



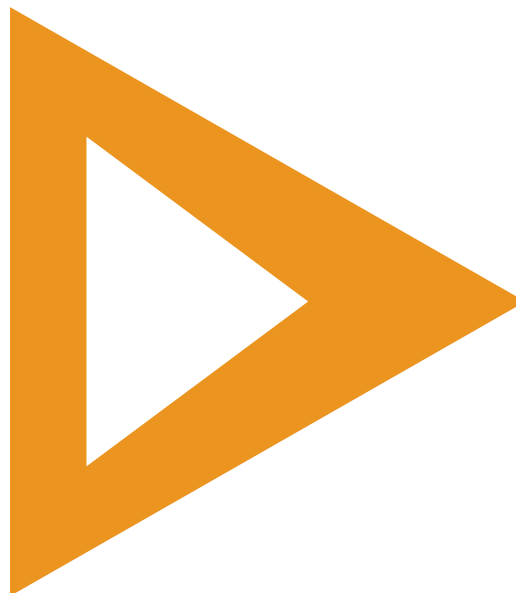
Practical guide

The game that
empowers students
to make decisions



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Pledge Project takes into account both the psycho-pedagogical and orientation aspects, providing active learning methodologies that place the student at the center and affect their motivation, as well as the current reality of the centers and the teaching staff.

The potential and impact of the use of **technology** in the guidance process has also been considered, prioritizing those technological resources that the educational community - students, teachers and families - currently use.

We propose learning in and with **emotion**, using gamification to motivate students to participate actively. In order to design this proposal, in addition to the knowledge and experience of the team responsible, scientific evidence was sought to validate the proposed digital component and configuration.

The development of the **student's life and professional project** is an exciting journey of discovery, which must be full of excitement, but which can also present complexities, especially in a period of personal change and transition. In this context, the support of families and teachers becomes fundamental, providing serenity, a broad vision of the opportunities available and contributing to the empowerment of young people in their decision-making process.

It is therefore essential to know and thoroughly explore all **training and professional options**, as well as to identify the key aspects of self-knowledge, in order to support them comprehensively.

Self-knowledge is the starting point of any choice. Getting to know yourself and identifying your own skills, competencies, personality, values and interests will allow you to base your decision on solid foundations. It is at this point that the Pledge project becomes a key tool to work with and accompany in the decision-making process.

3

work areas

The Pledge Project is divided into six areas of work:



Discovering myself



Exploring new horizons



Building relationships



Developing my strenghts



Monitoring my experience



Planning my career

These areas can be worked on independently or in order. It is recommended to be done **in order** and **all of them**, although it is not a must; each of them complements and interrelates each other. When the student finishes an area, a **final document** can be downloaded to work on. In addition, some areas also have an extra downloadable paper to work on other aspects. The work proposals for each area are detailed below.

Area 1. Discovering myself



As a starting point, the first area of Pledge focuses on working on **self-knowledge** through four didactic activities. In addition to the resource that students will be able to access at the end of the module, a file is provided during the activities that invites them to work on this process of self-knowledge in a more comprehensive and personal way. The worksheet is divided into four sections, each accompanied by a question and some examples to facilitate students' reflection:

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THE PROJECT OF SUPPORTING ONLINE
BUSINESS SKILLS TO SUPPORT
CAREER MANAGEMENT SKILLS

Make the process of self-knowledge by
answering a few questions about yourself.

PERSONALITY How am I? How would I define my character? Ex: Happy, sociable, tolerant...	SKILLS/COMPETENCIES What do I know how to do well? In what do I excel? Ex: Manual work, drawing, communicating...
OCCUPATIONAL VALUES What is important to me at a job? Ex: Creativity, taking on responsibility...	INTERESTS What do I like to do? What are my preferences? Ex: Films, travel, environment...

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Personality: *How am I? How would I define my character?* Based on this question, students must do a self-definition exercise by writing adjectives that define them.

Skills and competencies: *What do I know how to do well? In what do I excel?* In the process of self-knowledge, students need to recognize what do they excel at, what do they know how to do well, from drawing or practicing a sport, to skills such as leadership, visual memory, public speaking, speaking languages, etc.

Worksheet 1. *Discovering myself area.*

Occupational values: *What is important to me at a job?* Students must recognize their values, be able to prioritize their weight and define which are the most relevant aspects of a job for them when they imagine doing it. For example, a dynamic job, routinary, that allows you to work with people, with the elderly, with children, with machinery, that allows you to work remotely, etc.

Interests: *What do I like to do? What are my preferences?* These are the questions that provoke reflection on the preferences and interests of the students. Based on current interests, the transfer process in the professional world can be carried out to discover which studies, which tasks and which professions interest them.

Teenagers often find it difficult to define their personality, their interests, and abilities. An interesting way to start this process is with **classmates**. For example, some classmates can do a first description of another students, which will help them to think about how they are. It is therefore interesting to carry out this activity in small groups.

Once the sheet has been completed, the process of self-knowledge can be supplemented through the **tools linked in the downloadable sheet**, which appears at the end of this first area. The first is a test to assess personality traits, skills, occupational values, and interests, and can be a support for completing the answers in the self-knowledge table. The second is an online aptitude test which help students to make decisions about their training, academic and professional expectations. Finally, the last test helps identify the professional environments that may best suit each person.

Area 2. Exploring new horizons



This area focuses on **exploring new horizons**, that is, understanding the complexity of the education system and the work market with a more open mind. It also requires ethical and sustainable thinking for the responsible exploration of various opportunities.

In the Pledge, this area is worked on from four activities where the skills of the future and new professions are put into play, all from a perspective in which is good of the planet. In order to work on this area in the classroom, we propose to do it from two points of view:

1. Knowing and developing the skills of the future
2. Exploring the world of work and new trends

These two areas can be worked on in parallel with the tools that are linked in the downloadable document: Critical Infrastructure Sectors (CISA) and a Professions Dictionary by Planit.

Professions Dictionary by Planit

You can search the A-Z list below or by [Career Area](#).

A | B | C | D | E | F | G | H | I | J | K | L | M | N | O | P | Q | R | S | T | U | V | W | X | Y | Z

Accountant - Management - Accountancy	▢
Accountant - Private Practice - Accountancy	▢
Accountant - Public Sector - Accountancy	▢
Accounting Technician - Accountancy	▢
Accounts Assistant - Financial Services	▢
Actor - Drama and Theatre Technology	▢
Actuary - Financial Services	▢
Acupuncturist - Alternative Medicine	▢
Administrative Assistant or Officer - Courts - Legal Support Services	▢
Advertising Account Executive - Advertising, Marketing and PR	▢

In the case of the first link, **CISA**, it is a web page that is interesting to explore, as it presents current economic sectors and information about them. The second link, **Planit**, allows you to explore the professions that exist nowadays, and which studies are applied for. In addition, for each profession, the required skills and competences are set out and that the person who wants to dedicate himself to this should have. On the other hand, it contains several documents that set out the sector's data and job prospects.

- Dams Sector
- Defense Industrial Base Sector
- Emergency Services Sector
- Energy Sector
- Financial Services Sector
- Food and Agriculture Sector
- Government Facilities Sector
- Healthcare and Public Health Sector
- Information Technology Sector
- Nuclear Reactors, Materials, and Waste Sector
- Transportation Systems Sector
- Water and Wastewater Sector

Critical Infrastructure Sectors



Chemical Sector

DHS was identified as the Chemical Sector Risk Management Agency (SRMA) in Presidential Policy Directive (PPD) 21. CISA performs the Chemical Sector SRMA responsibilities on behalf of DHS. CISA leads the Chemical Sector's public-private partnership and



Commercial Facilities Sector

The Commercial Facilities Sector protects spaces open to the general public against coordinated attacks. CISA strategic direction across subsectors to improve security and resilience in these loc



Communications Sector

The communications sector has evolved into a complex industry of terrestrial, satellite, and

Planit's web

CISA's web

Acupuncturist

Add to Portfolio

Download & Print

Play video

Acupuncturists treat a variety of physical and emotional problems by inserting fine needles into specific pressure points on the body, to stimulate the energy flow in the body. Acupuncture is a form of Traditional Chinese medicine.

Career Area

Health and Medicine

Career Sectors

Alternative Medicine

Related job profiles

- Acupuncturist
- Chiropractor
- Herbalist
- Yoga therapist
- Hypnotherapist
- Naturopath

It is therefore recommended to invest some time on them, in order for students to explore these resources to assess whether there are any studies that interest them, related to the sector they want.

Area 3. Building relationships



The third area of the Pledge aims to work on the importance of **building relationships in the labour market**. In the game, students deal with this topic by putting themselves in the shoes of Alex, a girl who will spend this summer doing an exchange in Ireland. In this way, they begin to work on some of the interpersonal skills and abilities that are useful for building relationships in the educational world and in the labour market.

For the classroom work in this area, the area's downloadable sheet includes a short self-assessment activity of one's own skills. Thus, each student is asked to reflect on the level at which they have achieved the following skills: empathy, communication and collaboration. This task, despite being short, can be worked on from some **gamified dynamics**, such as with role-playing games, imaginary situations where they have to collaborate or work as a team, etc. In this way, these skills (and others) are put into practice, and it is easier for them to later identify their level of achievement. If not, it can be opted for a shorter approach and do it directly from their own reflection and with the help of their classmates.

Make a self-awareness exercise and indicate the level of achievement of the following skills:

Empathy	1	2	3	4	5	6	7	8	9	10
Communication	1	2	3	4	5	6	7	8	9	10
Colaboration	1	2	3	4	5	6	7	8	9	10
Others	1	2	3	4	5	6	7	8	9	10

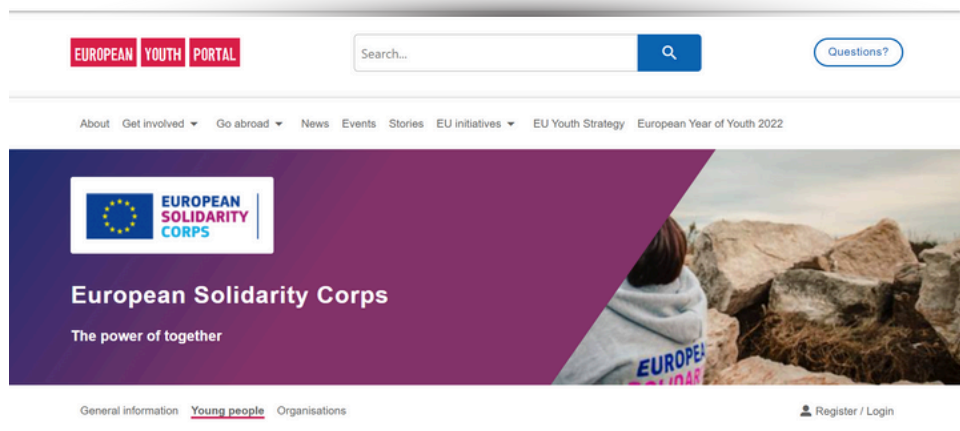
Task in the downloadable file

In addition, in the section of **links of interest**, the websites of the Erasmus+ program and the website of the European Solidarity Corps appear. This can lead to students considering the possibility of looking for high schools or universities where they can spend time abroad or do an Erasmus, given that this is an opportunity to build relationships and develop skills for the future.



Erasmus + web

European Solidarity Corps' website



Area 4. Developing my strengths

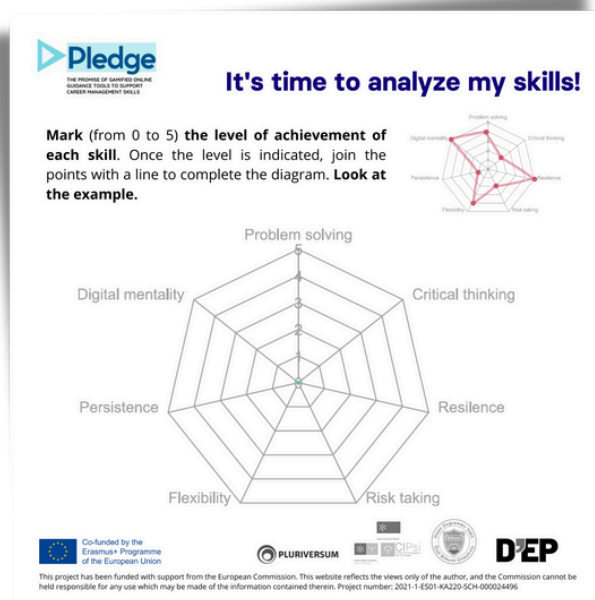


In the fourth area of Pledge, the **development of students' strengths** is worked on. Students need to recognize what they excel at, what they know how to do well and also what they need to work on in order to improve. It is also about competences, that is to say, the set of aptitudes and attitudes, in addition to skills, that students have.

All this is done on the basis of the sheet that is linked when they finish activity two of the area, in which a blank outline with seven skills is shown. What the students have to do is mark their level of achievement in each of these and reflect on it.

On the other hand, after finishing the sheet, it can be proposed that the students identify the **most demanded skills in the labour market** through the Training Express page, which appears in the general downloadable area.

Worksheet 4. *Developing my strengths' area*



Then, more specifically, it can be suggested that each student look for the **skills and competencies** that are required according to the professional sectors that interest them most, and identify the skills they already have and those they need to start working on. They can also make the Professional Skills test, on the Foxize Lab web.



Training express. Professional skills of 2023

Another way to work on skills can be through **Role Playing**. In this way, scenarios can be created where students have to make decisions in real time. For example, a simulation of a business crisis where students must manage a problem using communication, empathy, conflict resolution, etc. This activity helps to develop flexibility and the ability to respond quickly and allows you to identify skills and competencies.

Area 5. Monitoring and reflecting on my experience



This area focuses on **reflecting on one's own experience** in order to set short, medium and long-term goals. Therefore, in this one, the task consists of compiling the information collected in the other areas to later draw up a plan (which is done in area 6 from a downloadable sheet).

One of the key points on which reflection can be focused is on the **factors that influence the choice of studies**. Broadly speaking, these factors are classified into five areas:

Personal

Age, gender, physical abilities...

Familiar

Professions of the family, level of education, expectations...

Social

Friendships' opinion, where do you live, stereotypes...

Economical

Economic situation, salary expectations of the profession...

Educational

Academic performance, teachers' opinions...

It is important to invite students to think about whether some of these conditions are affecting their choice, in order to **neutralize** them and try to **eliminate** them.

To work on this area more thoroughly, from the Pledge game, students can download a worksheet where they can **establish what their professional goal is** and what steps they need to take to get there. Therefore, it makes it possible to make a compilation of everything they have been working on so far (self-knowledge, experiences, training they have, characteristics of the professional they are interested in, etc.).

The worksheet is a flowchart titled 'Worksheet 5. Monitoring and reflecting on my experience' area'. It is divided into three main sections. The top section, 'YOU ARE HERE!', contains three main areas: 'SELF-KNOWLEDGE' (with sub-sections: Personality, Skills, Interests, Occupational values), 'EXPERIENCES', and 'STUDIES'. The middle section, 'What do you need to achieve your goal?', contains five boxes: 'Why do I like it?', 'What tasks will I do?', 'Where will I work?', 'What skills will I need?', and 'What training will be required?'. The bottom section, 'Define your action plan', contains three boxes: '1. What should I improve?', '2. What experiences should I acquire?', and '3. What training should I do?'. A final box on the right is 'WHAT DO YOU WANT TO BECOME?'. The worksheet is branded with 'Pledge' and 'D'EP' logos.

Worksheet 5. Monitoring and reflecting on my experience' area

The first step to complete the worksheet is **to set a goal**: "What do you want to become?". Students who have it clearer can put the profession directly or, if not, they can choose to put a field or professional sector. In the first row they have to fill in their personal information, in other words, what they have in their "backpack". In the second row, they must answer the question "what do you need to achieve your goal?" and, finally, it is time to define the action plan.

Area 6. Planning my career



Finally, the last area and the one that concludes the work of Pledge is **planning my career**. This is the closure of all the tasks that have been carried out, as it collects them and applies them in the immediate context of each student.

To be able to work on it, it is proposed to use a sheet where the six steps to be carried out are set out and a blank space is left for each student to complete it.

Decision-making sequence

Follow the steps below for the most structured decision making possible.

STEP 1 Define the situation

STEP 2 Analyse the situation

STEP 3 Evaluate alternatives

STEP 4 Select alternative

STEP 5 Implement the decision

STEP 6 Evaluate the decision

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Pledge
THE PROMISE OF QUALITY ONLINE GUIDANCE TOOLS TO SUPPORT CAREER MANAGEMENT SKILLS

Worksheet 6. Planning my career' area

The aim of this last activity is for students to be able to assess their **current situation** and **define their professional career**. On the other hand, it is important to identify training and professional alternatives, always taking into account self-knowledge, training itineraries and the labour market.

It is important to note that this process does not end with the first academic transitions, nor is it a definitive choice. All people will have to face constant **changes** and **transitions**, in the educational, professional or personal sphere; and we will have to do it in a world in constant transformation (training offers are growing, the world of professions is transforming, economic sectors are evolving...).



THE PROMISE OF GAMIFIED ONLINE GUIDANCE TOOLS TO SUPPORT CAREER MANAGEMENT SKILLS



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