



# A TOOLKIT FOR TEACHERS

## Career Gardeners

Values

Sustainability

Life Choices



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## About the Career Gardeners project

Career Gardeners supports young Europeans in aligning their career choices with personal values and sustainability goals. Through an interactive eLearning course, a web toolkit, and practical workshops, the project equips youth workers and educators with tools to help young people make informed, value-driven career decisions in a changing job market.

Developed in collaboration with partners from six European countries, the project ensures culturally relevant and widely applicable resources. Active involvement of young people in the design process guarantees practical, engaging outputs, while the project also builds a European community of youth workers focused on sustainable career guidance.

Outcomes of the project are available in 6 languages (English, Spanish, German, Italian, Bulgarian and Polish) and include:

### [Interactive eLearning Course](#)

This self-paced course provides youth workers with practical tools and skills to support young people in connecting values, sustainability, and career planning. Co-created with partners and young people, it strengthens critical thinking, communication, and problem-solving skills essential for today's career challenges.

### [Web Toolkit](#)

The Web Toolkit offers a collection of practical tools and methods to support value-based and sustainable career guidance. Designed as a long-term resource, it enables youth workers to create engaging, real-world activities and share best practices across Europe.

### [Shareables](#)

Shareables are visually engaging graphics designed for social media, promoting the project's core ideas: personal values, sustainability, and career planning. They spark reflection, conversation, and wider engagement, extending the reach of Career Gardeners beyond the project community.

## About the Toolkit for Teachers

The Career Gardeners Toolkit for Teachers is designed to make it **easy to use** the project's resources. It offers a **ready-to-use set of six 45-minute lessons** suitable for students from 13 years old.

It enables the integration of **project-related topics into formal education**, providing an added value to the project. The toolkit was also aimed at **extending the reach** and enhancing the overall **usability and sustainability of the developed tools**.

The toolkit helps tutors, teachers and youth workers guide young people in **understanding their personal values**, appreciating **sustainability as a core life principle**, making **conscious educational and life choices**, and exploring the concept of **green jobs**.

It also supports the development of **important skills** while fostering a **sense of agency** and responsibility for the **future of society and the planet**.

Through this approach, students can see how meaningful, sustainable, and socially impactful work can be connected to their own values and future career paths.

## **A TOOLKIT FOR TEACHERS**

### **Career Gardeners. Values. Sustainability. Life Choices**

**Duration:** 6 lessons (45 minutes each)

**Methodology:** individual work, pair work, group work, facilitated discussion

#### **GOAL**

The goal of this toolkit is to support teachers in working with young people on:

- identifying and understanding personal values,
- understanding sustainability as a core life value,
- making conscious life and educational choices,
- discovering the concept of green jobs,
- developing entrepreneurial, social, and civic competences,
- strengthening a sense of agency and responsibility for the future of society and the planet.

The toolkit helps students connect personal values, global needs, and future career paths, showing that work can be meaningful, sustainable, and socially impactful at the same time.

## Lesson 1. VALUES

A collaborative exploration of the concept of "value" through brainstorming, discussion, and comparison with formal definitions.

**Estimated Time: 45 Minutes**

**Materials and equipment required:**

- Sticky notes
  - Pens for participants
  - Poster board
  - Poster with the dictionary definition
  - Marker pens
- 

### Description of the activity

#### I. Introduction – 15 min.

As a teacher explain what will happen during the next few lessons:

"Over the next few lessons, I'd like to invite you to become Career Gardeners. Just like a real garden, your future needs time and care to grow.

We will talk about what is important to you, what you are good at, and what the world needs. We will also look at how your choices can help people and the planet.

There are no right or wrong answers here. Everyone's "career garden" is different. You don't need to know what you want to do in the future — just be open, curious, and ready to explore.

We will start by talking about values."

The teacher encourages the group to use their imagination and asks:

"When I say the word value, what comes to your mind?"

Participants share their ideas either in an open discussion or by writing related words on sticky notes, which are then placed on the poster board (brainstorming).

The teacher reads through the collected notes and, after a general overview, asks participants what they think the definition of the word value might be.

Once the group has created its own understanding of what value means, the facilitator reads the dictionary definition:

"The importance that something, material or abstract, has, both objectively in itself and subjectively in the judgement of individuals."

Then the teacher asks:

- In your opinion, is this an appropriate definition?
- Is it similar to what you thought of during the brainstorming?
- Are there any elements in this definition that you had not considered before?

## II. Personal values – 15 min.

After reflecting on a shared definition, the group moves on to identifying personal values (individual work).

Ask the young people to think about the values that are important to them individually. But first give them example. You can say: "For me, the most important values are health, family, friendship, safety, and justice."

You may also use the examples of values below, as well as those available at [careergardeners.eu/](http://careergardeners.eu/).

Ask participants to choose five values that are most important in their own lives and write them down on a piece of paper or a sticky note.

Once the participants have identified their values, ask some volunteers to share their list of values.

Also, advice them to keep the note with them, explaining that it can serve as a personal compass in life.

Emphasise that values are not fixed forever – they can change over time as people grow and gain new experiences.

<b>AUTONOMY</b> be independent and determined	<b>SUCCESS</b> achieve important goals	<b>BEAUTY</b> understand and appreciate the beauty around me
<b>CHALLENGE</b> take on difficult problems and commitments	<b>COMFORT</b> have a pleasant life	<b>CARE</b> to care for others
<b>CHANGE</b> be ready to accept things that change	<b>COMPASSION</b> feel and act on the basis of concern for others	<b>COOPERATION</b> be able to work together with others
<b>KINDNESS</b> adopt respectful behaviours toward others	<b>CREATIVITY</b> have new and original ideas	<b>DUTY</b> to carry out my tasks and duties
<b>SUSTAINABILITY</b> live in harmony with the environment, taking into account future generations	<b>FAMILY</b> have a happy and loving family	<b>FUN</b> being able to have fun and be carefree
<b>HEALTH</b> be physically well and healthy	<b>GENUINITY</b> act in such a way that I always remain true to myself	<b>JUSTICE</b> promote equity
<b>RESPONSIBILITY</b> make and carry out responsible decisions	<b>HOPE</b> to maintain a positive and optimistic outlook	<b>SERVICE</b> to be of service to others

### III. Wrap-up – 10 min.

At the end, encourage the students to discuss the role that values play in our lives. You may ask the following questions:

- Do we always act in accordance with our values?
- Are we always allowed to act according to our values?
- Why, in your opinion, are values important?

#### **Summary:**

Explain to the students that values are important because they act as an internal compass, guiding decisions, shaping character, and giving life meaning.

- **Guidance and Purpose:** Values help you navigate challenges and make conscious choices that align with who you want to be.
- **Identity and Authenticity:** Values shape your identity and support you in becoming your authentic self.
- **Relationships:** Shared values strengthen relationships, build trust, and help set healthy boundaries.
- **Well-being:** Living according to your values can reduce stress, increase self-respect, and prevent you from pursuing goals that do not truly matter to you.

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#### **Tips:**

- Act as a facilitator and allow students to reflect and discuss before introducing the dictionary definition.
- Appreciate all contributions and ask follow-up questions when clarification is needed.

## Lesson 2. SUSTAINABILITY

A collaborative exploration of the value of sustainability through a quiz, brainstorming, and reflection.

**Estimated Time:** 45 Minutes

### Materials and equipment required:

- Small prize for the winning group
  - Printed copies of quiz (annex 1) – as many as groups
  - Answers sheet (annex 2)
- 

### Description of the activity

#### I. Quiz – 30 min.

Inform the participants that during this lesson they will learn about sustainability. As an introduction, they will first take part in a quiz to explore the topic.

Divide participants into several groups. Each group works in teams of three, as some quiz questions may be challenging.

Each team has 15 minutes to complete the quiz.

The teacher can decide whether participants are allowed to search for information online to help them answer the questions.

After the quiz, briefly review the answers together and explain why the correct options are correct.

#### II. Understanding sustainability – 5 min.

After the quiz, ask the group the question:

"Taking into consideration the issues tackled in the quiz, what do you think sustainability is? What is sustainability connected with?"

Encourage participants to try to create their own definition. Then compare their ideas with the following definition from the UN World Commission on Environment and Development:

"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."

Sustainability is the balance between the environment, equity (social justice), and the economy.

To pursue sustainability means creating and maintaining conditions under which humans and nature can exist in productive harmony, supporting both present and future generations.

Even small sustainable actions, when done consistently, can lead to meaningful positive change.

By embracing sustainability, we not only protect the planet, but also help build a fairer and more prosperous future for everyone.

### III. Sustainable practices – 10 min.

Using brainstorming and reflection, create a shared list of sustainable practices that young people can apply in their daily lives.

Examples:

- Choosing sustainable transportation (walking, cycling, public transport)
- Reducing water waste
- Reducing energy consumption
- Choosing renewable energy sources
- Reducing waste and recycling properly
- Practising conscious consumption
- Eating locally and seasonally
- Supporting local businesses and fair-trade products
- Staying in eco-friendly hostels, hotels, or homestays
- Engaging with organisations that advocate for sustainable change
- Identifying and applying sustainable practices at school or future workplaces

Encourage students to think about which of these actions they already take and which they could start applying.

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#### **Tips:**

- The teacher or facilitator should become familiar with the quiz topics in order to support discussion and clarify answers when needed.
- More questions and answers can be found at [Toolkit 2 Pub Quiz Questions EN - Career and Gardeners](#) and [Toolkit 2 Pub Quiz Answers EN - Career Gardeners](#).

## QUIZ (annex 1)

**1) According to scientific estimates, how long does it take for a PET bottle to decompose naturally?**

- a. 450 years
- b. One year
- c. 5,500 years

**2) What are the main sources of microplastics (i.e. particles smaller than five millimetres) in the sea?**

- a. Tyre abrasion
- b. Peelings and shower gels
- c. Synthetic textiles

**3) How many tonnes of plastic waste are produced in the EU every year?**

- a. 29 million
- b. 62 million
- c. 42 million

**4) Why are some large-scale renewable energy projects such as dams controversial among environmentalists?**

- a. Because they believe that the investments should be used for more important projects
- b. Because they do not generate as much energy as commonly assumed
- c. Because large-scale dam projects are often accompanied by forced resettlement and the destruction of biodiversity and loss of species

**5) How much water is needed on average to produce a cotton T-shirt?**

- a. 800 litres
- b. 2,500 litres
- c. 8,000 litres

## QUIZ (annex 1)



### 6) What is planned obsolescence?

- a. A strategy to deliberately shorten the lifespan of products
- b. The plan for a life of luxury and abundance
- c. An attempted coup by the military

### 7) How much food ends up as waste worldwide?

- a. Half
- b. A quarter
- c. One third

### 8) By how much did the global percentage of extremely poor people (with less than \$1.90/day at their disposal) change between 1990 and 2018?

- a. It increased to 22%
- b. It decreased to 10%
- c. It stayed at 18%

### 9) What is the European Supply Chain Act related to?

- a. To ensure that companies can be held responsible for environmental or human rights violations
- b. To enable companies to optimise their supply chain through state aid
- c. So that companies can manufacture their products as cheaply as possible

### 10) For what did Malala Yousefzai receive the Nobel Peace Prize at the age of 17, by far the youngest of all time?

- a. For her work as a mediator in war
- b. For her fight for the rights of girls and education
- c. For her novel



## QUIZ – ANSWERS SHEETS (annex 2)

- 1) According to scientific estimates, how long does it take for a PET bottle to decompose naturally?  
a. 450 years

Explanation: Plastic breaks down very slowly, which is why plastic pollution remains in the environment for hundreds of years.

- 2) What are the main sources of microplastics in the sea?  
c. Synthetic textiles

Explanation: Microplastics come from everyday activities such as driving cars, washing clothes made of synthetic fibres, and using cosmetic products. Around 35% of primary microplastics in the ocean can be traced back to the laundering of synthetic clothes.

- 3) How many tonnes of plastic waste are produced across Europe every year?  
c. 40 million

Explanation: The EU generates 42.5 million tons of this type of waste annually, according to a recent JRC study on plastics in the EU and their environmental impact, which was published at the end of July 2025. In 2022, The European Union consumed 62.8 million tons of plastics, an average of 140 kg per person.

- 4) Why are some large-scale renewable energy projects such as dams controversial among environmentalists?

c. Because large-scale dam projects are often accompanied by forced resettlement and the destruction of biodiversity and loss of species

Explanation: Although dams produce renewable energy, they can damage ecosystems and negatively affect local communities.

- 5) How much water is needed on average to produce a cotton T-shirt?  
b. 2,500 litres

Explanation: Producing cotton requires a large amount of water, showing the environmental impact of the clothing industry. The correct answer is 2,500 litres. That's enough water for one person to drink for 900 days (two and a half years).

- 6) What is planned obsolescence?  
a. A strategy to deliberately shorten the lifespan of products

Explanation: Some products are designed to break or become outdated quickly so that people buy replacements sooner.

- 7) How much food ends up as waste worldwide?  
c. One third

Explanation: A third of all food produced worldwide ends up as waste. In the EU, this amounts to around 179 kg per person per year, or 89 million tons annually. Around 40% of this comes from private households

- 8) By how much did the global percentage of extremely poor people change between 1990 and 2018?  
b. It decreased to 10%

Explanation: Extreme poverty worldwide has significantly decreased, although inequalities still exist. The greatest successes have been recorded in East Asia (including China). In 1990, the number of extremely poor people was 35.9% of the world's population.

- 9) What is the European Supply Chain Act related to?  
a. To ensure that companies can be held responsible for environmental or human rights violations

Explanation: The law aims to make companies accountable for their impact on people and the environment throughout their supply chains.

- 10) For what did Malala Yousafzai receive the Nobel Peace Prize at the age of 17?  
b. For her fight for the rights of girls and education

Explanation: Malala was awarded the prize for her global advocacy for girls' access to education and human rights.

## Lesson 3. LIFE CHOICES.

This lesson helps participants reflect on their life choices by exploring their interests, strengths, values, and the needs of the world. It builds on the reflections initiated in Lessons 1 and 2.

### Estimated Time 45 Minutes

#### Materials and equipment required:

- Projector
  - Paper, pens
  - Ikigai image (available also in the section Shareables at <https://careergardeners.eu/>)
- 

#### Description of the activity

##### Ikigai

Explain to the young people:

"Today you are going to reflect on your life choices by exploring your interests, strengths, values, and the needs of the world. You already know what are your personal values and the value of sustainability. Now you will reflect a little bit on your strengths, skills, abilities and competences using Ikigai.

**Ikigai** is a Japanese concept of discovering your purpose through exploring the intersection of what you love, what you are good at, what the world needs, and what you can be paid for.

This age-old philosophy offers a structured approach to identifying your purpose and leading a meaningful life."

At this stage, present the IKIGAI graphic (preferably on the screen.

Use the attached IKIGAI image showing the four overlapping circles. The visual helps students understand the relationship between passion, skills, social needs, and work.

##### Step 1 - 15 min.

Ask participants to draw an Ikigai diagram individually. They should answer the following questions:

- What do you love?
- What are you good at?
- What does the world need?
- What can you be paid for?

Emphasise that there are no right or wrong answers. This is a personal reflection exercise.

##### Step 2 – 10 min.

Ask participants to work in pairs and try to create an Ikigai that could work for both of them. They compare answers, identify similarities, and discuss differences.



### Step 3 – 10 min.

Ask participants to form groups of four and create a shared Ikigai together. The group looks for common interests, talents, and ideas that could develop into a meaningful project, initiative, or future job.

### Sharing and reflection – 15 min.

Sharing: Invite volunteers to share their ideas for future jobs, projects, initiatives, or companies.

Reflection: Then ask if they noticed any new skills or strengths in themselves that they hadn't realized before.

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### Tips:

- Focus on exploration rather than final decisions.
- Support students who struggle to identify strengths by asking guiding questions.
- Emphasise that Ikigai can evolve over time.
- Encourage creativity (drawing, colours, symbols).
- Promote respectful listening and cooperation.
- Avoid judging or evaluating students' ideas.

## Lesson 4. WHAT IS A GREEN JOB?

This activity is designed to help participants develop a thorough understanding of what constitutes a "green job", encompassing ecological and social standards.

**Estimated Time: 45 Minutes**

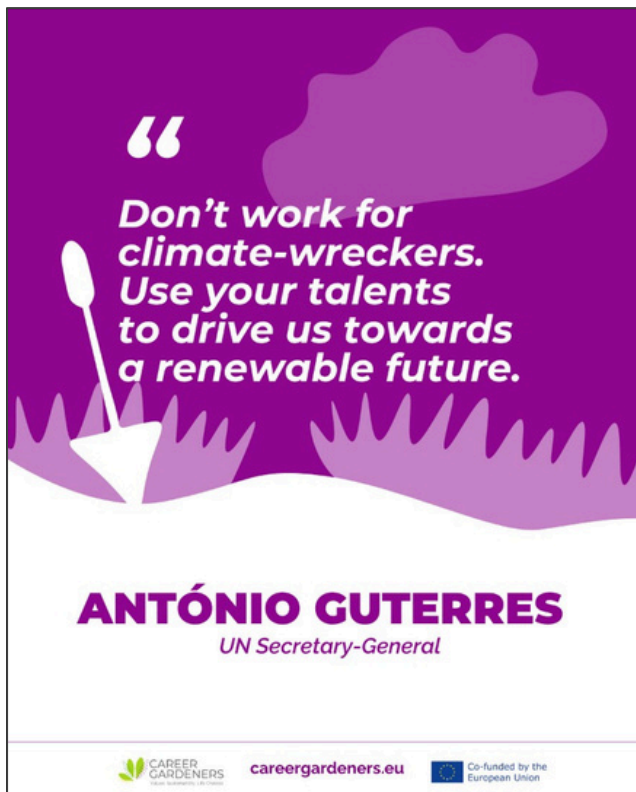
### Materials and equipment required:

- Printed quotes. Quotes are available online in the Shareables section
- <https://careergardeners.eu/en/shareables/downloads>
- Sticky notes
- Paper, pens
- Poster "Green jobs" (also available in the section Shareables) displayed on the screen

### Description of the activity

#### I. Ice-breaker: Quotes – 15 min.

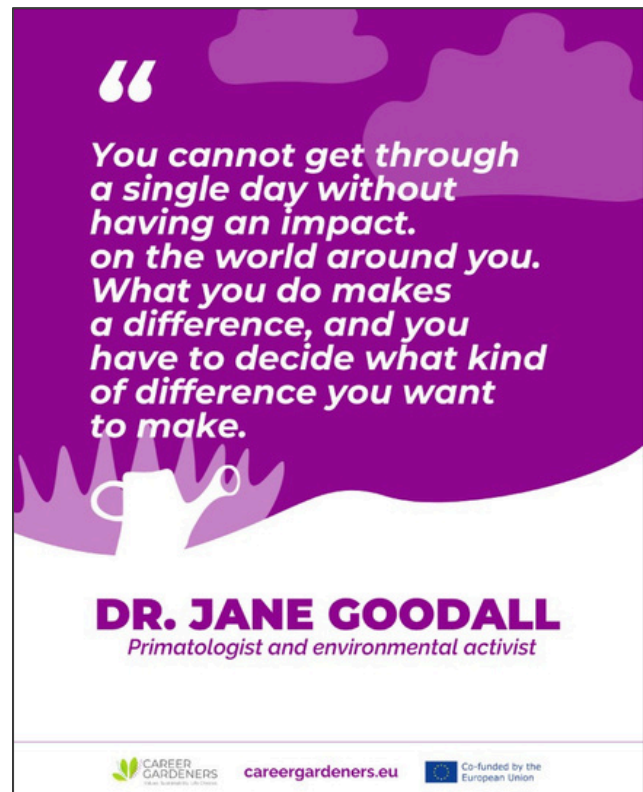
Place 4 quotations in 4 corners of the room. Ask the young people to choose the quote that resonates with them the most and stand next to it. Ask a few volunteers how they understand the quote and why they chose it.



“  
*Don't work for  
climate-wreckers.  
Use your talents  
to drive us towards  
a renewable future.*

**ANTÓNIO GUTERRES**  
*UN Secretary-General*

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“  
*You cannot get through  
a single day without  
having an impact.  
on the world around you.  
What you do makes  
a difference, and you  
have to decide what kind  
of difference you want  
to make.*

**DR. JANE GOODALL**  
*Primatologist and environmental activist*

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“  
If not me, who?  
If not now, when?”

**EMMA WATSON**  
UN Women Goodwill Ambassador

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“  
HOW WONDERFUL  
IT IS THAT NOBODY  
NEEDS TO WAIT  
A SINGLE MOMENT  
BEFORE STARTING  
TO IMPROVE  
THE WORLD.”

**ANNE FRANK**

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After the ice-breaker explain that today young people are going to think about green jobs and green practices in the workplaces.

## II. What is a green job? – 5 min.

First, the teacher asks “When I say “green job”, what comes to your mind?”

Participants share their ideas in a discussion or by writing on post-it notes that are attached to a poster board. Then teacher can present the graphic “Green job” and present some examples of green professions.

**GREEN JOBS**  
help tackle the climate crisis,  
drive social change,  
and create a just world

green jobs are more diverse than you think →

**Fighting the climate crisis**

- \* Solar technician
- \* Train / Tram driver
- \* Urban planner

**Driving social justice**

- \* NGO project manager
- \* Climate journalist
- \* Social worker

**With sustainable employers**

- \* Eco-designer
- \* Waste management specialist
- \* Energy advisor

**Teaching green skills**

- \* Trainer for solar tech
- \* Environmental educator
- \* Agroecology coach

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### III. Green practices at work – 15 min.

After that introduction part, young people are divided into 4 groups. Each group tries to dig deeper and find more practices, principles etc. that make a job, sector or company green, or at least greener than others. It is important to think about ecological as well as social standards. Assign hypothetical jobs to groups and ask them to find as many green practices for the assigned job as possible:

**Hairdresser/Beautician** (can use sustainable products, with recyclable packaging, be careful how much waste they produce)

**Company Manager** (introduce guidelines on the use of paper in the company, manage the company canteen sustainably, encourage smart working or sustainable mobility to the workplace)

**Grocer/Baker** (use local products, pay attention to product packaging in the shop)

**Teacher** (promote routes with children that talk about sustainability, travel to school by sustainable means, pay attention to the use of the interactive whiteboard in the classroom, promote proper waste disposal in the classroom)

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### IV. Wrap-up – 10 min.

At the end of the lesson ask all groups to present their ideas for eco-friendly practices in the workplaces assigned to them.

## Lesson 5. HOW CAN A YOUNG PERSON CREATE A GREEN JOB?

This activity aims to enhance the participants' entrepreneurial skills, as well as their knowledge of green jobs and sustainable side-hustles. '

**Estimated Time: 45 Minutes**

**Materials and equipment required:**

- Board
  - Large sheets of paper (min. A3, preferably a flip chart)
  - Marker pens, pens
  - Sticky notes
  - Computer and projector, or printed description of the young activists and entrepreneurs [DOWNLOAD](#)
- 

### Description of the activity

#### I. Introduction to the topic – 5 min.

1. The topic of the workshop is: sustainable jobs and how young people can influence their creation. This activity allows participants to develop their knowledge of green jobs, creativity and entrepreneurial skills.
2. At the beginning ask participants if they know of examples of people who have created green jobs or do extra work that contributes to sustainability (sustainable side-hustle).
3. Conduct a short discussion on this topic (5 min.).

#### II. Brainstorming on sustainable jobs – 25 min.

1. Divide participants into groups of 4-5 people. Give them big sheets of paper and markers and display descriptions of young activists who have created sustainable jobs (You can also print them. In this case each group should be given material with three examples of activists).
2. Let participants read the descriptions. This part of the exercise is to serve only as an inspiration.
3. Now let's move to the brainstorming. Working in groups, participants suggest ideas for businesses or organisations which could offer green jobs. They can also suggest changes that could be made to existing businesses (that they know from their surroundings or from the media) so that these businesses offer new sustainable jobs for young people.
4. Indicate that this is a brainstorming exercise, so none of the suggestions should be blocked, and all be written down on a large sheet of paper. Allocate at least 15 minutes for the brainstorming itself.
5. After the brainstorming, each participant will award three votes for the best ideas by marking them with a dot. It is also time for questions and explanation, if necessary.

6. At the end, the number of votes (dots) for each idea should be counted in the groups and a list of up to five ideas should be compiled, starting with those which have received the most support.

**Brainstorming is all about thinking outside the box. Here are some tips for facilitator as well as young people:**

- **Set a time limit for the brainstorming.**
- **All ideas are good ideas.**
- **Do not judge an idea when presented to the group.**
- **Record all brainstorm ideas.**
- **Involve everyone.**
- **Take turns when presenting the ideas.**
- **Look for obvious as well as invite wild ideas.**
- **You can write and draw.**

### **III. Presentation of the outcomes and evaluation – 10 min.**

When the groups have finished the brainstorming part, they present the best ideas to the forum and explain them shortly (1-2 minutes for each presentation).

### **IV. Wrap-up - 5 min.**

Ask the participants what they have learnt and what skills they have used or strengthened through this exercise?

What was the overall impression of this activity?

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#### **Tips:**

- It is important to create a good environment of collaboration within the groups and to facilitate the discussion in order to include every participant.
- Involve young people in reflecting on different jobs or in finding very specific jobs in which can integrate the value of sustainability.

## Evaluation

Using an evaluation method at the end of each activity (1-5) or lesson is recommended. This document presents examples of two methods, allowing teachers to choose the one that best fits their needs.

Option 1. "Leave a Seed" (Career Gardeners Metaphor)

Format: Sticky notes

Ask students to complete the sentences and stick their notes on a poster-garden:

One thing I learned today is...

One thing that made me think...

Option 2 – Traffic lights

Ask students to give feedback on the lesson by placing a dot next to the statement that best matches their opinion:

Green – I liked the lesson / I understood it well

Yellow – I'm not sure / I need more time

Red – I didn't understand / I didn't like it

## Lesson 6. REFLECTION AND FINAL EVALUATION

This activity aims to help young people reflect on what they have experienced and learned during previous lessons, with a particular focus on the skills and competences they have developed. Reflection is a key element of the learning process, as it helps learners become aware of their strengths, progress, and future development needs.

**Estimated time: 45 Minutes**

**Materials and equipment required:**

- Large sheets of paper (A3 or a flip chart) or board
  - Marker pens, pens
  - Sticky notes
  - Poster (annex 3)
- 

### Description of the activity

#### I. Introduction - 5 min.

Explain to the participants that today's session will focus on reflection. Emphasise that reflection is a very important step in every learning process because it allows learners to better understand what they have learned and how they have developed.

Tell the group that during this lesson they will reflect specifically on their skills and competences gained throughout the previous activities and lessons.

Ask one of the students to draw a figure as in the annex 3 on a large sheet of paper or the board.

#### II. Skills and competences - 10 min.

Start by clarifying the terms "skills" and "competences."

Explain that a competence is the ability to do something successfully or effectively. It is a broader concept than a skill, although the two terms are often used interchangeably. In the context of work and learning, competence consists of three interlinked dimensions:

- **Knowledge.** This dimension refers to what a person knows or needs to know in order to perform tasks effectively. It is the cognitive dimension of competence and is commonly associated with the head (for example, knowledge about sustainability or sustainable practices).
- **Skills.** This dimension refers to what a person is able to do in practice. It is the practical dimension of competence and is commonly associated with the hands (for example, drawing as a hard skill or communication as a soft skill).
- **Attitudes and Values.** This dimension refers to the attitudes and values that influence how a person behaves and works. It is commonly associated with the heart (for example, responsibility, openness, honesty, or empathy).

Explain that during the lessons participants may have developed competences such as creativity, communication, cooperation, entrepreneurship, critical thinking, and problem-solving. Additional examples of competences can be presented using a table below.

- |                                    |                              |
|------------------------------------|------------------------------|
| • communication skills             | • project management         |
| • critical and structured thinking | • business management        |
| • problem solving skills           | • work ethic                 |
| • creativity                       | • responsibility             |
| • teamwork capability              | • etiquette and good manners |
| • negotiation skills               | • courtesy                   |
| • self-management                  | • self-esteem                |
| • time management                  | • sociability                |
| • conflict management              | • integrity/honesty          |
| • cultural awareness               | • empathy                    |
|                                    | • common knowledge           |

### III. Evaluation - 30 min.

Distribute three sticky notes to each participant and explain the task clearly:

#### First sticky note – Skills

Participants write down the skills they used or developed during the lessons (e.g. creativity, communication, teamwork, entrepreneurship).

These sticky notes will be attached to the **hands**.

#### Second sticky note – Knowledge

Participants write what they have learned in terms of knowledge (e.g. sustainability, career paths, sustainable practices).

These notes will be attached to the **head**.

#### Third sticky note – Attitudes and Values

Participants write about the attitudes and values that supported them during the learning process (e.g. responsibility, openness, perseverance).

These notes will be attached to the **heart**.

Give participants at least 10-15 minutes to think calmly and prepare their sticky notes and attach them on the figure.

Then read them out loud, or invite students to do so and encourage them to explain their ideas in more detail if they are willing.

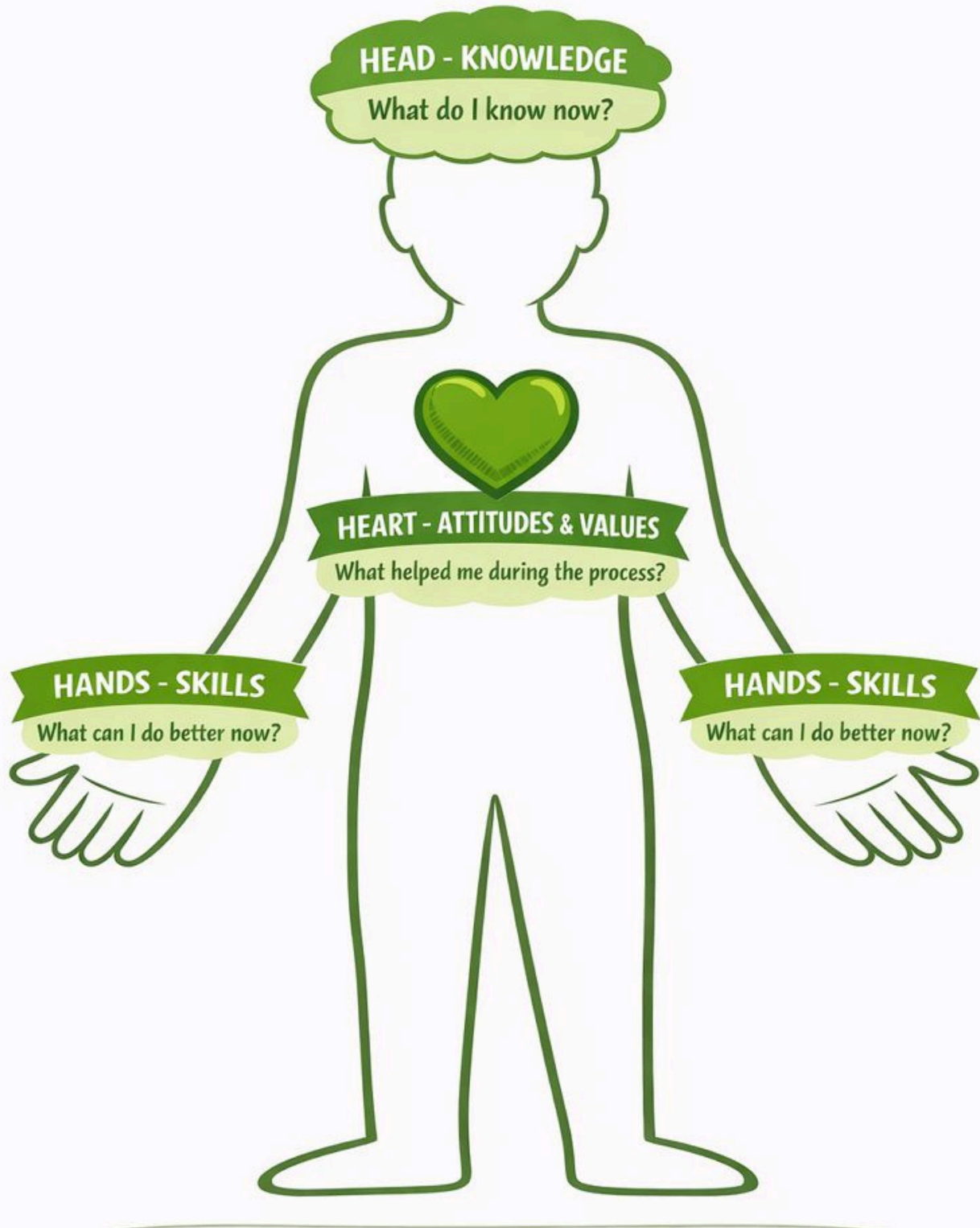
At the end summarise the key outcomes to reinforce learning and boost students' confidence in their abilities.

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#### Tips:

- Create a safe and supportive atmosphere so that participants feel comfortable sharing their reflections.
- Encourage all students to participate, but do not force anyone to speak.
- Use simple language and examples.
- To learn more about competences you can visit <https://careergardeners.eu/>

 **What have I learned?**    
**What have I developed?**



**CZART**