 Read aloud the following visualisation on worksheet 2.11 'Guided Visualisation of my Passion', calmly and relaxed.
- 5 At the end of the visualisation ask participants to come back slowly into the group, taking the time, they need. Ask them to move their feet and hands and to open their eyes and look around.
- 6 Ask them to go and sit without talking at a table, with the large piece of paper (A3) and crayons in front of them. Tell them to put on paper in words or to make a drawing of what they have seen during the visualisation in no more than 10 minutes. They may use images, words, colours and/or shapes. Let them write their name on their sheet of paper.
- 7 Ask youth to share their drawing with another classmate: let them explain what they have put on the paper. Maybe they want to take a picture of it with their smartphone, if they have one.

Reflection

Reflect on how youth (dis)liked to look at themselves in this way. Did they find (elements of) their passion? Did they recognize their mission in life? How? Ask some participants if they want to share their passion and mission in the whole group.

Tips

Prepare this exercise by doing it yourself at home, just to see what it offers you. Let someone of your friends/family read the visualisation on worksheet 2.11 'Guided Visualisation of my Passion' aloud. Maybe you want to make the text more suitable to you or your group; in that case you can add something or use other words. Express your thoughts and feelings by using crayons with various colours. It's not about your/their ability to draw, but to transfer your/their inner images to the outside world. Challenge yourself/ them to use the whole piece of paper and all the colours there are.

When you discover and follow your mission in life, you will recognise it in one or more appearances:

- it offers you a clear path, but not a straight path of what the world expects from you;
- it carries a certain natural effortlessness;
- it gives you a sense of joy and enthusiasm;
- to your surprise, you appear to have all talents needed to accomplish your mission;
- from the moment, you choose to pursue your mission, others will let you know that you are an inspiration to them;
- people want to learn from you and want to know how they can arrive at the point where you are;
- you'll get all the support you need, even in unexpected and amazing ways. There is no such thing as a coincidence when you focus on your goal, you will meet inspiring people and things start to happen.

Further examination

In addition to this exercise you could do exercise 2.12. 'Mission in life, part 2: formulate your mission'.

MY MISSION IN LIFE, PART 2: FORMULATE YOUR MISSION

Goal

Youth formulate their mission in life.

Preparation

Organize the room in such a way that youth can work individually and in pairs. Use worksheet 2.12 'My mission in life' and print as many copies as you need, but youth can also draw their own tile. In that case you need to have enough paper and pencils in different colours.

Explanation

'An organization formulates first its mission before it formulates the concrete goals it wants to achieve. It is a good idea to do the same thing as an individual: to formulate a mission, your mission in life. A mission in life is an assignment for yourself that gives your life a sense of meaning. You already did the visualisation exercise (2.11) in which you visited the three rooms. Now we formulate our own mission by starting from the present.'

Performance

- 1 Ask your group to think about what they want in life. Encourage them to answer the following questions individually on paper:
 - What do I think of the way I shape my life?
 - What can I learn from that?
- 2 Let them reflect on the answers they give and resume their writing:
 - What gives a good feeling?
 - What do I want to do differently?
- 3 Divide the group in pairs and let participants share their answers with each other.
- 4 Ask the group what the essence is of what they have discussed with each other. What is the most important idea behind their answers? Is this their mission in life? If so, let them put their own mission in life on paper, in the way of a tile that can be put on the wall or on the front page of their career notebook. An example can be seen in worksheet 2.12 'My mission in life'.

Reflection

Share in the whole group how they have experienced reflecting on themselves in this way. Ask some participants to share what they put on the tile and what it means to them. Draw together some conclusions how their mission can help them in developing their career.

Tips

Do this exercise at home before you introduce it to your group. You can tell them about your own mission and show them how you expressed it on paper in a tile. You can also take into consideration the conclusions from the visualisation exercise (2.11); this will show youth how results are put in a bigger context. Spiritually and religiously orientated people will say that every human has received a mission in life and that it is their responsibility to discover what that is. When you accept the position in life that is meant for you, you'll receive unconditional support from the cosmos, Allah or God. People and means will come to you exactly at the right moment. You'll experience a 'flow'. You'll be able to surrender yourself to a higher power and there's no need to worry. You can feel that you are doing exactly what you are meant to do. It's clear that every move or change adds brilliance and direction to the life of people who know what their mission in life is. It brings peace, because those moves and changes have a meaning. It means that a mission is larger than the work you do or would like to do. A mission in life has everything to do with who you are and it will liberate you from what other people automatically expect from you. It can be difficult to find an easy answer to the question of what your mission is.

ENERGY FROM WORK

Goal

Youth experience that there are several elements in work or in tasks that will strongly influence their energy and passion.

Preparation

Organize chairs and tables in such a way that youth can work both individually and in pairs. Copy worksheet 2.13 'Energy from work' on the whiteboard. Youth can draw the scheme on an A3 sheet or flipchart sheet. Make sure you have enough markers and masking tape.

Explanation

'When perspective, expectation and passion come together in your work, you will probably be happy doing your job. Perspective means your work is meaningful, it has a clear and relevant goal. If you don't have a sense of perspective in your work, you won't be satisfied with what you are doing. What you can notice is that people off duty still want to do things, they just do not want to be lazy. Things you do need to make SENSE. You'll see that you'll feel extremely proud when your work is linked to your passion, incentives, things you are keen on.

How about you? Do you think work is a task, duty, hobby or challenge that energizes you? There is another element that adds to your enthusiasm about work. That is when it corresponds with the amount of experience you have, your capacities, qualities and knowledge. Easy work won't make you proud; a task too difficult will make you insecure.'

Performance

- 1 Let youth individually find out which activities belong to their future profession or their internship. It might help them to think of someone who already does that kind of work. What does he/she do during a day at work? They can write down all those activities on worksheet 2.13 'Energy from work' or in their scheme.
- 2 Divide youth in pairs, so they can help each other to add those daily activities the other might have overlooked.
- 3 After that both of them look carefully if the parts of the job mentioned are a task, challenge, duty or hobby to them, and if the parts are very little or very much connected to their passion. Let them fill in their scheme. Of course, participants will give different answers and they can exchange the reasons why.
- 4 When youth have completed the task, all schemes can be put up on the wall and during a 'gallery walk', invite them to reflect on each other's work and ask questions to each other.

Reflection

Ask youth what they notice about themselves and each other when it comes to passion? What is it that fires up their enthusiasm? Which parts of their internship/future profession did the youth look at? What did they find easy, what did they find hard? Do they have tips for each other? In what way can they make some activities less challenging?

Tips

Do this exercise for parts of your own job. See if it matches with what you know about your energy level. Youth can learn from your experience.

Further examination

Let youth interview someone who has a job that is similar to what they want to do in the future. Ask that person how he/she gets 'energy from his/her work'. How can youth manage their work or internship so that they get energy from it? Give the suggestion to ask questions about the purpose of the activities you have to do or ways to vary certain tasks?

This is an excellent exercise to do several times a year. Activities within their future profession won't change within a year, but youth might learn that they will look differently at certain tasks because they grow during their training; they might think some activities aren't as challenging as they thought earlier. The exercise makes them aware that they develop themselves constantly and that they are learning continuously.

MY STORY ABOUT MY PASSION

Goal

At the end of the training youth make a story of the most important events they have gone through in the past year(s), in which they met their passion.

Preparation

Place the tables in such a way that youth can work (write) individually to prepare their stories. For the presentation of their stories, put the chairs in a circle, without tables.

Explanation

'Insight without action doesn't bring any change. Now that you have come at the end of your training, it is time to look back and to look ahead. You have made quite a journey and you gained a lot of experience. Some you enjoyed, others not so much, some were inspiring, some boring. You probably forgot about many, because they weren't worth remembering. And you might have had one or two experiences that you'll remember for the rest of your life... During this exercise, you will combine the most important experiences of the past year(s) into a story. It doesn't have to be a beautiful or complete story, but it should be your own story, that we are going to listen to. We learn from each other how you have gained a lot of experience and insight, which motivates you to act accordingly. That is what we call learning!'

Performance

- 1 Ask youth to prepare a story about their passion. The story should not be no longer than 3 minutes and can be read from paper or told by head. They can also express their story in a dance, symbol, painting or drawing. Stress that the most important thing is, that the story is of value to the participant. It should suit him/her; it should be connected to his/her power, and to his/her passion. Others should be able to tell that he/she believes in it. It doesn't necessarily need to be a story that has already been put into practice.
- 2 Elements the story can hold:
 - What does the participant want to do after finishing his/her education? What does he/she want to accomplish?
 - What has he/she done so far to get closer to that goal?
 - Can he/she name some of his/her achievements?
 - What did he/she think about them?
 - Which steps will he/she be taking in the near future?
 - What positive beliefs does he/she have in his/her own qualities?
 - What will it look like when he/she will have reached his goal? How will he/she be feeling? How will the people around him/her be able to tell that he/she reached his/her goal?

- 3 Give each participant 3 minutes at most to tell or show his/her story about his/her passion.
- 4 Let the youth make a recording/video of their stories on each other's smartphones.

Reflection

Discuss how they experience to look back on their training and their development in this way? What are they most proud of? What do they think they learned most? What do they feel when they look back on their education?

Tips

When youth present their stories, combine it with some communication and presentation tips such as: the way you are standing before the group, how to connect to your audience, the loudness of the voice, the confidence you show, how to tell a story with a break every now and then, etc. Give very short feedback on the presentations and ask just for one good point; do not always let them give the same feedback, let them differ. Do not give tips to improve, give just positive comment as a reinforcement; youth also learn in this way.

WORKSHEET 2.3

TREASURE HUNT FOR GOLDEN MOMENTS

<p>What has touched you deeply in the past?</p>	<p>What is the nicest thing somebody ever did for you?</p>	<p>Recall a very romantic experience.</p>	<p>Can you remember a beautiful conversation?</p>	<p>What was the most beautiful moment today?</p>	<p>Can you recall a moment in which you realized you had a certain power or strength?</p>
<p>What is your most beautiful or happiest memory of a trip or holiday?</p>	<p>Let a memory of a miracle or a wonderful event come up.</p>	<p>Do you have a memory of which you doubt the correctness, but that you cherish anyway?</p>	<p>Can you remember a moment in which you could feel that you were on the right track?</p>	<p>Think of a moment in which you shared in the happiness of someone else.</p>	<p>What fear did you overcome gloriously?</p>
<p>Think of a favourite object/piece of clothing/house/spot/picture and evoke the story that is attached to it.</p>	<p>What is the best you ever tasted, smelled or sensed?</p>	<p>Look back at a moment in which you made a decision that afterwards has proven to be very important.</p>	<p>Do you have a secret only you know?</p>	<p>Which beautiful memories come to the surface while you have a glance at your diaries or photo albums.</p>	<p>Do you have a desire nobody else knows about?</p>
<p>What has made you intensely happy?</p>	<p>What is your softest/smallest/dearest/most pleasant memory?</p>	<p>Have you ever been supported just at the right moment?</p>	<p>What was a clarifying and healing insight or an important discovery for you?</p>	<p>Can you remember a beautiful conversation?</p>	<p>What is your most beautiful memory of giving something to someone or doing something for someone?</p>

WORKSHEET 2.3

TREASURE HUNT FOR GOLDEN MOMENTS

Which memory would you never want to lose?

Think of a future memory you could create right now.

Think back to a wonderful time that gave you pleasure.

What is the most beautiful thing or sight you ever saw?

Mention a moment in which you were extremely lucky.

Make up a memory you would have liked to have had or which you cherish.

Have you ever been exceptionally happy in the past?

Did you ever have the experience of an amazing finding or invention?

Recall an intense sense of beauty.

Let a memory of love, intimacy or peace come up.

Think back to a moment of forgiveness.

Recall a secret sense of satisfaction you had almost forgotten about.

Let a beautiful memory come to the surface, one you have never shared with anyone else before.

Do you have a sign on your body you are proud of and that brings back beautiful memories?

Do you have a beautiful memory that brings back feelings of blissful nostalgia?

Of whom do you have a nice memory?

Think of something that happened to you and that only you know about.

Recall a moment in which you were totally absorbed and which you fully enjoyed.

Think back of a moment in which you radiated joy, shined and could truly show yourself.

Which smells bring back wonderful memories?

Can you recall moments in which you were very proud of yourself?

Think of someone/ something you miss dearly.

When were you extremely in love for the first time?

What was your most amazing night dream?

WORKSHEET 2.5

MY MANDALA

A. Plan for the future; your wish

Express your wish. You might want to focus on the job or the education you want, but don't look too far ahead. You might want to highlight other wishes that are in the near future and that are more important to you at this moment.

B. What is needed to fulfill your wish?

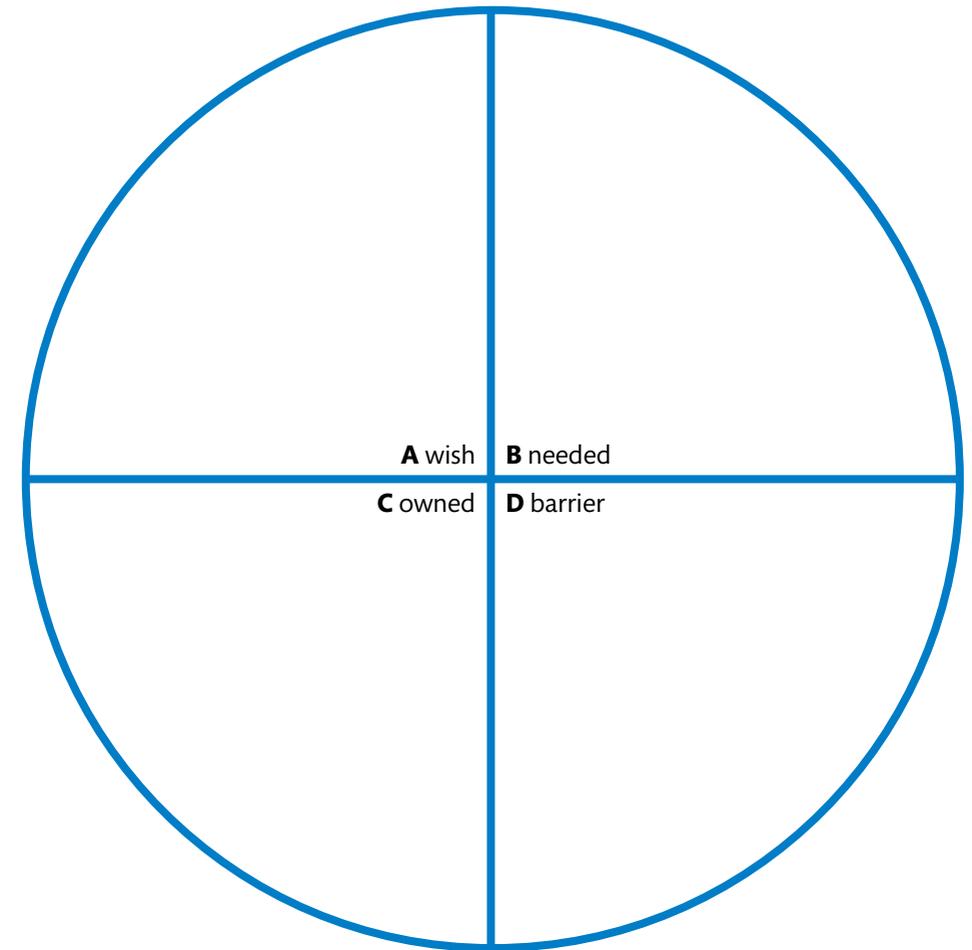
Explore your inner self and look around what comes to your mind?

C. What do you already have at your disposal to fulfill your wish?

Explore your inner self and look around what comes to your mind?

D. What holds you back to fulfill your wish?

Explore your inner self and look around what comes to your mind?



WORKSHEET 2.6

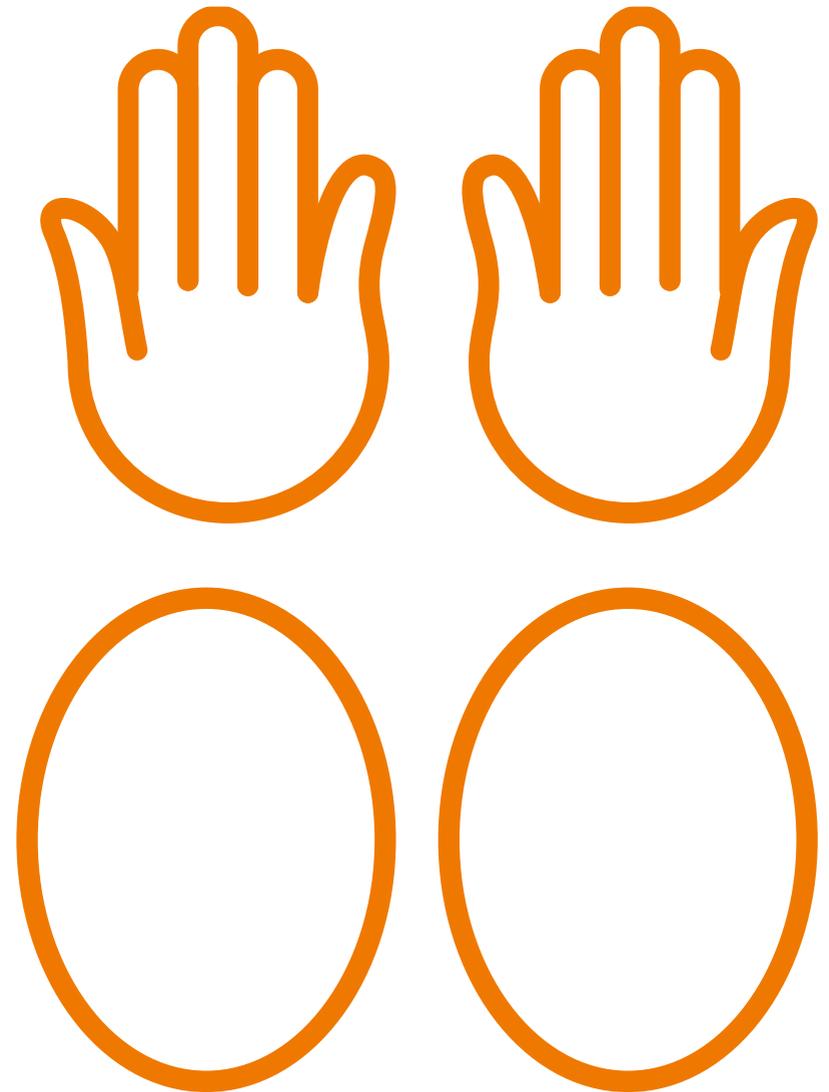
MY MASK: THE INNER- AND THE OUTER SIDE

Your mask or hand symbolizes who you are. A mask or a hand has two sides: an outer side and the inner side. These two sides symbolically represent your inner and outer side:

Your outer side, the side you show the outer world. This is how you want other people to see you. What you make may be symbolic, use your imagination.

Your inner side, this is how you feel, the way you see yourself. This can also be expressed symbolically or by using meaningful colours.

- Take a sheet of paper (A4) and draw two ovals/masks or two handprints.
- The one mask/handprint is your inner side, the other mask/handprint your outer side.
- Write down the words (on a different piece of paper) that come to your mind when you think of your outer side and your inner side.
- Then get started; transfer those words to your mask/handprint. Make use of materials that are available. On the inside you put the words that you want to keep for yourself and on the outside, you put what you want to show others.



WORKSHEET 2.7

MY MOTTO IN LIFE

Doing	Head B		
	Heart A		
		Heart 1	Head 2
		Feeling	

MY MOTTO IN LIFE

WORKSHEET 2.9.1

THE CAREER VALUES

<p>HELPING OTHER PEOPLE Being of use to people, to help them</p>	<p>COOPERATION Working together to achieve the same goals</p>	<p>MONEY Earn a good income, now and in the future</p>	<p>CARE FOR SOCIETY Working for a better world</p>	<p>PHYSICAL EFFORT Doing work that is physically challenging</p>	<p>CLARITY Working in an environment that has clearly described rules and goals</p>
<p>CERTAINTY A steady job that I can rely on</p>	<p>CREATIVITY Being able to be creative or inventive</p>	<p>COMPETITION Having the opportunity to show I am better at something than someone else</p>	<p>INDEPENDENCE Being able to organize my work the way I prefer</p>	<p>WORK-HOME BALANCE A job that can be combined with care for a family</p>	<p>STATUS Holding a position that evokes respect in society</p>
<p>APPRECIATION Noticing that people appreciate what I do at work and how I do my work</p>	<p>OPEN AIR Having the opportunity to work in the open air</p>	<p>VARIATION Having variation at work</p>	<p>FRIENDSHIP Socializing and having many friends at work</p>	<p>TRAVELLING Travelling a lot for my work</p>	<p>LOCATION Working in a specific region</p>
<p>ENJOYABLE Having nice colleagues and a great atmosphere at work</p>	<p>TANGIBLE RESULTS Creating things, being able to show my work by producing a concrete result</p>	<p>REGULARITY Working regularly on the same subjects</p>	<p>RISK Having an exciting job in which I have no idea what to expect</p>	<p>PEACE Low pressure and no annoyance</p>	<p>CHALLENGE Doing a job that asks a lot of effort and challenges my qualities</p>

WORKSHEET 2.9.2

MY CAREER VALUES

Write down in order of importance the career values presented on the 8 cards you have chosen. Write in the right column what you mean by that value.

My most important career values:

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____
- 8 _____

What I mean by this value:

My conclusion: _____

WORKSHEET 2.10

WHAT IS MY IDEAL JOB?

Tips about what to consider when you want to describe your ideal job.

Where would you like to work?

- In a building or outdoors?
- Always at the same location or at a different location all the time?
- In other people's homes or in an office?
- Would you like to travel to your work or would you prefer to work near home?
- In a quiet environment or with many people/a lot of noise around you?
- Would you like to work in a big company or in a small/medium size one?
- In a private company or for the government?
- In a commercial business or in a social/non-profit environment?

Which 'tools' will you be working with?

- Will you be working with 'people'?
- Will you be working with animals or plants?
- Will you need tools/gadgets for your work?
- Will you be working on/with computers or machines?
- Will you have a company car or will you get public transport compensation from the company?

Who will you be working with?

- Alone or together with others?
- Mainly working alone or more together with others?
- How many colleagues will you have?
- Will you be working for a manager/boss; will you have your own business or will you be a manager/boss of others?
- Will you have customers or are your colleagues the only ones you will be dealing with?
- Will you be available by phone, by mail or only face-to-face?
- What age (average) will your colleagues have?

What will be your conditions at work?

- Will you be doing the same task every day, or will you always be doing a different task?
- Will you be sitting (at a desk) a lot, or will you be walking and/or standing on your feet a lot?
- Will you be driving a car or will you travel by public transport a lot?

WORKSHEET 2.10

WHAT IS MY IDEAL JOB?

What will you be doing?

- Will you be working mainly with your hands?
- Will you be working with/at a computer very often?
- Will you be talking with people/customers/clients/patients?
- Will you be writing a lot?
- Will you have a lot of meetings?
- Will you have to organize things or take decisions?

When will you be working?

- During the day, evenings, at night, during the week or the weekend?
- (Ir)regular hours?
- Can you decide yourself when to plan your working hours?
- Will you be working during school holidays?
- How many days a week and how many hours a day will you be working?
- How many days of leave will you have a year?
- Can you combine your work with the care of children?
- Will you be able to take a day off in case of a wedding or a burial?

What will your terms of employment/bonuses be?

- What will you be salary?
- What will you be doing with that salary?
- Does your company offer bonuses? When?
- Will there be weekend events for employees?
- Will there be company outings?
- Will there be a suggestion box for employees?
- Do employees get the opportunity to do physical exercises at the expense of the company?
- Do employees get the opportunity to follow courses/training/seminars at the expense of the company?
- Will there be an annual dinner for all employees?
- Do you get overtime compensation?
- Does the company pay for social security?
- Do you get a pension?

'Sit down, relaxed and with your eyes closed. Take your time to feel the way you sit in your chair, where your bottom touches the chair and how your feet touch the floor. Then breathe in and out, calm and deep. Imagine you are at a lake or at the ocean. It is a beautiful spot where you feel at home and at ease. You are walking along the shore. You look at all the shapes and colours. You listen to the sounds, the animals, the water, your footsteps. You feel the wind, the rays of sunlight on your face. You become calm and enjoy the quietness and peace of this place.

Then, you see a house. The moment you look at it, the door opens by itself. You take it as an invitation. You enter the house. In the hall there are several doors. Each door has a different colour. You choose three doors and you will go in one after the other. The room you enter is decorated in the same colour as the door you came through. You accept the invitation to look around and to find out about your mission in life.

Then, you see an animal in the first room. What kind of an animal do you see? You ask that animal: 'What does this room say about me and can you tell me about my mission in life?' The animal will tell you why you are in this room and what your mission is. What does he tell you? You thank the animal and you proceed to the next room. Look around, see the different colour of the room and the same thing happens. Instead of an animal you meet a wise person, a wise old man or wise old woman. Also, this wise person tells you what your mission in life is or shows you parts of it. What do you hear from this wise person? Again, you thank the wise person and you proceed to the third room. Look around and there you'll meet someone you admire. Who is he, she? Again, you ask this person the same question 'What does this room say about me and can you tell me about my mission in life?' You listen carefully to the answer.

After you've visited the three rooms, you leave the house. You take the answers of the animal, the wise person and the character you admire with you in your thoughts. Once more, you thank them and say goodbye to them. Then, you are back again at the shore of the lake or the ocean. You walk a little bit and now, slowly, you open your eyes, you blink, stretch and you know: I can always go back.'

MY MISSION IN LIFE

WORKSHEET 2.13

ENERGY FROM WORK

Make a list of at least 5 activities that occur in your future profession or at your internship. Maybe you can mention these activities right away, but you can also find them by thinking of somebody who does this kind of work: what does he/she do during a day of work?

Assess each activity in such a way that you mark this part of the job as having a clear or an unclear goal, whether it is a task or a challenge, a duty or a hobby for you. Do you think that these activities contribute just a little or a lot to your passion?

Assess Activity 1

- Clear goal
- Unclear goal
- Task
- Challenge
- Duty
- Hobby
- Little passion
- A lot of passion

Assess Activity 2

- Clear goal
- Unclear goal
- Task
- Challenge
- Duty
- Hobby
- Little passion
- A lot of passion

Assess Activity 3

- Clear goal
- Unclear goal
- Task
- Challenge
- Duty
- Hobby
- Little passion
- A lot of passion

Assess Activity 4

- Clear goal
- Unclear goal
- Task
- Challenge
- Duty
- Hobby
- Little passion
- A lot of passion

Assess Activity 5

- Clear goal
- Unclear goal
- Task
- Challenge
- Duty
- Hobby
- Little passion
- A lot of passion

