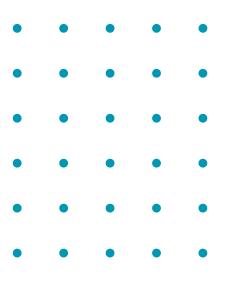
TOOLKIT







"EMPOWERMENT OF VET STUDENTS ON MAKING INFORMED CAREER CHOICES IN INFLUENCER CAREERS"

TITLE:

Toolkit "Empowerment of VET Students on Making Informed Career Choices in Influencer Careers"

PROJECT:

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SUMMARY OF THE PROJECT

Despite the growing economic opportunities and societal impact of influencer careers, there is a significant gap in structured career management education and support for individuals aspiring to succeed in this fast-evolving, non-traditional profession.

Young influencers face numerous challenges, including the lack of formal structures, recognition and the need for strategic planning. When designing this project, our goal was to develop career management programmes specifically tailored to the needs of influencers, thus to provide them with the necessary tools and knowledge to navigate the complexities of this profession. By addressing the unique challenges and requirements of influencer careers, our project also aims to empower VET teachers in developing capacities in their work with young people in building sustainable and successful careers in this rapidly changing industry.

Our project specifically targets teachers and students in vocational education and training (VET) schools, where there is a significant interest in becoming influencers but a lack of specialised career planning and counselling. Our surveys, observations and research indicate that while many VET students are drawn to the idea of influencing as an easy way to earn money, they soon realise the challenges and educational gaps that exist. Furthermore, VET teachers are often not equipped to provide career planning and counselling that aligns with modern technology trends and the realities of the influencer profession.

Our project aims to fill this gap by empowering VET school teachers to organise career planning and counselling for their students, with a focus on the influencer profession and its unique challenges. We also aim to promote the appreciation of social values in careers, encouraging students to use their influence for positive social impact. By providing structured support and education for both teachers and students, our project seeks to ensure that young people are well-prepared to navigate the world of influencing and make informed decisions about their careers.

Finally, the project aims to bridge the gap between vocational education and evolving digital professions by equipping both students and teachers with the tools needed for long-term success and responsible engagement in the influencer industry.

The main goal of the project is:

To contribute to education of VET students in informed career orientation and empower VET school teachers to provide effective career planning and counselling that aligns with social media trends and promotes social values among students.

Specific objectives:

- To educate VET students in making informed career choices as influencers, understanding the nuances of influencer work in relation to career management, through an innovative toolkit with practical guidance and piloting workshops;
- To empower VET teachers and associated experts in career management for emerging professions in digital and creative industries through a comprehensive 6-day curriculum with key concepts, educational sessions, and local training courses.
- To foster partnerships with VET schools and enhance the capacities of partner organisations in career management for influencers through online project platform, dissemination activities and networking events at the local and national levels.

Project activities are:

- Online kick-off meeting
- R1 Toolkit "Empowerment of VET students on making informed career choices in influencer careers"
- Piloting workshops of the Toolkit with VET students in Serbia, Germany, Croatia
- Online mid-term meeting
- R2 Curriculum "Empowering VET teachers and experts on career management in the influencer era"
- Local training courses of VET teachers and experts in Serbia, Germany, Croatia
- R3 Online Project platform
- National conference in Serbia
- National conference in Germany
- National conference in Croatia
- Online evaluation meeting

INTRODUCTION AND STRUCTURE OF THE TOOLKIT

The "Empowerment of VET Students on Making Informed Career Choices in Influencer Careers" Toolkit is developed as an innovative educational resource that offers both conceptual knowledge and practical workshops to help VET students understand the dynamics of influencer careers and make informed decisions about their future. It is specifically designed to strengthen youth work in VET settings by equipping students with critical skills and awareness related to career planning in the digital age.

The Toolkit contributes to career education by combining theoretical knwoledge with practical workshop activities that enable VET students to explore the realities of influencer careers in connection with broader career management principles. It aims to support students in understanding not only the appeal of influencer professions but also the responsibilities, risks and long-term strategies required to pursue such careers sustainably and ethically.

The content of the toolkit is organised into two parts.

Part 1: Key concepts and practical recommendations

This section introduces key concepts and strategic advise to guide students in understanding the foundations of influencer careers. It explores topics such as the importance of online presence, the role of social media in career management, and how to build a personal brand. It encourages critical reflection on the appeal of the influencer profession, while also promoting values-based decision-making and responsible digital behaviour.

Part 2: Practical workshops

The second part of the Toolkit consists of 13 practical workshops, each focusing on a specific aspect of influencer career development and digital career readiness. These workshops are designed for use by VET teachers, educators, career counsellors and youth workers in group or classroom settings, but can also be adapted for self-directed learning. Topics covered in the workshops include:

- Personal branding on social media: Explore the importance of personal branding on platforms like Instagram, Twitter, and TikTok.
- Job search strategies in the digital age
- Remote work opportunities
- Digital skills for career advancement
- Professional etiquette and online communication skills
- Creating a social media action plan for career development: Provide a step-by-step guide for VET students to develop a personalised action plan for leveraging social media effectively in their career planning and counselling journey, setting goals, and tracking progress over time
- Researching career paths online: Providing guidance on how to use social media and online resources to research different career paths, industries, and job market trends, enabling students to make informed decisions about their future career paths
- Identifying credible sources
- Identifying authentic sources of career advice
- Understanding influencer culture and its impact on career choices
- Building a professional online presence
- Understanding privacy and security risks
- Creating a personalised career action plan

Each workshop includes a background, aim and specific objectives, competences addressed, listed methods and methodologies used for each activity, a detailed workshop flow with step-by-step

instructions for facilitation of the process with students. The methods used for the workshops are following the methodologies and principles of active learning and non-formal methodology, hence consisting of brainstorming sessions, reflection, interactive activities, and so on, to ensure a learner-centered and engaging approach.

This Toolkit serves as both an educational and empowerment tool that encourages VET students to take informed, confident and responsible steps towards building careers that align with both their personal ambitions and broader social values.

Part I: Concepts and recommendations to assist VET students in understanding the dynamics of influencer careers and making informed decisions

Online presence

Online presence refers to the collective representation of an individual across all digital platforms. This includes social media profiles, digital portfolios, published content, profile photos, bios, interaction history and even search engine results. It is not limited to what we post intentionally. It can also include situations when others may tag us, mention us or associate our names with content that shapes our visibility and reputation online.

For VET (Vocational Education and Training) students aspiring to have a career in the creative or digital industries, more specifically in influencing, managing one's online presence is essential. It plays an essential role in establishing visibility, building credibility and generating opportunities. In many cases, first impressions are now formed online, whether by potential collaborators, employers, clients or brand partners. A complete absence of online presence may be interpreted as a lack of engagement or professional direction, particularly in media-oriented professions. On the other hand, an inconsistent or poorly maintained digital presence, such as outdated bios, irrelevant content, or unprofessional posts, may negatively affect one's credibility and raise concerns about readiness for professional roles.

The importance of Online Presence

According to Okyere (2025), a strong and well-managed online presence supports personal branding and long-term career development. In the article published by The Business Unlimited (2025), Okyere emphasises that online presence allows emerging influencers to promote their values, interests and expertise in a highly competitive digital landscape. Furthermore, a credible and engaging digital presence can attract collaborations, professional partnerships, and job offers, particularly in industries where online visibility is integral to success.

Ten strategies to strengthen social media presence

In the article published on The Business Unlimited (2025), Okyere provides further insights on the online presence and strategies to strengthening the social media presence. In this article he desribes ten key strategies to strengthen social media presence, which are presented below.

1. Profile optimisation

A social media profile often serves as the first point of contact. Ensuring that bios are informative, profile photos are professional or brand-aligned, and links are functional contributes to a trustworthy and approachable image. Including relevant keywords in the bio can further enhance searchability.

2. Strategic use of hashtags

Hashtags increase content visibility beyond existing followers. A targeted approach that combines popular and niche-specific hashtags, helps position content within relevant digital communities. Excessive or unrelated hashtags should be avoided to maintain a professional image.

3. Consistency in posting

Maintaining a regular posting schedule ensures sustained audience engagement and signals activity to platform algorithms. Tools such as Buffer, Hootsuite or Later can assist in automating and organising posts for optimal timing and reach.

4. Audience engagement

Genuine interactions such as replying to comments, addressing questions and acknowledging followers, have a enhance community trust and loyalty. High levels of engagement also improve algorithmic visibility, boosting content reach organically.

5. Use of stories and reels

Platforms often prioritise short-form content such as stories and reels, which offer creative and engaging ways to share updates or insights. These formats are particularly effective for showcasing authenticity and attracting new followers.

6. Collaborations with influencers

Partnering with aligned influencers, especially micro-influencers, can lead to mutual growth and increased credibility. These collaborations expand one's reach and expose content to new and relevant audiences.

7. Contests and giveaways

Running well-designed contests or giveaways can stimulate interaction, increase follower numbers and generate excitement around one's content. In order to maximise effectiveness, the prize should be relevant to the target audience and participation criteria should be clear.

8. <u>Cross-platform promotion</u>

Sharing content across different platforms helps reach broader audiences and enhances brand consistency. Cross-promotion allows individuals to amplify their content's reach without needing to produce entirely new material for each platform.

9. Data-Driven strategy adjustments

Analytical tools provide insights into audience preferences and content performance. Regular analysis allows individuals to adapt their strategies based on what performs best, ensuring continued growth and relevance.

10. Targeted paid promotion

While organic engagement is vital, small investments in targeted social media advertising can accelerate visibility. Paid promotions, especially when designed with clear goals and demographics in mind, can help reach specific audiences more effectively.¹

Okyere, A. (2025, February 9). How to increase your online presence: 10 social media hacks. TheBusinessUnlimited.com. https://thebusinessunlimited.com/how-to-increase-online-presence/

Importance of social media in career management and building personal brand online

Social media platforms offer unique opportunities for career advancement, especially for young professionals in emerging industries like digital marketing, content creation and entrepreneurship. These platforms function as tools for learning, networking, visibility and even income generation. Career management today involves more than choosing a job. It includes self-awareness, long-term goal setting and the ability to adapt in response to changing digital trends. Social media supports this by allowing individuals to promote their personal brand and professional interests, present achievements and creative work, follow trends, innovations and career opportunities, as well as build and engage with networks of mentors, peers and industry professionals. A personal brand is not a logo or slogan. It is the reputation, message and value that a person communicates through content, tone, and public activity.

This is covered and studied by different research institutes and experts that highlight the important of social media in career management. According to the article "How to harness social media for personal branding" on Harvard Business School online, in the digital era, social media has become a central component of career management and personal brand development. For individuals pursuing careers in the creative and digital industries, including aspiring influencers, social media platforms provide critical opportunities for visibility, engagement and professional growth. The author of this article, Stobierski (2025) emphasises that when used strategically, social media can shape public perception, enhance credibility and establish a professional identity that aligns with career goals. Moreover, Stobierski (2025), presents 6 key steps to build personal branding online.

Six steps to building personal brand on social media

The six steps to building personal brand on social media presented by Stobierski (2025) at the Harvard Business School Online, include the following:

Step 1: Defining career and branding objectives

The process begins with identifying specific goals, such as expanding professional networks, attracting clients or collaborators, demonstrating subject-matter expertise or managing one's reputation. These objectives inform all subsequent actions, from selecting appropriate platforms to developing tailored content strategies.

Step 2: Platform selection and audience relevance

Each social media platform serves different functions and attracts varying audiences. Whether using LinkedIn for professional networking, Instagram for visual storytelling, or TikTok for creative outreach, individuals must choose platforms that align with their goals and reach their intended audience effectively. Understanding where target communities are most active and what content formats are best suited to those spaces, is crucial for optimising engagement.

Step 3: Crafting a professional and authentic profile

A fully completed and carefully curated profile is crucial to have. This includes profile images, short biographies, professional history and additional multimedia elements, depending on the platform. Personal branding experts emphasise the importance of authenticity, as a genuine online identity fosters trust and fosters stronger connections with followers and potential collaborators.

Step 4: Establishing a consistent voice and visual identity

A consistent tone, style, and message across platforms strengthens recognition and reinforces the

personal brand. Similar to corporate branding, an individual's digital persona should reflect their values, personality and professional focus in a way that is coherent and relatable. Inconsistency may result in confusion or loss of credibility.

Step 5: Strategic content development

The cornerstone of personal branding on social media lies in the content shared. A structured content strategy ensures regular and purposeful posting that resonates with both personal goals and audience interests. Content types may vary and range from educational posts and behind-the-scenes visuals to inspirational messages or industry insights. However, the content should consistently add value and reinforce the individual's professional identity. Regular engagement with followers, including responding to comments and soliciting feedback, enhances community building and brand loyalty.

Step 6: Monitoring and Evaluation

To assess the effectiveness of a personal branding strategy, individuals should regularly monitor relevant performance metrics. These may include engagement levels (likes, comments, shares), reach (views, impressions, follower growth) and conversion (click-throughs, direct messages). Most platforms offer built-in analytics, while third-party tools such as Hootsuite or Buffer provide more advanced insights. Data-driven evaluation allows for continuous refinement and ensures that branding efforts remain aligned with career development goals.

While it is important to follow the steps for developing personal branding, one should be aware of certain mistakes that can hinder personal branding efforts. It is important to avoid or manage dealing with these mistakes. They include irregular posting, ignoring audience interaction and overly promotional content lacking substantive value. It is important to understand that successful personal branding requires a consistent, value-driven approach that prioritises audience needs, encourages meaningful engagement and promotes professional authenticity.²

² Stobierski, T. (2025). How to harness social media for personal branding. Business Insights Blog. https://online.hbs.edu/blog/post/social-media-for-personal-branding

Recommendations for educators and teachers when working with VET students on career guidance for influencing

Working with VET students on topics such as online presence, personal branding, and social media in career development requires an approach that is both engaging and reflective. Many young people are active online but rarely pause to critically assess how their digital behaviour relates to their future career path. Below are some recommendations to help educators and trainers create a safe, motivating, and structured environment.

- Create a non-judgmental learning atmosphere is considered essential. Young people often feel vulnerable when discussing their social media use. It is important to emphasise that there are no "wrong answers" when reflecting on current online behaviour. Encourageing curiosity, not criticism, and reassure students that everyone is learning how to improve their digital presence is a significant aspect.
- Using real-life tools and visible examples brings a realistic and practical approach to the workshops and programmes. The educators can bring printed or digital examples of social media bios, LinkedIn profiles, or content posts from public figures. These help make abstract ideas more concrete. It is important to avoid using celebrities only. The examples should include mid-level creators, young professionals or niche influencers that students can realistically relate to.
- Setting up the room to promote focus and reflection is an important logistical part for the programmes. It is recommended to use a circular or semi-circular seating arrangement to support open discussion. For reflection-based sessions (e.g. personal brand mapping), educators can provide individual space with clipboards or tables. Soft background music can also help students focus during quiet writing activities.
- An overload of technology should be avoided. Even though the topic is digital, not every activity needs a screen. Some activities can blend tech-based tasks (like profile reviews) with offline methods (e.g. flipcharts, markers, printed worksheets). This supports inclusion for students who may not have equal access to devices or feel overwhelmed by screen-based learning.
- Allowing time for private reflection before inviting group discussion is an important aspect for students to feel included and prepared for the workshops. Topics like "What my online presence says about me" may trigger insecurities or self-doubt. One-on-one sharing or working in pairs before plenary discussions can help students open up at their own pace.
- Educators should be mindful of digital inequalities and confidence gaps. Some students may have highly active online profiles, while others may barely use social media. It is recommended to avoid assuming equal levels of experience. The focus should be on progress and awareness, not performance.
- Using energisers to break digital seriousness it is highly recommended. Educators can mix reflective work with short, fun energisers or role-play activities that reduce pressure and keep energy high. Humor and light competition (like designing a fake influencer bio) can increase engagement while staying on-topic.

Part II: Practical activities/workshops

Workshop 1: Personal branding on social media

Workshop title: Personal branding on social media: Exploring the importance of personal branding on platforms like Instagram, Twitter, and TikTok

Duration: 120 minutes

Background:

In today's digital scene, personal branding is one of the most important aspects of a successful career with a strong accent in influencing. Personal branding goes beyond aesthetics and follower count. It is about how a person presents their values, voice and identity to an audience. Many young people and students aspire to become future influencers nowadays. For VET students who aspire to become influencers, understanding and building a personal brand is the first step toward entering this competitive field in a professional and meaningful way. Many young people use social media daily without strategic thinking or awareness of how their content is perceived. Hence, this workshop invites them to reflect on their online identity and begin shaping a personal brand that is authentic, consistent and aligned with their aspirations.

Aim of the workshop:

To understand the concept of personal branding and building a consistent and authentic online identity on social media platforms through interactive activities and self-reflection.

Objectives:

- To define personal branding and understand its significance for influencer careers;
- To explore key components of personal branding such as content style, values, tone, and target audience:
- To support students in reflecting on their own identity and how they wish to be perceived online;
- To initiate the process of building a personal brand map as a foundation for their future influencer journey.

Competences addressed:

- Critical thinking;
- Creative thinking;
- Teamwork;
- Digital competence;
- Literacy competence;
- Communication;
- Analytical;
- Personal, social and learning to learn competence.

Methodology and methods:

- Individual activity: Instagram Bio;
- Brainstorming;
- Theoretical input;

- Individual and small group work: Personal brand map;
- Discussion.

Workshop flow:

I. Welcome and introduction to the workshop, Instagram Bio activity (20 minutes)

Educator welcomes everyone to the workshop. He/she opens the workshop by inviting students to engage in a playful yet thought-provoking warm-up activity. They are asked to create a short Instagram bio containing maximum 150 characters for a fictional or humorous character. This can be for example, a superhero, a potato influencer or a wise old turtle. This is individual work and they are given 5-10 minutes for this. Students write their bios on paper or directly on a board. When everyone is done, educator invites volunteers to share or read a few bios. After sharing some laughter and curiosity, educator uses this to open a discussion on what makes an Instagram bio interesting, catchy or relatable. Educator then introduces the idea that a personal brand often starts with a short, intentional message, and every influencer has to define what that message is.

II. <u>Brainstorming and theoretical input: Defining personal branding and identifying its key elements (20 minutes)</u>

Educator starts with a brainstorming activity to explore what personal branding means. He/she starts by asking students to share their understanding of the term. Key words mentioned by students on a flipchart (such as identity, content, followers, message, etc.) are written on the board. After this open brainstorm, educator introduces a working definition of personal branding as "how someone presents themselves online through their content, communication style, values and interaction with their audience." Then, key elements of a personal brand are briefly explained: tone of voice, visual style, message, values, audience and consistency. In addition, he/she uses the space to mention (or ask from educators) a few well-known influencers to make these elements more tangible.

III. Creating a personal brand map (40 minutes)

After getting an introduction to the personal branding, educator announces an interactive activity for students. They are given a blank A4 paper divided into five sections: "My passions and interests," "My unique traits and style," "My values," "My audience," and "My visual identity." Educator explains each section briefly and asks students to take 15 to 20 minutes to fill out all sections. He/she refers to this as a personal branding map, and they should work individually. They can write words, draw symbols or add small sketches that represent their identity and vision as an influencer. Once completed, students are asked to form small groups of 3 or 4 members and share their brand maps with each other. In these groups, they are encouraged to ask each other clarifying questions or give positive feedback on what stands out in their brand vision. They have 15 to 20 minutes for this round.

IV. <u>Inspiration from real-life influencers (40 minutes)</u>

Educator has set up a gallery walk by placing four large papers on different walls in the room. Each paper is labeled with a theme such as: "Authentic Influencers", "Clear Message and Niche", "Strong Visual Identity" and "Positive Impact." Students are invited to walk around and write examples of real-life influencers who represent each quality. They can write the name, handle, or short description. The activity lasts about 15 minutes. After that, educator gathers everyone and facilitates a discussion in front of the papers. Students are encouraged to analyse what patterns they notice among the listed influencers, what they admire, and how these elements might inform their own personal brand. The discussion lasts for 20

minutes and it aims to better understand the concept of branding in real-world examples that students are already familiar with.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Background documents and further reading:

- Personal Branding: What it is and why it matters. (2024, March 21). Business Insights Blog. https://online.hbs.edu/blog/post/personal-branding-at-work
- Canva website: https://www.canva.com/?msockid=38d2fb11820b653429c6ef8e83ad6488

Recommendations for educators multiplying this workshop:

- It is recommended that the educator encourages students to revisit their social media profiles after the workshop and reflect on how their current content aligns with the personal brand map they created.
- The educator can organise a follow-up session if they agree with students to better guide them through designing a visual grid or content plan using Canva or drawing templates, helping them turn their ideas into a content strategy aligned with their brand identity.

Workshop 2: Job search strategies in the digital age

Workshop title: Job search strategies in the digital age

Duration: 110 minutes

Background:

The job market has shifted dramatically in recent years, especially for young people who are in the process of navigating their career paths. The same reality is for those seeing their career paths in digital and creative industries. Traditional CVs and cover letters are still important, but they are no longer the only to find a job. In fact they are not even the primary tools for finding work opportunities in today's market. In the digital age it is important to realise the power of social media platforms, networking sites, digital portfolios and online communities. These all play a role in how professionals connect with employers, collaborators and audiences. VET students that are interested in having a career as influencers or any modern tech-related profession, it is essential to learn how to navigate digital job search strategies. This is essential whether they are seeking sponsorships, freelance opportunities, brand collaborations or even part-time work to support their journey. They need to know how to present themselves professionally online, where to look for opportunities and how to take initiative in building their networks.

Aim of the workshop:

To equip VET students with practical strategies for job searching and opportunity-seeking in the digital age, with a focus on digital profiles, online presence and networking.

Objectives:

- To raise awareness of the evolving nature of job searching in digital industries;
- To introduce students to online tools and platforms for finding job or collaboration opportunities;
- To create space for students reflect on how to present themselves professionally across digital spaces:
- To support and encourage students in developing a simple personal action plan for their digital job search.

Competences addressed:

- Critical thinking;
- Digital competence;
- Teamwork;
- Communication;
- Analytical;
- Creative thinking;
- Personal, social and learning to learn competence.

Methodology and methods:

- Brainstorming;
- Group discussion;
- Individual work;
- Work in pairs;
- Self-reflection.

Workshop flow:

I. Brainstorming session: Exploring job search realities today (20 minutes)

Educator opens the session with a brainstorming activity. He/she asks students to think of how their parents or older family members searched for jobs when they were younger. They take 3 to 5 minutes for this and then are encouraged to share their examples/information. Then, the educator adds another question. He/she asks students "How do people your age look for work or opportunities?". after a few minutes he/she reminds them about LinkedIn, Instagram, Upwork, TikTok collaborations, and so on, in case students do not mention them. The educator then uses this comparison to highlight the dramatic shift in job searching methods and emphasises how important it is to learn new strategies that match the current digital environment.

II. Mapping the digital job search landscape (30 minutes)

The educator draws a large chart or map on a flipchart paper with four categories: Professional Platforms, Creative Platforms, Freelance Marketplaces and Networking Spaces. Together with the group, the educator opens a discussion to fill in each category with relevant existing platforms, such as:

- Professional: LinkedIn, Glassdoor, JobTeaser
- Creative: Instagram, TikTok, Behance, YouTube
- Freelance: Fiverr, Upwork, Freelancer
- Networking: Discord communities, Facebook groups, Reddit forums

Students are invited to suggest additional platforms or apps they use or know of. Then, the educator guides a short discussion about the strengths and risks of each platform, how they can be used strategically, and what types of opportunities they offer for young influencers or digital creatives.

III. Individual work: designing your "digital business card" (30 minutes)

Students are asked to think about what impression their online profiles currently give to a potential employer, collaborator or sponsor. Educator distributes small blank papers or sticky notes with the title My Digital Business Card to each student. He/she says that in each paper the following data/information should be added:

- Name
- Short bio
- Niche or focus area
- Strengths or skills
- Platforms I am most active on
- One achievement I want to highlight

Educator instructs students that they have to work individually for 15 to 20 minutes to fill in their card/paper. Educator explains that this is not a formal CV, but it is a creative way of presenting their professional persona in digital spaces. Afterwards, they have to pair up and exchange feedback: What stands out? What could be clearer? What might be missing?

IV. Job search simulation challenge (15 minutes)

The next activity is focused on a practical task with the main aim to apply the knowledge on job searching. Educator presents the following challenge to students: "You are now looking for a collaboration or job related to your personal brand or skills. In 5 minutes, use your phone to try and find one potential

opportunity on any platform you think is relevant". Students search online, and when time is up, few of them are invited to share what they found. It can be a freelance opportunity, a call for content creators, a campaign they could join or even a job they would apply to in the future. After the sharing, educator emphasises that the purpose of this exercise is to show how many opportunities exist in the market and how important it is to know where and how to look.

V. Reflection and action planning (15 minutes)

To close the session, educator invites students to reflect on how they currently present themselves online and what one step they can take to improve their job search strategy. Each student is instructed to write down an action they will take in the next week, for example, updating a LinkedIn profile, joining a creator network, following a brand they admire or researching collaboration platforms. They have 5 minutes to do this. Then, a few volunteers are invited to share and the educator wraps up the workshop by encouraging them to always be proactive in finding career opportunities.

Materials needed: A4 and A3 papers, pens, pencils, markers, prepared sticky notes or small papers for the "Digital Business Card" activity, flipchart and flipchart papers, post-its, laptop, projector.

Background documents and further reading:

- Pankowski, L. (2024b, November 21). Everything you need to know about job searching in the digital age. Business News Daily. https://www.businessnewsdaily.com/9358-digital-job-search-guide.html
- Job hunting in the digital age. (2022, September 27).
 https://www.welcometothejungle.com/en/collections/job-hunters/digital-job-search-strategies-tips

Recommendations for educators multiplying this workshop:

This workshop can be enriched by inviting a guest speaker such as a recruiter in a creative agency, a freelance digital marketer or a micro-influencer who found work online. Their stories and insights can help ground the workshop in real-life experience and increase student motivation. Educators may also follow up with a session on writing digital CVs or emails for reaching out to brands and potential collaborators.

Workshop 3: Remote work opportunities

Workshop title: Remote work opportunities

Duration: 120 minutes

Background:

Remote work has become an essential part of today's professional world, accelerated by technological advancements and global events such as the COVID-19 pandemic. In the context of influencer careers and digital professions, remote work is not just a temporary solution but it is often the standard solution. Starting from managing content creation, marketing campaigns and freelance projects to building partnerships with brands worldwide, remote collaboration allows for flexibility, independence and international reach. However, many VET students are not fully aware of the wide range of remote work opportunities available, especially those that align with influencer-related skills such as content writing, video editing, social media management, design and brand outreach. This workshop introduces students to the concept of remote work, helps them explore relevant roles and encourages them to identify what they can already offer to this growing labor market.

Aim of the workshop:

To raise awareness among VET students about remote work opportunities and support them in identifying the skills, tools and platforms needed to pursue remote or freelance work related to influencer careers.

Objectives:

- To introduce the concept and benefits of remote work;
- To explore real-life job roles and career paths available remotely;
- To help students reflect on their own digital skills and how these can be applied in remote work settings;
- To familiarise students with platforms and tools used for remote collaboration and job searching.

Competences addressed:

- Digital competence;
- Critical thinking;
- Teamwork;
- Communication;
- Analytical;
- Creative thinking;
- Personal, social and learning to learn competence.

Methodology and methods:

- Brainstorming;
- Small group work;
- Individual and work in pairs;
- Input;
- Discussion.

Workshop flow:

I. Brainstorming: What is remote work? (10 minutes)

Educator starts the session by asking students what comes to their mind when they hear the term "remote work". Students share their thoughts and examples, which the educator collects and writes down on a flipchart. Then, educator explains that remote work refers to any type of work performed outside a traditional office, often enabled by digital tools. It includes full-time jobs, freelance work, collaborations and even short-term project work. Educator emphasises that many influencer-related jobs are remote by nature such as managing content calendars, video editing, copywriting, data analysis, or working with international brands and clients online.

II. Small group work: Exploring roles and categories of remote work (30 minutes)

Educator divides students into small groups of 3 and 4 people and gives each group a set of remote work role cards. Each card describes a different job title or role commonly done remotely such as "Social Media Manager", "Content Writer", "Graphic Designer", "Online Community Moderator", "SEO Assistant", "Video Editor" or "Brand Partnership Coordinator". Each group selects 2 to 3 roles that sound interesting to them and reads the descriptions together. Their task is to use 10 minutes to discuss what skills are needed for those roles and how those skills relate to what influencers do. After 10 minutes of discussion, each group briefly presents one selected role and their conclusions in the plenary.

III. Connecting personal skills with remote work (30 minutes)

Next, the educator invites students to work individually to create a "Remote Skills Snapshot". By using a handout or plain paper, educators are invited to write down the following:

- Three digital or creative skills they already have
- Two things they enjoy doing that could be turned into remote tasks
- One tool they know how to use (e.g., Canva, Instagram, TikTok, CapCut, Google Docs)
- One area they would like to improve in

They have 20 minutes to do this. Educator walks around to support students and answer questions. After completing the snapshot, students find a pair and share what they wrote. In pairs, they give each other suggestions on what kind of remote work roles could suit them, based on their listed strengths and interests. This lasts approximately 10 minutes.

IV. Platform exploration and demo of online platforms (30 minutes)

To make remote work opportunities more tangible, educator connects a laptop to a projector and introduces a few relevant platforms such as:

- Fiverr and Upwork (freelance gigs)
- LinkedIn and Remote OK (job listings)
- Canva and Trello (collaboration and content planning tools)

Educator does a short demo of how to navigate one of the platforms. For example, searching for a freelance gig on Fiverr, creating a profile, or identifying remote internships. If internet access allows, students can explore platforms on their phones or laptops in real-time and note one opportunity they find interesting. If digital access is limited, educator can print out real job listings or platform screenshots for discussion.

V. Group discussion (20 minutes)

To close the workshop, educator invites a short group discussion in the plenary. He/she asks the following questions: "What surprised you most about remote work opportunities?" and "What would you

personally like to try?". Students are asked to write down one concrete action they can take in the next week to get closer to a remote opportunity. This could be creating a Fiverr profile, asking someone for feedback on their skills, joining a Facebook group or trying to learn a new tool. Few volunteers are invited to share their action steps. Educator ends the session by encouraging students to view remote work not just as an option, but as a growing reality they can access from anywhere with the right skills, mindset, and tools.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Background documents and further reading:

- Link for Fiverr: https://www.fiverr.com/?source=top_nav
- Link for Upwork: https://www.upwork.com/
- Link for LinkedIn: https://www.linkedin.com/
- Link for Remote OK: https://remoteok.com/
- Link for Canva: https://www.canva.com/
- Link for Trello: https://trello.com/

Workshop 4: Digital skills for career advancement

Workshop title: Digital skills for career advancement

Duration: 110 minutes

Background:

In a world where digital transformation is reshaping nearly every profession, digital skills are no longer optional. They are essential in almost every industry. For young people interested in influencer careers or broader roles in creative industries, developing a strong set of digital competences can open doors to new opportunities, collaborations and income streams. Digital skills go beyond knowing how to use social media. They include content creation, data analysis, online communication, platform management and the ability to use digital tools strategically and creatively. Many VET students already use digital tools in their daily lives, but they may not recognise these as skills, or understand how to further develop and present them professionally. This session helps students explore what digital skills are, identify the ones they already possess and plan how to strengthen them to support their future career path.

Aim of the workshop:

To raise awareness among VET students about the importance of digital skills for career development, and to support them in identifying, evaluating and planning the development of their digital competences.

Objectives:

- To explore the meaning and categories of digital skills relevant to influencer and creative careers;
- To help VET students assess their current digital skill set and reflect on their strengths;
- To introduce tools and platforms for improving digital competences;
- To encourage students to create a personal digital skill development plan.

Competences addressed:

- Digital competence;
- Critical thinking;
- Teamwork;
- Communication;
- Analytical;
- Creative thinking;
- Personal, social and learning to learn competence.

Methodology and methods:

- Group discussion;
- Work in pairs;
- Individual work;
- Discussion and reflection.

Workshop flow:

I. Opening discussion: What are digital skills? (20 minutes)

Educator starts the session by asking students: "When you hear the words 'digital skills', what do you think of?". They are invited to share examples, which are written on a flipchart by the educator. Educator then introduces a simple categorisation of digital skills relevant to career development and influencer work:

- Creative digital skills (content creation, photo/video editing, graphic design, storytelling)
- Technical digital skills (platform algorithms, data analysis, SEO, scheduling tools)
- Communication digital skills (emailing, community management, writing captions, managing feedback)
- Organisational digital skills (using project management tools, cloud storage, digital calendars) This helps students understand that digital skills go far beyond "knowing how to use Instagram."

If more suitable or the students are a bit more advanced, educators can also present the <u>Digital</u> <u>Competence Framework for Citizens (DigComp)</u>, which provides a common understanding to identify and describe the key areas of digital competence, and is promoted by the EU.

II. Work in pairs: My digital skills (20 minutes)

Students are invited to form pairs for this activity. They are invited to discuss in pairs about their own digital skills. Moreover, they have to discuss the following specific points:

- Skills that I'm confident with and use it often;
- Skills that I have used a bit, but I could improve
- I don't have this skill yet, but I want to learn it

They have 20 minutes to discuss and share.

III. Exploring tools for digital upskilling (30 minutes)

Educator continues with a practical exploration of tools and platforms that can help students develop their digital skills. Depending on available equipment and internet access, this can be done via real-time browsing or printed material. Educator presents examples such as:

- CapCut or InShot (video editing)
- Notion or Trello (planning & organisation)
- Google Analytics or Instagram Insights (basic data analysis)
- Skillshare, YouTube tutorials, or Coursera (learning platforms)
- Figma or Canva (design)

Students are asked to try out one tool or search for a tutorial that could help them improve a certain skill. This tasks lasts 30 minutes.

IV. Work in pairs: Planning your digital growth (20 minutes)

Educator invites students to work again with the same pairs they did in the previous activity. Their task in this part is to discuss and select two skills they want to improve in the next month. They are given the following points to guide their discussion:

- The skill I want to improve
- Why it is important for my career
- One free tool or tutorial that I will use
- A goal or outcome (e.g., design 3 social media posts using Canva; edit a 30-second video for TikTok; create a content calendar using Notion)

Students fill this out individually in 10 mintues and then share their goals in pairs. Educator emphasises the value of continuous learning in digital professions and encourages students to take initiative in their growth.

V. Reflection and wrap-up (20 minutes)

To close the workshop, educator asks students to form a circle. Each person is invited to share one sentence starting with: "One digital skill I want to grow is..." or "A tool I want to explore more is...". Educator concludes the session by reinforcing the message that digital skills are not just technical, but they are tools for expression, connection and opportunity. The more students learn to use them strategically, the more power they will have to shape their careers.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Background documents and further reading:

- Bernard Marr. (2022, July 22). The 4 digital skills everyone will need for the future of work [Video]. YouTube. https://www.youtube.com/watch?v=bL8Sc8bApIE
- Borgonovi, F., Calvino, F., Criscuolo, C., Nania, J., Nitschke, J., O'kane, L., Samek, L., & Seitz, H. (2023). Emerging trends in Al skill demand across 14 OECD countries. In OECD Artificial Intelligence Papers. https://doi.org/10.1787/7c691b9a-en
- Link for Canva: https://www.canva.com/
- Link for CapCut: https://www.capcut.com/
- InShot: https://www.inshot.com/
- Notion: https://www.notion.com/
- Link for Trello: https://trello.com/
- Google Analytics: https://analytics.google.com/analytics/web/provision/#/provision
- Instagram Insights: https://creators.instagram.com/grow/insights?locale=en US
- Skillshare: https://www.skillshare.com/en/browse?via=header
- YouTube tutorials: https://www.youtube.com/playlist?list=PLAE2241F1FF27BECB
- Coursera: https://www.coursera.org/

Recommendations for educators multiplying this workshop:

- If available, access to phones, tablets, or a computer lab can enrich this session by allowing students to try out digital tools in real time. Educators can also prepare a resource handout with a list of free online tools and tutorials for students to explore after the session.
- It is important that students have enough time for exploring the tools. Educator can extend the time in case students need to explore and reflect more.

Workshop 5: Professional etiquette and online communication skills

Workshop title: Professional etiquette and online communication skills

Duration: 110 minutes

Background:

While influencer careers and digital jobs may seem informal or relaxed on the surface, professionalism remains a key factor in long-term success. In the digital world, the way a person communicates, be it through messages, emails, captions, comments or even emojis, shapes how others perceive their credibility and reliability. Young influencers and content creators often communicate with brands, followers, partners and collaborators online. Knowing how to express oneself clearly, respectfully, and professionally can create new opportunities and avoid misunderstandings. Yet, many VET students are unfamiliar with what professional communication actually looks like in digital contexts. This workshop is designed to help them understand the basic principles of online etiquette and effective communication empowering them to build more respectful and trustworthy digital relationships.

Aim of the workshop: To help VET students understand and apply professional etiquette and effective communication skills in digital environments, especially in the context of influencer careers.

Objectives:

- To define professional communication and online etiquette in a digital context;
- To reflect on the impact of tone, timing and clarity in written communication;
- To practice writing professional emails, messages or replies to brands and collaborators;
- To raise awareness of how digital behaviour influences personal brand and reputation.

Competences addressed:

- Digital competence;
- Critical thinking;
- Teamwork;
- Communication;
- Analytical;
- Creative thinking;
- Personal, social and learning to learn competence.

Methodology and methods:

- Group discussion;
- Individual work;
- Work in pairs;
- Small group work.

Workshop flow:

I. Introduction to the topic: What is "professional" online? (10 minutes)

Educator opens the workshop with a question: "Have you ever received a message that made you feel uncomfortable or disrespected (online or offline)?". A few volunteers are invited to share short examples (without naming names). Then, educator asks the opposite: "What makes someone sound professional online?". Educator introduces the topic and the fact that professional etiquette online includes clarity, respect, timeliness, correct tone and knowing the difference between casual and professional spaces. It is not about sounding robotic, but about being intentional and appropriate depending on the situation.

II. Recognising good and bad communication (20 minutes)

Educator hands out printed examples of digital communication such as DM requests to brands, replies to comments, email pitches, or caption texts. Each student receives a pair of messages (one appropriate, one inappropriate or unprofessional). In pairs, students are invited to analyse the examples using the questions:

- What works well in this message?
- What makes the other message sound unprofessional?
- How could it be improved?

Educator facilitates a brief group discussion afterward, gathering key points such as the importance of tone, grammar, structure and being polite even in informal settings.

III. Individual and group work: Practicing professional replies (40 minutes)

Educator introduces a role-play exercise. Each student is invited to draw a situation card from a bowl. Example situations include:

- A brand writes to offer a collaboration how do you respond?
- You receive negative feedback from a follower how do you reply respectfully?
- You are pitching yourself to a brand for the first time
- You need to cancel a scheduled collaboration

Each student writes a short, professional response to their situation (a DM, email or comment reply, depending on the scenario) in the next 15 minutes. After that, they form small groups to read their replies and receive feedback. This second part lasts 25 minutes. Educator walks around to support and gives tips on tone, structure and grammar.

IV. From casual to professional – the translation game (20 minutes)

Educator writes or distributes several casual sentences/slang messages (e.g., "Heyyy what's up, wanna collab lol" or "Yo u gonna post or nah?"). Students are invited to use the next 10 - 15 minutes to work in pairs to rephrase each sentence into a more professional or neutral tone. The activity is fun and engaging while reinforcing how tone and word choice affect perception. After rephrasing, the group compares answers and reflects on what makes messages sound more professional without losing personality.

V. Wrap-up and reflection (20 minutes)

To close the workshop, educator leads a reflection activity with the question: "What is one thing you will start doing differently when you write or speak online?". Each student is encouraged to share a short commitment or insight. Educator summarises the session with a key message:

"Your communication is part of your personal brand. Every comment, message, or reply you send shapes how people see you. Being clear, respectful, and confident can take you further than you imagine."

Materials needed: Printed examples of digital communication for all students, situation cards for all students, prepared sentences/slang messages for the activity, A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Background documents and further reading:

- Valentozer. (2025, April 15). Examples of digital communication transforming connections.
 Examples Of. https://examples-of.net/digital-communication/
- John, Spacey. (2020, June 16). 21 Examples of Digital Communication. Simplicable, Retrieved from: https://simplicable.com/en/digital-communication

Recommendations for educators multiplying this workshop:

- This session will require, based on your context, to prepare messages, sentences and slang messages. Each country has its own way of approaching the messages and slang, so we leave it up to educators to find the best way.
- For this workshop educators can recommend free email writing tools or templates (e.g., from Canva or Notion) to help students practice further. If working with younger or less experienced students, visual examples (like Instagram DMs or screenshots) can make the session more engaging.

Workshop 6: Creating a social media action plan for career development

Workshop title: Creating a social media action plan for career development: Provide a step-by-step guide for VET students to develop a personalised action plan for leveraging social media effectively in their career planning and counselling journey, setting goals, and tracking progress over time

Duration: 120 minutes

Background:

In influencer careers and digital professions, having a clear and strategic approach to social media use is critical. Many young people create content spontaneously, without setting goals or thinking long-term. While spontaneity can be part of creativity, it often leads to inconsistent engagement, burnout or a lack of measurable progress. A social media action plan helps aspiring influencers take control of their online presence. It connects personal branding, content strategy, platform selection and goal setting into a simple roadmap. This workshop guides VET students in creating their own personalised social media action plan that is focused on their interests, values, and career direction.

Aim of the workshop: To support VET students in creating a personalised, goal-oriented social media action plan aligned with their career aspirations.

Objectives:

- To connect personal branding with practical steps for social media development;
- To help VET students define clear goals and strategies for content creation and audience engagement;
- To guide students in outlining their short-term and mid-term actions for social media growth.

Competences addressed:

- Critical thinking;
- Digital competence;
- Teamwork;
- Communication;
- Analytical;
- Creative thinking;
- Personal, social and learning to learn competence.

Methodology and methods:

- Input;
- Individual work: designing social media action plan;
- Presentations and discussion.

Workshop flow:

Designing your personalised social media action plan (70 minutes)

Educator starts the workshop by explaining that when considering social media influencing for career, the goal is not just to "post more," but to post with purpose. A good action plan connects your identity (who

you are), your audience (who you're speaking to) and your intention (what you want to achieve). Educator briefly explains to students the concept of personal branding, digital skills, and professional communication. Each student receives a printed Social media action plan template with the following sections:

- My goal: What do I want to achieve with my social media over the next 3 to 6 months? (e.g., build an audience, get noticed by a brand, grow as a creative, raise awareness on a topic)
- My core message and values: What is the key idea behind my content, and what do I stand for?
- My audience: Who do I want to reach, and why?
- Chosen platforms: Which social media platforms will I focus on, and what content fits best there?
- Content ideas: List 3 to 5 types of content I want to create (e.g., how-to videos, behind-the-scenes, personal stories, creative challenges)
- Posting frequency: How often can I realistically post or engage?
- Growth actions: What steps will I take to grow and connect (e.g., using hashtags, commenting on similar accounts, collaborating with others)?
- Milestones and check-ins: What will success look like for me? (e.g., reaching 100 followers, getting feedback, posting consistently for 4 weeks)

Educator invites students to take their time and fill out each section thoughtfully. Soft music or instrumental background may be played to help focus. Educator walks around, offering support or prompting with questions like: "What topics come most naturally to you?" or "Who would benefit from your content?". They have 60 minutes to complete the task and then we go into presentations.

II. Presentations and discussion (50 minutes)

When everyone is done with the task, some students (volunteers) are invited to present their plan with the whole group. After the presentation, other students can give friendly feedback, ask questions or suggest improvements. Educator facilitates a short group sharing at the end, asking a few students to highlight one thing they feel excited about in their plan.

Materials needed: Social media action plan templates for all students, A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Recommendations for educators multiplying this workshop:

- Educators can prepare editable templates (digital or printed) so students can update their plan over time. Use the questions above to create the template which suits you the best, or just projet the questions on the screen and students can write it on the paper.
- A follow-up challenge, such as implementing their plan for 2 to 4 weeks and reflecting on the results, can turn this into a practical growth exercise.

Workshop 7: Researching career paths online

Workshop title: Researching career paths online: Providing guidance on how to use social media and online resources to research different career paths, industries, and job market trends, enabling students to make informed decisions about their future career paths

Duration: 170 minutes

Background:

The internet offers countless tools for exploring career opportunities. However, many young people do not know how to use them effectively. While some students might follow celebrities, influencers or niche creators online, they rarely connect what they see on social media with actual career planning. This workshop supports VET students in learning how to research career paths online using social media platforms, job portals and career exploration tools. It is designed to teach them how to identify credible information, follow professionals and industry trends, and reflect on what kinds of roles might suit their skills, values, and interests. It also shifts career research from a boring task to a dynamic and inspiring activity rooted in curiosity, exploration and self-awareness.

Aim of the workshop: To equip VET students with skills and strategies to research career options and industry trends online using reliable platforms and sources.

Objectives:

- To introduce students to digital tools and platforms for researching career paths and job trends;
- To teach students how to find and follow professionals or industries of interest on social media;
- To support students in evaluating the credibility and relevance of online career information;
- To guide students in reflecting on how different career paths align with their personal goals and identity.

Competences addressed:

- · Critical thinking;
- Teamwork;
- Communication;
- Digital competence;
- Research competence;
- Analytical;
- Creative thinking;
- Personal, social and learning to learn competence.

Methodology and methods:

- Group discussion;
- Small group work research;
- Presentations;
- Individual work;
- Discussion.

Workshop flow:

I. Group discussion: Exploring how we imagine careers (20 minutes)

Educator begins the workshop by asking students a question aimed to introduce them to the topic and focus of the workshop: "When you think about a 'dream job,' what comes to your mind?". Students give their input and ideas which are written on the board or flipchart. Educator continues with another question: "Where do most young people today get their ideas about careers from?". Educator uses this discussion to introduce the idea that social media can be a helpful but also misleading tool for career research. The key is learning to explore beyond the surface and find meaningful, accurate insights. This discussion lasts 15 to 20 minutes, followed by a highlight on the workshop's main aim and objectives.

II. Small group work: Researching a career path online (60 minutes)

Educator divides students into small groups. Each group is given a career role or digital profession such as content creator, UX designer, social media manager, virtual assistant, photographer, ethical hacker, fitness coach or podcast editor. Their task is to research that career online using their phone or laptop. Educator provides a set of guiding questions for their research, such as:

- What does this person/profession actually do?
- What skills or tools do they need?
- Where do they work (freelance, agency, self-employed, etc.)?
- What education or experience is typically required?
- Which platforms are they active on? Who follows them?
- What kind of content do they post (if any)?
- What are the pros and cons of this path?

Each group is instructed to use a combination of sources: social media accounts, LinkedIn profiles, YouTube channels, blogs or job portals. They are given up to 60 minutes for the research and preparing for the presentations.

III. <u>Presentations (50 minutes)</u>

When all groups are done with the research and note-taking, educator invites each group to present a short summary of the role they explored. They have 5 minutes to present, followed by 5 to 7 minutes of questions by other groups and the educator.

IV. Individual work: From online inspiration to personal reflection (40 minutes)

After presentations, educator invites students to reflect on their own interests. Individually, students are invited to answer a set of questions related to what they learned and what they want in their careers. The given prompts are:

- One career I discovered today that I hadn't thought of before is...
- A skill or platform I noticed is important for success in this field is...
- A job or role that seems aligned with my values/interests is...
- I want to follow or research more about...

They have 20 minutes to do this. Students are then invited to go back to their small groups from the previous activity and exchange their reflections.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Recommendations for future youth workers multiplying this workshop:

- This workshop can be adapted to include roles that are locally relevant or connected to school curricula. If working with older or more advanced students, educator can add a segment on tracking job market trends using platforms like Google Trends, LinkedIn's job insights or country-specific portals. Educators can also encourage students to follow professionals or organisations on social media as part of an ongoing career exploration habit.
- In case that internet access is limited, educator can print example profiles or career case studies in advance for this workshop.

Workshop 8: Identifying credible sources

Workshop title: Identifying credible sources

Duration: 140 minutes

Background:

In the digital age, young people are exposed to a constant stream of advice, inspiration and opinions, especially on social media platforms where anyone can publish content. When it comes to career planning, many students check YouTube videos, Instagram posts or TikTok creators for guidance. While some sources offer useful insights, others spread misinformation, promote unrealistic expectations or push commercial agendas. For VET students interested in influencer careers, it is essential to develop the ability to critically assess the content they consume. Knowing how to identify credible sources and question unverified ones, protects them from being misled and helps them make informed decisions about their professional path.

Aim of the workshop: To develop students' ability to critically assess and identify credible online sources, especially in the context of career-related content and influencer information.

Objectives:

- To explore the characteristics of trustworthy and untrustworthy online sources;
- To help students analyse the intentions behind digital content and influencer advice;
- To equip students with simple criteria for evaluating the credibility of career-related posts, blogs or videos;
- To promote responsible online behaviour.

Competences addressed:

- Digital competence;
- Critical thinking;
- Teamwork;
- Communication;
- Analytical;
- Creative thinking;
- Self-reflection;
- Personal, social and learning to learn competence.

Methodology and methods:

- Brainstorming;
- Small group work;
- Presentations;
- Individual work;
- Discussion.

Workshop flow:

I. Brainstorming: Understanding why credibility matters (10 minutes)

Educator opens the workshop with a brainstorming activity, asking the following: "How can we tell if something we see online is reliable?" The students brainstorms ideas, which are listed on the flipchart by the educator. After a 10 minute of brainstorming, educator introduces the theme of the day which is about identifying credible sources and making informed decisions in a world full of noise.

II. Small group work: The credibility test on comparing real posts (25 minutes)

Educator prepares printed or projected screenshots of 3 to 4 career-related or influencer-style posts. Some examples can be:

- A professional LinkedIn post from a digital marketing expert
- A flashy TikTok promoting "six-figure passive income" from influencing
- A well-produced YouTube video about becoming a freelance designer
- An Instagram reel with vague claims about making money quickly

Students are divided in small groups for a task. Their task is to review each post and use a checklist to assess its credibility. The given time for the group work is 25 minutes. The checklist includes questions such as:

- Is the author transparent about who they are and what they do?
- Does the post provide evidence, sources, or examples?
- Does it sound too good to be true?
- Is it trying to sell something without clear disclaimers?
- Can I verify this information elsewhere?

Each group fills in the checklist and then prepare for a presentation of their analysis.

III. Presentations and discussion (55 minutes)

All groups join the plenary for a presentation of their work. They have 5 minutes to present, followed by a Q&A session. Then, educator leads a discussion on what makes a source credible and how to spot red flags even when the presentation is professional.

IV. <u>Individual work and small group discussion: Building your own credibility compass (40 minutes)</u>

After the presentations, educator continues with an individual reflection activity. Educator has written in the flipchart the title "My Credibility Compass" and 4 questions which are the following:

- What are 3 trustworthy sources or people I currently follow for career or influencer advice?
- What makes me trust them?
- Have I ever followed advice online that turned out to be unhelpful or fake? What did I learn?
- What will I do differently from now on to check the quality of the content I consume?

Students are instructed to answer these questions individually for the next 20 minutes. When everyone is done, educator asks them to go back to their small groups from the previous activity and share one insight or reflection from the work. The sharing process lasts 15 minutes. Educator highlights that being critical does not mean being negative, it means being careful, informed and responsible.

V. <u>Closing remarks (10 minutes)</u>

To close the workshop, educator asks students to share one "rule" they will follow when evaluating content online. These are written on a flipchart titled "My Credibility Rules", which can be kept in the classroom or sent digitally. Educators summarises the key message: "Online advice can be powerful, but only when it's credible. Learn to question, check and think before you follow."

Materials needed: Prepared and printed screenshots of 3–4 career-related or influencer-style posts, Printed check-list for all groups, A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Background documents and further reading:

- Evaluating sources | Harvard Guide to Using Sources. (n.d.).
 https://usingsources.fas.harvard.edu/evaluating-sources-0
- Den, T. (2025, March 13). Who Do You Trust for Career Advice? Offer Landed. https://offerlanded.com/blog/who-do-you-trust-for-career-advice

Recommendations for educators multiplying this workshop:

- This workshop pairs well with media literacy campaigns or social media challenges where students analyse real content they see during the week. Educators should adapt the examples used in the session to reflect trending formats and platforms relevant to the students' actual online environments.
- In the activity which deals with test on comparing real posts, you will need to find posts or ideas of posts, based on your local reality. The hand-out can be prepared on a paper, or you can just project the questions on the presentation and tell students to fill this in on the piece of paper.
- If you would like to pair this activity with the media literacy topic, we invite you to use already developed materials in the framework of the Erasmus+ project "Media and information literacy for climate change and environment", where workshops were tested with pupils and students in VET schools and gymnasiums. The toolkit produced is full full of practical exercises for recognising reliable sources and develops critical thinking with students.

Workshop 9: Identifying authentic sources of career advice

Workshop title: Identifying authentic sources of career advice

Duration: 120 minutes

Background:

Reliable and relevant career advice plays an essential role in helping young people make informed decisions about their future. While today's digital environment offers wide access to opinions, motivational content and tips from influencers or online creators, not all sources of advice are equally helpful or authentic. Authentic career advice is rooted in real-life experience, updated knowledge, transparency and context. Understanding the difference between inspiring messages and meaningful guidance is crucial, especially for VET students who are shaping their paths in both traditional and emerging professions. This workshop helps students evaluate who they can turn to for advice, how to assess their reliability, and how to build a personal network of trusted guidance sources.

Aim of the workshop: To support VET students in identifying and evaluating authentic, relevant sources of career advice that support informed career choices and long-term planning.

Objectives:

- To reflect on the different roles and individuals that offer career advice in one's life;
- To understand how to evaluate authenticity and relevance in career guidance;
- To encourage students to build a personal system of trusted guidance sources;
- To promote active and informed use of both offline and online resources.

Competences addressed:

- Digital competence;
- Critical thinking;
- Teamwork;
- Communication;
- Analytical;
- Creative thinking;
- Personal, social and learning to learn competence.

Methodology and methods:

- Brainstorming;
- Small group work;
- Sharing in plenary;
- Individual work.

Workshop flow:

I. Brainstorming: Who gives us advice and who should? (20 minutes)

Educator opens the workshop with a brainstorming activity by asking the following question: "Who do you usually hear advice from about your career or future?". Students share outloud or write responses on sticky notes, which are then placed on a flipchart. After getting a few answers, educator asks another

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question: "Are all of these people equally helpful? Do they all give the same kind of advice? Should we always trust them?" This initiates a short group reflection on the difference between opinion and guidance, and between supportive presence and professional orientation. The whole brainstorming activity lasts about 15 minutes followed by educator's announcement on the workshop aim and agenda.

II. <u>Small group work: Understanding roles in career guidance (30 minutes)</u>

Students are divided into small groups for a task. They receive a set of role cards, where each card describes a different individual or type of advisor. Examples include:

- A school teacher with no digital career knowledge
- A career counselor working in a VET center
- A YouTuber sharing motivational success stories
- A family member encouraging a specific profession
- A peer who is trying to become an influencer
- A professional working in a company the student admires
- A digital creator openly sharing their career journey

Each group is instructed to select 3 to 4 cards and use the next 30 minutes to discuss by following the questions:

- What kind of advice could this person give?
- Would you consider their advice authentic or helpful? Why or why not?
- In what situations would you trust this person's guidance and in what situations would you seek a second opinion?
- What are the limitations or risks of relying on this person's advice only?

They prepare for sharing the discussion outcomes in the plenary afterwards.

III. Sharing in the classroom (30 minutes)

After discussion, each group presents one person/role and shares their conclusions. Educator guides a short discussion on how different sources can be useful in different ways, and how combining sources (professional + experiential + motivational) leads to more informed decisions.

IV. <u>Individual work: Building your circle of trusted sources (40 minutes)</u>

The next activity is an individual work. Educator invites students to think and write about certain people and existing platforms they turn to for advices. More specifically, they have to do this by focusing in the three layers introduced by the educator:

- Core advisors people I trust for solid, professional advice
- Peer influencers people whose experience I relate to and who inspire me
- Occasional references platforms or individuals I consult sometimes, but with caution

Students are given 10 minutes to do this task based on their personal context and what they've learned from the session. Then, they are also asked to use another 5 minutes to reflect on the following:

- Which voices are missing in my circle?
- Do I rely too much on any one perspective?
- How can I expand my sources to get more complete and realistic guidance?

Once everyone is done, educator invities students to share one key point with the classroom. Then, educator closes the workshop by emphasising that career advice becomes valuable when it's based on experience, awareness and context. He/she mentions that the most authentic guidance doesn't tell you what to do, but it helps you explore what's right for you. Students are encouraged to take initiative in building a balanced network of advisors and questioning advice respectfully before acting on it.

Materials needed: Prepared small papers/cards with role tiles, A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Background documents and further reading:

 Ec, K. D. S. C. (2023, December 12). 5 Ways to Advance your career Authentically. Forbes. https://www.forbes.com/sites/karadennison/2023/12/12/5-ways-to-advance-your-career-authentically/

Recommendations for educators multiplying this workshop:

- Educators may adjust the role cards based on the local context, incorporating figures students may realistically interact with (e.g., local NGOs, internship coordinators, digital creators from their region).
- If the educator has contacts with real professionals, a short follow-up session could include inviting a guest to speak about their career path and what kind of advice helped them most along the way.

Workshop 10: Understanding influencer culture and its impact on career choices

Workshop title: Understanding influencer culture and its impact on career choices

Duration: 150 minutes

Background:

Influencer culture has become one of the most dominant forces shaping how young people view success, identity and career opportunities. Social media platforms present influencers as role models, offering seemingly easy, flexible and profitable career paths. However, behind the appealing visuals are complex dynamics involving personal branding, public pressure, algorithms and income instability. This workshop is an opportunity for VET students to examine influencer culture critically. More specifically, they are invited to explorw how it affects their perceptions of career success, personal value and future direction. The aim is not to criticise the profession, but to empower students to recognise its realities and reflect on how external influences shape their choices.

Aim of the workshop: To help VET students critically reflect on the narratives and expectations promoted by influencer culture, and assess its impact on their career aspirations and choices.

Objectives:

- To explore the key messages and ideals promoted through influencer culture;
- To identify which aspects of influencer careers are realistic and which are distorted or oversimplified;
- To promote critical thinking in relation to digital career trends and role models;
- To support students in making career decisions based on internal motivation and self-awareness.

Competences addressed:

- Critical thinking;
- Teamwork;
- Communication;
- Analytical;
- Creative thinking;
- Personal, social and learning to learn competence.

Methodology and methods:

- Silent floor brainstorming;
- Small group work;
- Presentations and discussion
- Self-reflection.

Workshop flow:

I. Silent floor brainstorming: Mapping thoughts and emotions (40 minutes)

Educator prepares several large sheets of paper with open-ended prompts and places them around the room or on tables. Prompts include the following:

- Being an influencer means...
- The parts of influencer life we don't see are...
- I feel pressure when I see influencers who...
- I admire influencers who...
- I would / would not want to be an influencer because...

He/she announces that his is a silent brainstorming activity. Students are instructed to move around the space in silence, writing their responses or reactions on each sheet using markers/pens. They can comment freely, add to others' thoughts or respond with symbols or drawings. They have 20 minutes to do this. After that, the group gathers in a circle to review and reflect on the shared input. Educator guides a discussion with questions such as:

- What patterns do you notice in our responses?
- Were there any surprising or emotional comments?
- How do these thoughts reflect the way influencer culture affects our views on success?

II. Small group work "Reality Check: Challenging the myths" (30 minutes)

Students are divided into four small groups. Each group is assigned one common narrative often heard in influencer culture such as:

- Anyone can become an influencer if they just work hard
- If you have a lot of followers, you're successful
- Being an influencer is easy and doesn't require real skills
- Influencer careers are all about fun and freedom

Each group receives a flipchart paper with their assigned statement at the top and the following questions below:

- What is the appeal of this belief?
- What is misleading or unrealistic about it?
- What would be a more balanced or realistic version of this message?

They are given 30 minutes to discuss and write their responses on the flipchart.

III. Presentations and Discussion (60 minutes)

After 30 minutes of work, each group joins the plenary and presents their findings in 5 minutes. Educator facilitates a short round of feedback or questions after each presentation, ensuring respectful and thoughtful engagement. Educator then leads a closing reflection by asking the following questions:

- How do these narratives influence our expectations of what a good career looks like?
- What helps us stay grounded and realistic while being ambitious?

IV. <u>Self-reflection: Connecting to our own choices (20 minutes)</u>

After the presentations, educator invites all students to a short self-reflection activity. He/she writes in the flipchart the question "What's real for me?". Below the title, he/she writes the following prompts:

- A value I want to stay true to in my future career is...
- One way I'll be more critical of online career messages is...
- A career goal that truly reflects my interests is...

Students are instructed to write silently their thoughts and may choose to share with a peer or keep their reflection private. They have 10 minutes for this. Educator closes the workshop and encourages students to making career decisions based on internal motivation and self-awareness.

Materials needed: A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its,

laptop, projector.

Background documents and further reading:

 Singh, R. (2023, April 21). Influencer Culture and its Impact on Society: A Critical Examination. https://www.linkedin.com/pulse/influencer-culture-its-impact-society-critical-rahul-singh/

Recommendations for educators multiplying this workshop:

This workshop benefits from an open, respectful learning environment where students feel safe expressing different views. Educators should emphasise that the goal is not to reject influencer careers, but to understand their complexity. The activity can be adapted with locally relevant influencer examples or social media trends that students recognise and engage with.

Workshop 11: Building a professional online presence

Workshop title: Building a professional online presence

Duration: 110 minutes

Background:

A professional online presence is no longer optional. It is a fundamental part of modern career development, especially in creative and digital industries. Whether applying for a job, pitching a project or building an audience, how someone presents themselves online often determines how they are perceived professionally. For VET students interested in influencer careers or other modern professions, maintaining a strong, consistent and values-based online identity is essential. It reflects their competence, communication style and ambition. This workshop helps students understand what a professional online presence looks like and supports them in starting to shape or improve their own.

Aim of the workshop: To support VET students in creating or improving their professional online presence based on their skills, values and career goals.

Objectives:

- To raise awareness of the role online presence plays in career development;
- To reflect on what makes an online profile "professional";
- To guide students in developing or refining a basic version of their professional digital profile.

Competences addressed:

- Marketing skills;
- Digital competence;
- Critical thinking;
- Teamwork;
- Communication;
- Analytical;
- Creative thinking;
- Personal, social and learning to learn competence.

Methodology and methods:

- Group discussion;
- Individual work;
- Discussion in pairs.

Workshop flow:

I. Welcome and introduction to the workshop (10 minutes)

Educator welcomes students to the workshop and introduces them to the topic and agenda. Educator explains that the workshop will be done through the realisation of an activity which altogether with the debriefing lasts approximately 80 minutes. The focus of the workshop will be on understanding anxiety caused by unrealistic standards on social media.

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II. Introduction to the activity and group discussion (20 minutes)

Educator introduces students to the activity and uses the first 10 minutes to give detailed instructions. First, he/she divides students randomly into three small groups. By using a laptop and a projector, educator shows two different social media profiles (real examples anonymised, or fictional ones). One looks professional with a clear photo, concise bio and relevant links. The other looks informal or confusing, with an unclear photo, emojis only, no description of work or interests. After showing this, students are asked: "Which of these two would you follow, trust or hire for a project?"

They share first impressions as a group. Educator writes down key thoughts from students followed by the qualities that make a profile appear professional such as clarity, consistency, confidence, relevance and alignment with goals. Then, he/she emphasises that this activity introduces the idea that your online presence is your digital CV and every detail sends a message.

III. <u>Individual work: Designing your professional profile (60 minutes)</u>

Students work individually on a guided worksheet titled "My professional online profile". Educator explains that the goal is not to create a full website or perfect social media feed, but to design a clear, thoughtful representation of themselves that reflects their career ambitions and personal values. The worksheet looks as follows:

My professional online profile

- Name or handle Should I use my full name or a creative variation?
- Profile photo What image represents me best in a professional or creative context?
- ❖ Bio or tagline One sentence that summarises what I do, believe in, or aim for
- ❖ Key topics I want to be known for e.g., sustainability, youth work, design, beauty, education
- Tone of voice Do I want to sound friendly, inspiring, informative, artistic?
- Platform of choice Where should I focus (Instagram, LinkedIn, TikTok, YouTube, etc.)
- Next three steps Concrete actions to build or update their online presence (e.g., change profile pic, rewrite bio, start posting regularly, open a LinkedIn account)

They have 40 minutes to work on the worksheet, as the first step of this exercise. Educator walks around, offering support and helping students reflect on the alignment between their goals and online image. After the individual work, they are asked to pair up and present their drafts to a partner, offering feedback on clarity, consistency and professionalism.

IV. <u>Group discussion and closure: What makes an online presence strong? (20 minutes)</u> Educator brings everyone back into a circle and facilitates a guided discussion with the following questions:

- What was the hardest part of designing your professional profile?
- What do you think most students or young people overlook when it comes to online presence?
- What's one thing you're proud of or excited to update after today?

Materials needed: Prepared and printed worksheets "My Professional Online Profile" for each student, A4 and A3 papers, pens, pensils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Background documents and further reading:

■ Crawford, S. (2025, February 12). Ultimate Guide to building a strong Online presence (2025). Inkbot Design. <a href="https://inkbotdesign.com/strong-online-presence/#:~:text=Establish%20a%20strong%20online%20presence%20by%20creating%20a,credibility%20through%20testimonials%2C%20authentic%20engagement%2C%20and%20influence r%20collaborations.

Recommendations for future youth workers multiplying this workshop:

If the session is held in a computer lab or with internet access, students can begin editing their actual profiles (e.g., LinkedIn, Instagram bio, Linktree, TikTok description) based on the worksheet. Educators may also prepare printed profile examples from various professions or sectors to help inspire different approaches to tone and layout. This would extend the duration of the workshop.

Workshop 12: Understanding privacy and security risks

Workshop title: Understanding privacy and security risks

Duration: 90 minutes

Background:

A professional online presence requires more than attractive content. It demands awareness of how to protect personal data, digital assets, and one's public image. As VET students enter more visible online roles, particularly in influencer and digital careers, they face real risks related to privacy breaches, account hacks and reputation damage. Understanding these risks is not about fear necessarily, but rather about preparation on managing and preventing these risks. This workshop introduces the five main categories of digital risk and helps students reflect on their own practices, recognise vulnerabilities and adopt protective behaviours essential to any future professional operating in the digital space.

Aim of the workshop: To increase awareness of privacy and security risks in digital spaces and support students in evaluating and improving their own online protection practices.

Objectives:

- To introduce the five main categories of risk faced by public digital profiles;
- To help students identify personal digital habits that may lead to exposure;
- To promote informed and responsible decisions regarding online behaviour and content.

Competences addressed:

- Digital competences;
- Literacy competences;
- Critical thinking;
- Teamwork;
- Communication;
- Analytical;
- Creative thinking;
- Personal, social and learning to learn competence.

Methodology and methods:

- Individual work;
- Discussion;
- Theoretical input.

Workshop flow:

I. Risk mapping and personal security check (70 minutes)

Educator begins the workshop with a brief introduction on the topic. He/she explains that even the most creative or influential online career can be jeopardised by a single privacy breach or careless post. Then, the educator emphasises that the session focuses on becoming more aware of what we share, how we protect our accounts and who sees our content.

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Then the activity follows with an individual task for students. Each student receives a two-part worksheet titled Privacy & Security Self-Check. Educator instructs students to fill in the first part of the worksheet in the next 20 minutes.

A sample for the first part of the worksheet is presented in the table below:

Privacy & Security Self-Check

Part 1: Risk Identification - "What's public about me?"

Questions to answer:

- ❖ What platforms do I use regularly, and are my profiles public or private?
- What personal details have I shared online (birthdate, location, contact info, school, family, routines)?
- ❖ Do I use the same password across multiple accounts?
- Have I ever received strange messages, fake offers, or suspicious links?

Once completed, educator invites students for a short sharing in plenary. Then he/she asks the following question for reflection: What surprised you about what you found? This part lasts about 15 minutes.

Then, students are given the second part of the worksheet. The second half of the worksheet includes a checklist of 10 best practices in digital security. A sample for the second part of the worksheet is presented in the table below:

Privacy & Security Self-Check

Part 2: Risk Awareness & Protection Plan – "What can I do better?"

Check and circle which of the following practices do you already do as part of protection plan:

- Use two-factor authentication
- Avoid sharing exact location in real-time
- Create strong, unique passwords
- Adjust privacy settings on all platforms
- Avoid using personal email for public accounts
- **Se** Be cautious with third-party app permissions
- Keep software and apps updated
- Think twice before posting sensitive opinions
- Backup important data regularly
- Know how to report and block abuse or suspicious activity

Students should check off what they already do, and then select 3 priority actions they will commit to improving in the next week. They are encouraged to write a short sentence about why these actions are important to them personally or professionally. This process lasts about 15 minutes. Educator then facilitates a short group reflection using the following questions:

- What was one thing on the list that you hadn't considered before?
- Why is security not just a technical issue, but a career issue, especially for public figures and content creators?

II. Theoretical Input: The 5 key risk areas (20 minutes)

Educator uses the last part of the workshop for a theoretical input on the topic. He/she introduces students to the five major categories of security and privacy risks, using simplified insights from Suntel Analytics. These risks include:

Cybersecurity Threats

Account takeovers, phishing links, malware through fake sponsorships or third-party apps.

Physical Safety Risks

Location sharing, real-time geotags, daily routines visible to strangers or followers.

Privacy Invasions

Oversharing of personal data (family, school, address), identity theft, deepfakes.

• Reputation Management Threats

Old or impulsive content, inappropriate comments, screenshots, or digital backlash.

Legal and Regulatory Risks

Undisclosed ads, copyright violations, platform rule-breaking, or data misuse.

Lastly, educator explains that professional visibility brings responsibility, and that many risks are preventable with small, consistent habits.

Materials needed: prepared and printed worksheets for all students, A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Background documents and further reading:

- Jason. (2024, July 11). The Top 5 security threats facing social media influencers in 2024. Suntel Analytics.
 https://suntelanalytics.com/the-top-5-security-threats-facing-social-media-influencers-in-2024/
- Team, C. S. (2022, September 13). 16 Types of Cybersecurity Risks & How To Prevent Them? Cyber Security Career. https://cybersecuritycareer.org/cybersecurity-risks/

Recommendations for educators multiplying this workshop:

To reinforce learning, educator can (if possible) invite a cybersecurity guest expert or host a follow-up "digital hygiene clinic" to support students in securing their actual accounts.

Workshop 13: Creating a personalised career action plan

Workshop title: Creating a personalised career action plan

Duration: 110 minutes

Background:

Career planning is a process that involves identifying personal goals, assessing strengths and areas for growth, and setting clear and realistic steps toward professional development. For young people exploring creative, digital or influencer-related careers, building a structured action plan can provide direction, motivation and focus. This workshop supports VET students in creating their own personalised career action plan, based on their interests, current skills and professional aspirations. The session is designed to be practical and self-reflective, in order to guide students in developing a clear roadmap for the next stage of their career journey.

Aim of the workshop: To guide VET students in structuring a personalised career action plan aligned with their professional interests and goals.

Objectives:

- To help students reflect on their personal career vision and preferred working environments;
- To identify individual strengths and development areas;
- To support students in defining clear short-term actions and identifying potential sources of support.

Competences addressed:

- Digital competences;
- Critical thinking;
- Teamwork;
- Communication;
- Analytical;
- Creative thinking;
- Personal, social and learning to learn competence.

Methodology and methods:

- Self-reflection and discussion;
- Individual work;
- Presentations.

Workshop flow:

I. <u>Introduction to the workshop and self-reflection activity (15 minutes)</u>

Educator introduces the topic of the workshop. Then, he/she continues by asking students to reflect on a key question: "If you could shape your future work life, what would it look like, and what would you need to get there?"

They are given 5 minutes to do a self-reflection on the question. Educator explains that this session is about turning personal ideas and aspirations into a realistic plan. It is not about choosing one fixed career, but about setting goals, identifying steps and taking action in a direction that feels meaningful and motivating. Students are reassured that their action plan is for themselves, it does not need to be perfect, but it should be honest and actionable.

II. <u>Individual work: Designing My career action plan (60 minutes)</u>

Each student receives a structured worksheet titled My career action plan, which includes the following sections:

My personal career action plan

My career vision

- What kind of work would I like to do in the next 1 to 3 years?
- What topics or fields interest me the most?

My strengths and resources

- What skills, talents, and tools do I already have that support this path?
- ❖ What I need to improve
- ❖ What skills, experiences, or knowledge do I want to develop?

My preferred work environments or platforms

❖ Where do I see myself working or creating: online, on-site, freelance, hybrid?

My 3 action steps for the next 1 or 2 months

❖ What are three practical things I can do to move forward?

(e.g., start a portfolio, update my profile, take a course, attend an event, post consistently)

My support network

❖ Who or what can help me on this journey? (e.g., teachers, online resources, mentors, peers)

Educator allows students to have 60 minutes to complete their worksheets. He/she remains available in the working room for support, clarify questions or encourage deeper reflection. Students can work on different areas if it's more comfortable for them and once they are done, they return to the working room.

III. Presentations (35 minutes)

Once students have completed their career action plans, educator invites everyone in the plenary room, and ask a few volunteers to present their work to the group. Educator facilitates the presentations with supportive energy, reinforcing that every student's path is unique and every step forward matters.

Materials needed: prepared action plans for all students, A4 and A3 papers, pens, pencils, markers, flipchart and flipchart papers, post-its, laptop, projector.

Recommendations for educators multiplying this workshop:

■ This session works well as a stand-alone workshop or as part of career orientation modules in VET schools. Educators may encourage students to revisit their plans after one month and check in on progress. The worksheet can also be adapted into a visual or digital format for students who prefer creative planning tools.

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