



## **D21: CAREERS FOR EVERYONE**

### **D21 1. AIRCRAFT (Duration 15 ')**

#### **Instructions:**

1. Each student receives an A4 color sheet, from which he makes a paper airplane (3'). On one of the wings he writes his name and on the other one, he writes his association for the term "career".
2. After completing the activities described in 1. the students are arranged in two parallel rows.
3. Upon the signal of the teacher, students send their paper planes in flight.
4. Each student takes the closest paper plane which has landed near them, being careful not to pick up their own. They are asked to read the association with the term *career*. All students read the association aloud following the order in the rows.
5. Students are asked to go back to their desks and sit down. Each of them says the name of the student whose paper plane he has picked up and shares two positives / strengths. The respective student stands up, thanks, and adds one more positive quality / strength regarding their career.

### **D21 2. INTERPRETATION OF Proverbs (Duration 15 ')**

#### **Instructions:**

1. The group is divided into small groups of three participants.
2. Each group receives a paper with one Chinese proverb / wisdom.
3. The participants in the small group discuss the message of the relevant proverb / wisdom regarding their professional careers (5 ').
4. A small group spokesperson presents (2 ') the group's opinion to the large group.



Chinese

Proverbs

Group 1

**Give a man a fish and he will eat it for a day.  
Teach him how to fish and he will always have food.**

Group 2

**If you are thinking of a day ahead – you get some food! If you are thinking of a year ahead – you plant a tree! If you are thinking a hundred years ahead - educate children!**

Group 3

**If you stay in one place for long enough, the whole world will eventually pass before your eyes.**

Group 4

**Each long journey begins with a single step.**

Group 5

**As the storm approaches, some people build walls, others build windmills.**



Group 6

**Lost gold can be found, lost time - never.**

Group 7

**To learn more about the road ahead, ask those who are returning.**

Group 8

**It is better to light a candle than to curse the darkness.**

Group 9

**All things are difficult before they become easy.**

Group 10

**A small axe can knock down a large tree.**

**D21\_3. "TWO ROMA WORLDS" VIDEO (Duration 15 ')**

<https://www.youtube.com/watch?v=34-0rlcxEYI>

**Instructions:**

1. The teacher plays the video "Two Roma Worlds" (7 ').
2. The teacher organizes and conducts a discussion (8 ') with the students on discussing the following issues:
  - 2.1. What is the reason for the two girls in the movie to have different fates?



2.2. Talking about the girl from the video who has been denied the right to choose a career, and have a career in general: what advice would you give to her classmates, her parents and loved ones, to her teachers, and to the girl herself?

#### **D21 4. Collage of “My Self” - Part I (Duration 15 ')**

##### **Instructions:**

1. Students are informed in advance that they need to bring old newspapers/magazines, scissors and glue.
2. Student receive large A4 envelopes and have 15 minutes to create collages presenting themselves considering the following perspectives:
  - A) on the front of the envelope they have to portray their strengths or those qualities / resources that give them a sense of stability in life;
  - B) on the back of the envelope they have to present their career goals;
  - C) inside the envelope they put pictures / images and words which identify their fears and possible risks in pursuing their career goals.

#### **D21 5. COLLAGE OF “MY SELF” - Part II (Duration 20 ')**

##### **Instructions:**

1. Students are divided into groups of 3 participants.
2. Each student has 3 minutes (a total 9 minutes for the small group) to present to his classmates his collage (from the three perspectives described in activity 4: strengths, career goals, fears and risks in achieving the goals).
3. After the presentation of each student, the other participants in the small group, within 3 minutes (a total of 9 minutes for the small group), discuss the fears and possible risks to their classmate's career development by offering him / her alternatives to tackle / overcome obstacles on the way to his professional development.