



# LINC Activities

'Reflecting upon career aspirations'.

>> LEARNING SHEET

## About the activity

This activity aims at strengthening the link between schools and real-life as well as providing opportunities to the members of the school community to reflect upon the value of education in relation to professional prospects in life. Through authentic experiences students start building an understanding of the world of work and reflecting upon their own career aspirations. Their career aspiration are discussed and creatively given a structural form through the use of mind maps.

### Aims and objectives:

The activity aims at:

- Providing opportunities for brainstorming, exploration of different career paths, organization of ideas and concepts
- Stimulating discussion about different job roles and their characteristics
- Encouraging students to speak out about their career aspirations and share these thoughts with their parents and teachers
- Forging the link between school and real life (i.e contacts with companies, enterprises, factories, organizations and institutions and more)
- Allowing students to experience a variety of different career options through real-time visits and authentic experiences in sites of interest

Regarding educational goals and pedagogies, there is a strong focus on:

- Brainstorming techniques
- Exploratory learning
- Reflective learning
- Collaborative learning
- Community-building approaches
- Use of ICT to support the learning process and the social communication

### Who will be involved?

- Teachers
- Students
- Parents
- Experts and professionals

### This activity revolves around:

- The value of education
- Awareness on professional prospects
- Familiarization with the world of work
- Deepening awareness on different job roles and appreciation of the different professional roles.



## Mind map design in 4 steps

**Step 1:** Encourage students to talk about their future implications related to professional life. You can boost the activity by raising questions like 'What would you like to do in the future?' You can then encourage them to prepare rough notes on the skills and the personal attributes that someone in the selected job role would definitely need. You can also encourage them to draw by hand the career path that should be followed. You can support them in gathering all the necessary information.

**Step 2:** Encourage students to create 'mind maps'. Mind mapping is an effective process that turns brainstorming into an organized way of presenting thoughts and information. The central concept of the mind map will be students' career aspirations. Notes will be included in the mind map as ideas that branch out from the central concept/or topics.

**Step 3:** Encourage students to discuss the mind map with their parents. Parents can help students add more information in the mind maps as well as explore alternative career pathways.

**Step 4:** Teachers contribute to mind map finalization and encourage students to present their mind maps (jointly constructed by students and parents) in the class.

**Note:** Mind maps can be hand or computer-drawn. Computer-drawn mind maps can be easily shared online. Hand-drawn mind maps can be digitized and uploaded in the **Resource** area of the **LINC community**.

**Tools for computer-drawn mind mapping:** [Coggle](#), [Inspiration](#), [Mindnote](#), [bubbl.us](#), [iMindMap](#) and more

## Visits to workplaces

In the context of this task, students accompanied by teachers (and optionally parents) visit different workplaces. The aim of this activity is to observe people at work, to interact with employees and employers. School authorities should contact the representative of the site of interest and ask permission to visit the place. It is of great importance to collaboratively plan the activity. The activity consists of 3 basic stages: the preparatory stage, the visit and the debriefing stage. *For example let us imagine that students will visit a factory in the region where they live.*

**Preparatory stage at school or at home:** Collection of information about the purpose of the factory, the different departments within the factory, the final products, the size of the factory and other core information. Supported by their teacher, they prepare a list of questions to address to the employees.

**Visit:** Students together with their teachers visit the factory. A representative of the factory guides them around and provides them with information. Students can interact with the personnel and address their questions.

**Debriefing stage:** Students share their experiences in the class. They are encouraged to write an essay or to prepare presentations including points that aroused their interest.

**Additional creative task:** Students are encouraged to participate in an 'interactive matching' activity. The objective is to match the jobs with the required skills. Tools to work with: <http://www.whiteboard-wonders.com/>

**Peer learning matters!** Do not forget to bring young students and higher education together. Higher education students can share their experiences and their perspective with young ones. Useful resources: <http://peer.ca/peerprograms.html#schools> [http://www.ehow.com/list\\_6022510\\_peer-leadership-programs-schools.html](http://www.ehow.com/list_6022510_peer-leadership-programs-schools.html)

The screenshot shows the LINC website interface. At the top, there is a navigation bar with tabs for HOME, RESOURCES, DISCUSSION AREA, WIKI, and EVENTS. Below the navigation bar, there is a search bar and social media icons. The main content area is divided into two columns: 'GENERAL DESCRIPTION' on the left and 'LATEST NEWS/EVENTS' on the right. The 'GENERAL DESCRIPTION' section contains text about the LINC project and its goals. The 'LATEST NEWS/EVENTS' section lists several events, including presentations at the 10th High School of Volos, the EduLearn Conference in Barcelona, and the FOE Conference in Florence. A dashed yellow arrow points from the 'EVENTS' tab in the navigation bar to the 'LATEST NEWS/EVENTS' section.

Do not forget to add an announcement about this activity on the **Event** area of the **LINC Community** and to attach the invitation.

You can also encourage parents to discuss in the **Discussion area** about the value and the benefits of education in relation to future professional decisions.

You can also upload relevant material (i.e. articles about the value of education, links related to career counseling services, guidelines and information about the creation of mind maps) in the **Resources** area. Students' mind maps, presentations and essays can be also uploaded in the **Resources** area

LINC portal: <http://www.linc-project.eu>

LINC community: <http://community.linc-project.eu>