



Teach-BEASTs

Teaching to BE Aware Students

Project n.: 2022-1-PL01-KA220-HED-000089791

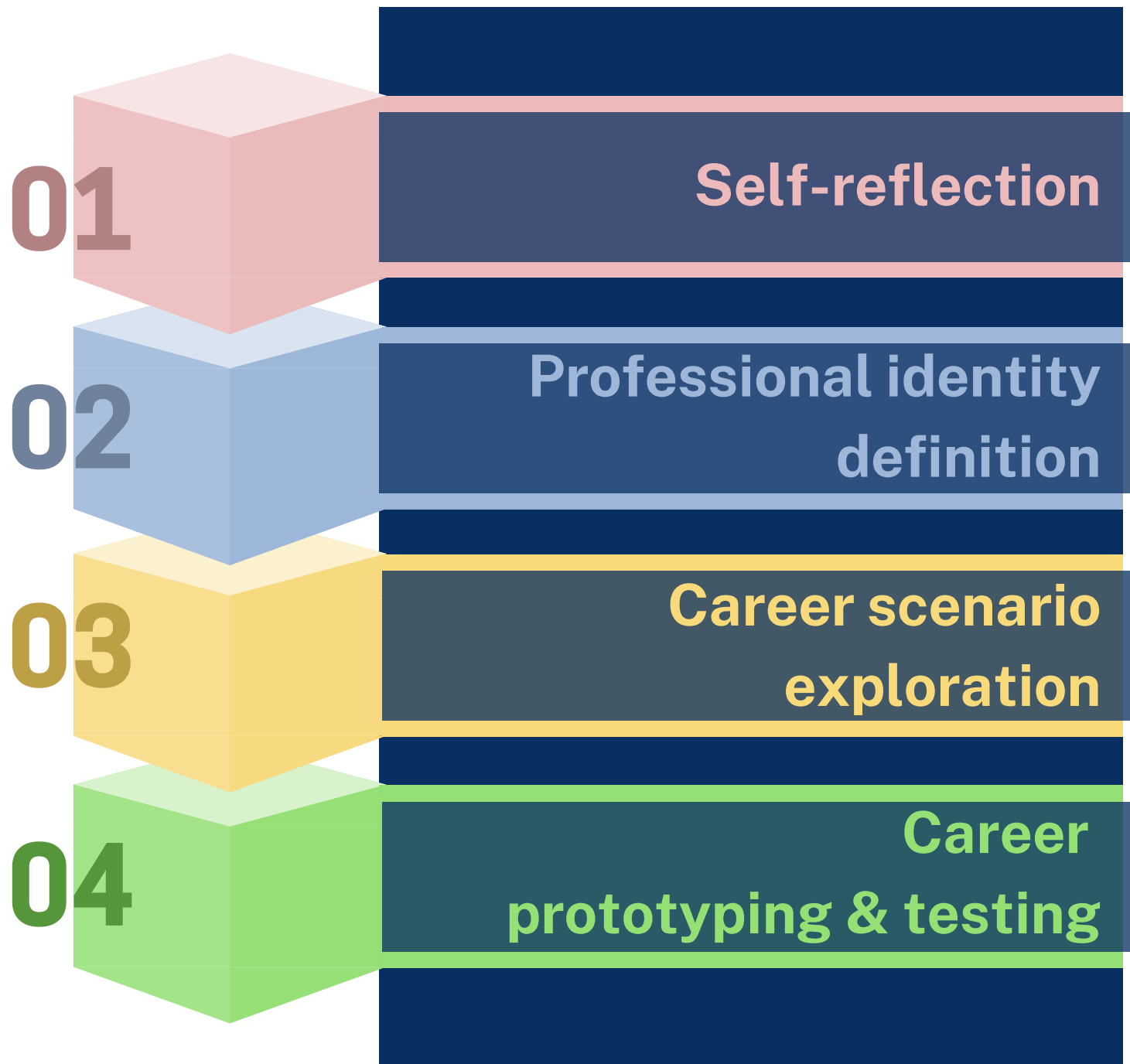
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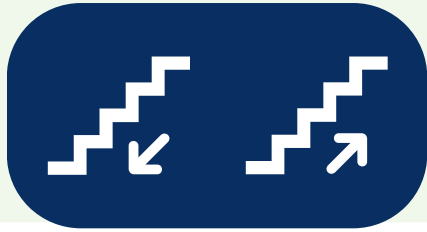
Teach-BEASTs

Teaching to BE Aware Students

Each category (Self-reflection, Professional identity definition, Career scenario exploration, Career prototyping & testing) is indicated by a certain colour of a cube as defined below.



Pills Glossary



Difficulty level/Diff.



Low Difficulty Level



High Difficulty Level



HOW?



The task is performed by using computer



The task is performed manually



WHO?



The task is performed individually



The task is performed in groups



WHERE?



The task is performed in a classroom



The task is performed at home



TIME



Time (in minutes/hours) which is needed to perform a task

Note:



The icon's circle background indicates the information on the category of each Pill. For example, the lighted-up icon here indicates the High Difficulty Level.

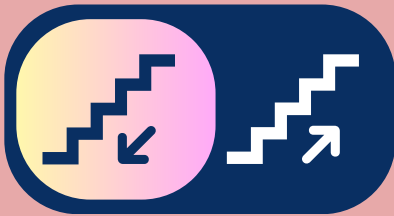
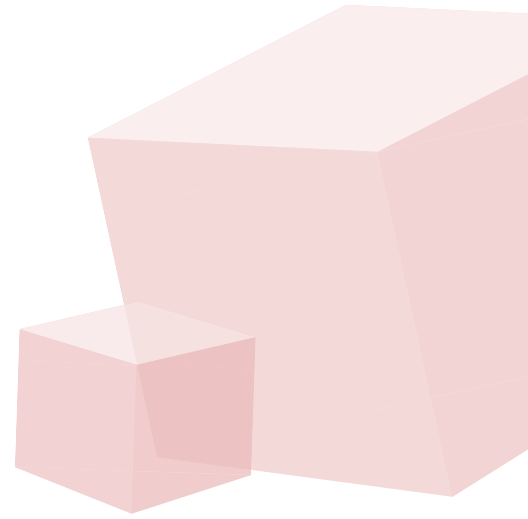
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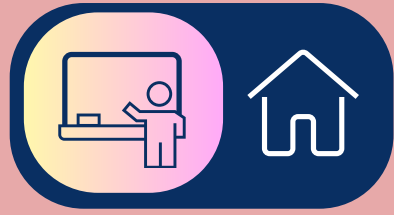
Why Should I Learn This?



Diff.



HOW?



WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

Having a deep understanding of importance of what is being learned during the course from the perspective of student's dream occupation may significantly increase his involvement and internal motivation.

AIM

To understand how to build the hierarchy of importance for learning outcomes of the subject and answer the question "WHY am I learning this?" from individual perspective.

PREPARATION

Familiarize yourself with ChatGPT.
Prepare guidelines for the activity and ChatGPT prompts.

IMPLEMENTATION

1. BRIEF (5 MIN)

Explain ChatGPT potential in exploring career paths and how it will help students to connect learning to their dream careers.

2. ACTIVITIES FOR STUDENTS (20 MIN)

1. Write first prompt incorporating a dream job position, asking ChatGPT to act as a professional in that field and describe typical activities.
2. Focus on the tasks and responsibilities highlighted.
3. Based on the insights from *Prompt 1* and the subject syllabus, write a second prompt asking why learning specific topics is important for certain activities. Repeat this process for 5 topics.
4. Develop a one-minute pitch explaining the importance of the subject in the context of your professional development plans.

3. DEBRIEF (15 MIN)

- Ask students to share their pitches and facilitate a discussion.
- Encourage students to reflect on how the activity helped them connect academic learning to their interests and future plans.

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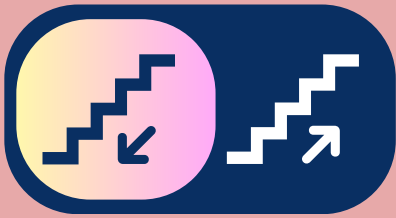
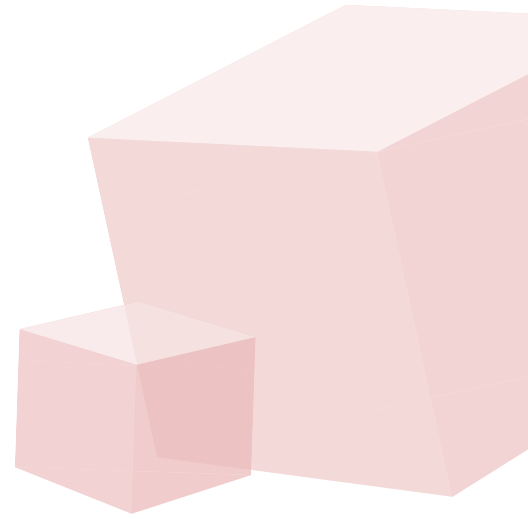
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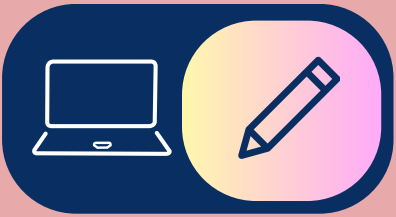


Do You Remember That Time?

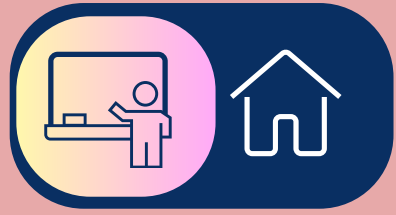
1
2



Diff.



HOW?



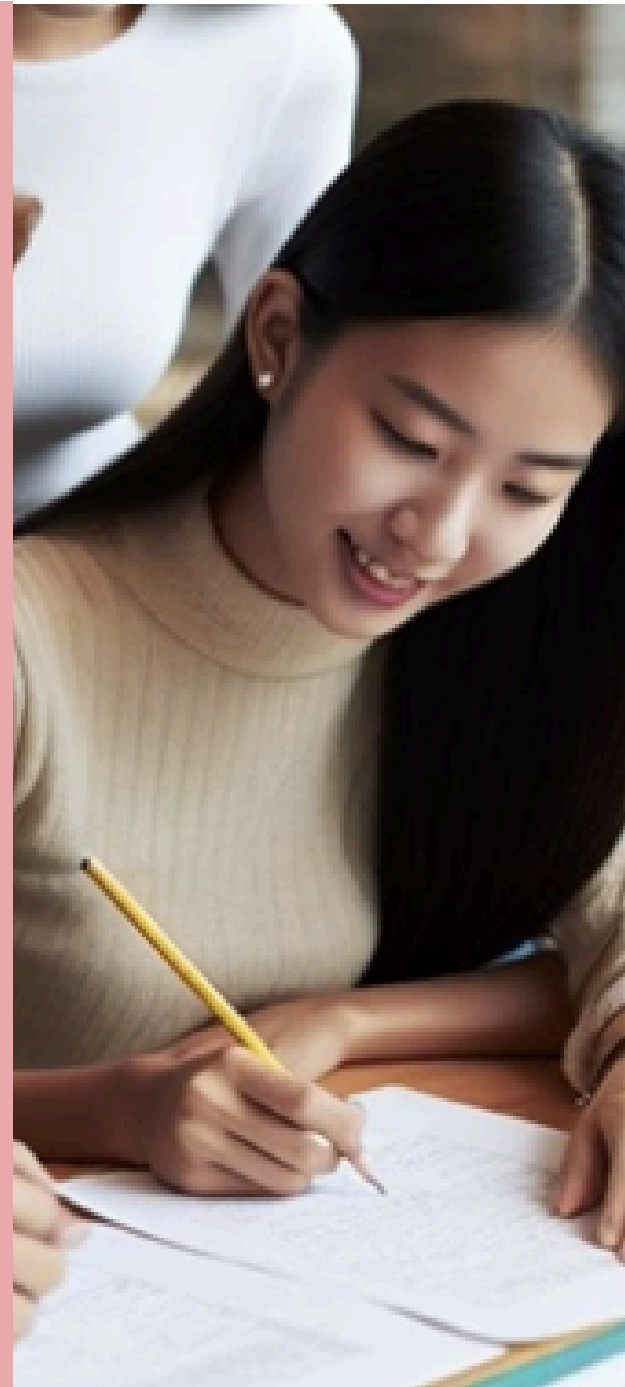
WHERE?



WHO?



TIME



**SHORT
DESCRIPTION
/CONTEXT**

Students in couples create a story about a specific job role they might perform, starting with "*Do you remember that time...?*"

AIM

Develop creativity and critical thinking, supporting student reflection on how it is like to perform a specific job role.

IMPLEMENTATION

1. BRIEF (5 MIN)

- Choose a profession coherent with the teaching.
- Explain that the purpose is to create a story, highlighting particular aspects of the job profile.
- The facts don't have to be necessarily true; the students must be creative and think outside the box.
- Divide the students in couples (student A - Student B).

2. ACTIVITIES FOR STUDENTS (10 MIN)

- Start with the first question: *"Do you remember that time when you were + **job role** + and...?"*.
- Student A continues the story with a sentence.
- Student B continues on Student A story, and so on, building on each other.

Example:

- Teacher: *"Do you remember that time you were working as a supply chain manager and ..."*
- Student 1: *"... you had to find the best company for purchasing pasta for your franchising"*
- Student 2: *"... and you were with me and suggested that we should have bought different kinds of pastas"*

3. DEBRIEF (5 MIN)

- Ask to the students if they would like to perform that job and why.

Teach-BEASTs

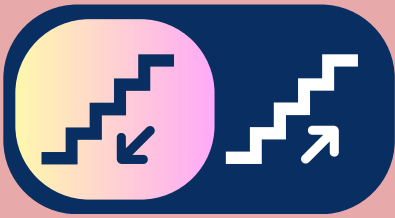
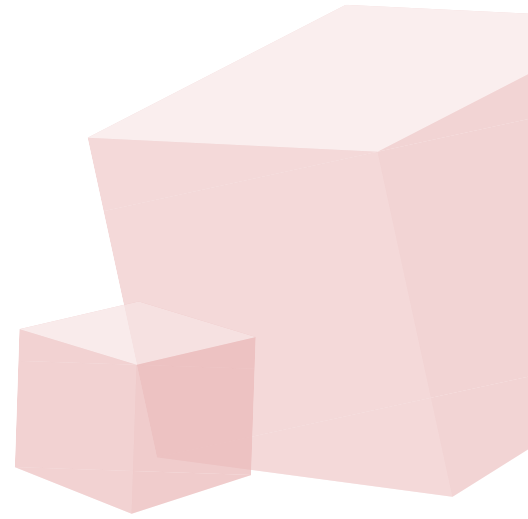
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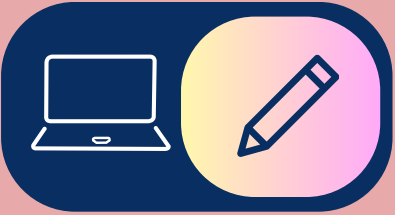
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Double Interview

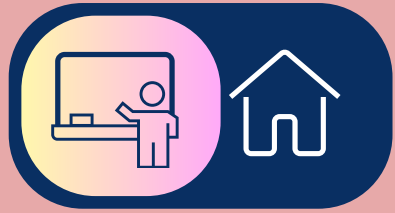
1 3



Diff.



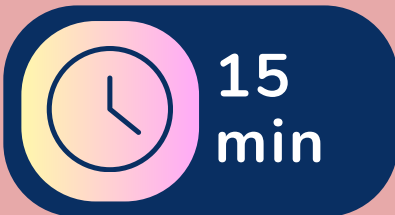
HOW?



WHERE?



WHO?



TIME



**SHORT
DESCRIPTION
/CONTEXT**

Students present and discuss what was exposed during the lesson. When all the elements have emerged, they begin to speculate how that could be used at working level.

AIM

Train active listening and expression of thoughts, and support reflection about a possible use at working level of what they learned during the lesson.

IMPLEMENTATION

1. BRIEF (5 MIN)

- Before class ended, divide students into couples (Student A – Student B).
- Explain the activity.

2. ACTIVITIES FOR STUDENTS (5 MIN)

1. Every pair will have 8 rounds;
2. Give the signal to switch after the timeout:
 - **1 (30sec.):** Student A orally summarizes the material from the lesson to Student B.
 - **2 (30sec.):** Students switch.
 - **3/4 (30sec.):** Students can orally add information they remembered when listening to their partner to their original summary (15 seconds each)
 - **5(1min.):** Student A explains in what manners the topics of the lesson can be utilized in a work context to Student B.
 - **6 (1min.):** Students switch.
 - **7/8(30sec.):** Students can orally add information that they think about when listening to their partner to their original summary (15 seconds each)

3. DEBRIEF (5 MIN)

- Ask two pairs to present (30 sec.) what they have learned

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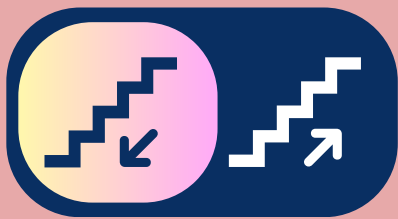
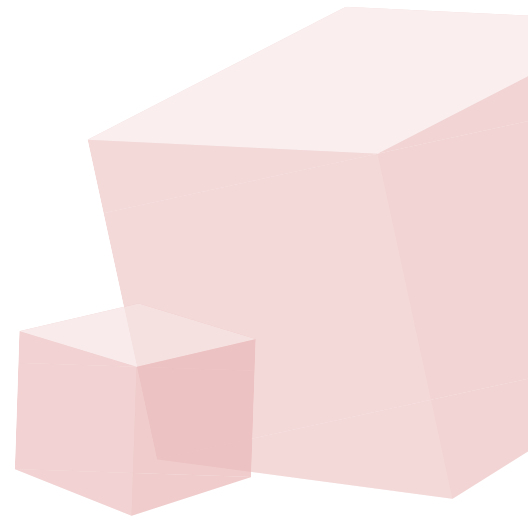
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Find Your WHY? of the course

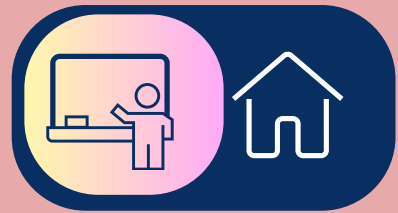
1 4



Diff.



HOW?



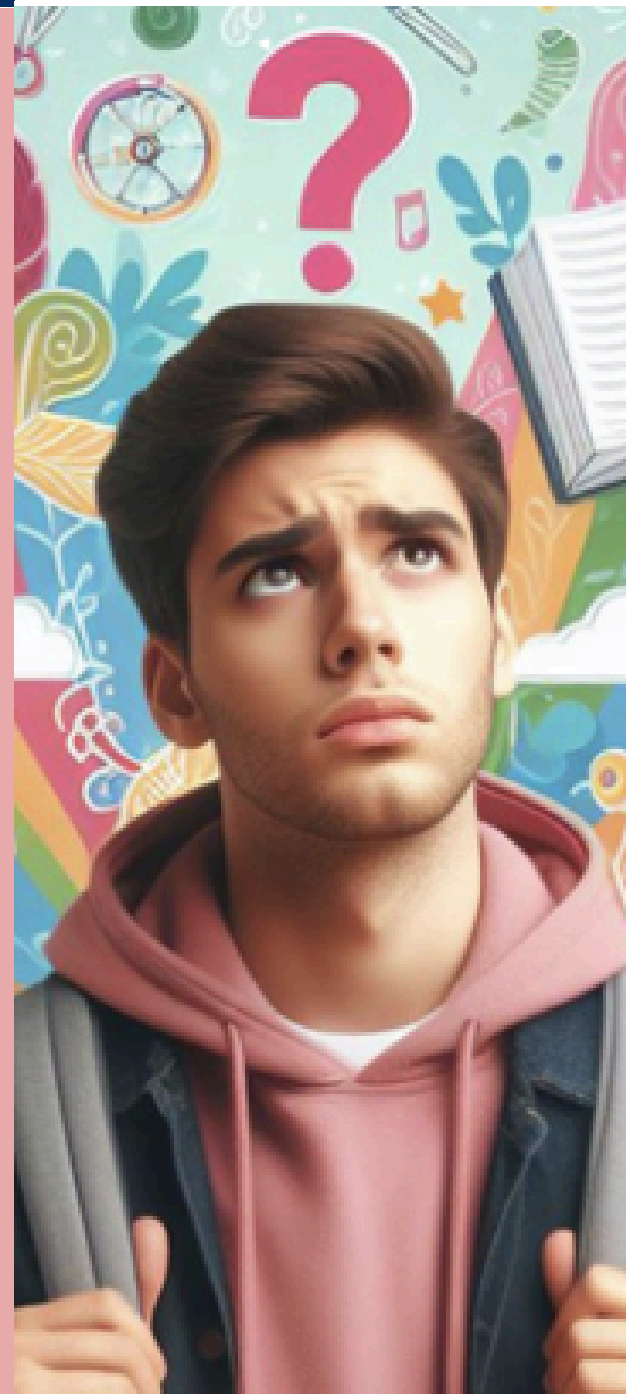
WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

Activity focuses on deepening students' comprehension of the class material by prompting them to reflect on its relevance in connection with their interests.

AIM

To enhance students' understanding and application of class material by fostering internal motivation and critical thinking through self-reflection.

PREPARATION

Prepare a clear explanation of the classes' topic and ensure it links to practical applications and broader concepts.

IMPLEMENTATION

1. BRIEF (5 MIN)

At the beginning of the class, introduce the activity by explaining its purpose: to understand the material deeply and all likes and dislikes.

2. SCENARIO FOR STUDENTS (WHOLE CLASS)

1. Pay close attention to the syllabus presentation, focusing on understanding the 'Why?', 'How?', and 'What' of the material.
2. Jot down key points, that help answer the following questions:
Why am I learning this? How can I use it? What is it about?
Does it resonate with my interests?
3. Reflect on questions, formulate concise and insightful answers.
4. Prepare a one-minute summary based on reflections.

3. DEBRIEF (15 MIN)

- Selected students present their one-minute pitch, highlighting their personal connections to the material.
- Engage the class in a discussion about the varied perspectives and insights shared.
- Encourage students to share how the activity impacted their understanding and engagement with the material.

Teach-BEASTs

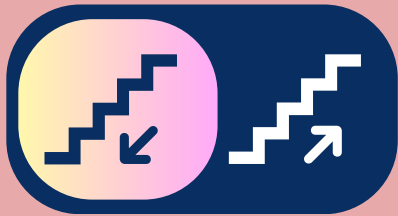
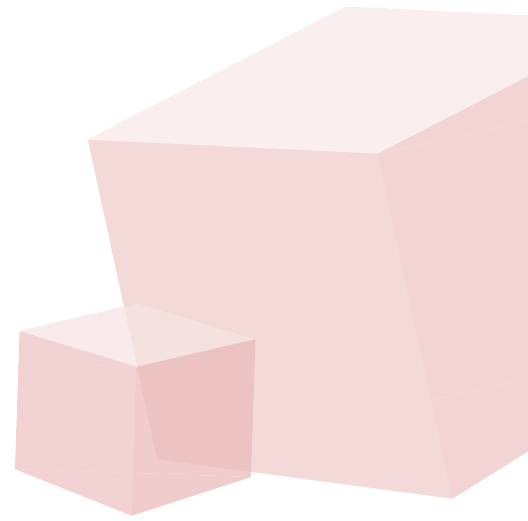
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Future Career Couple Interview

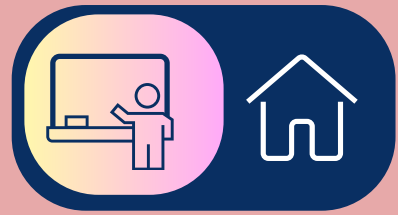
1 5



Diff.



HOW?



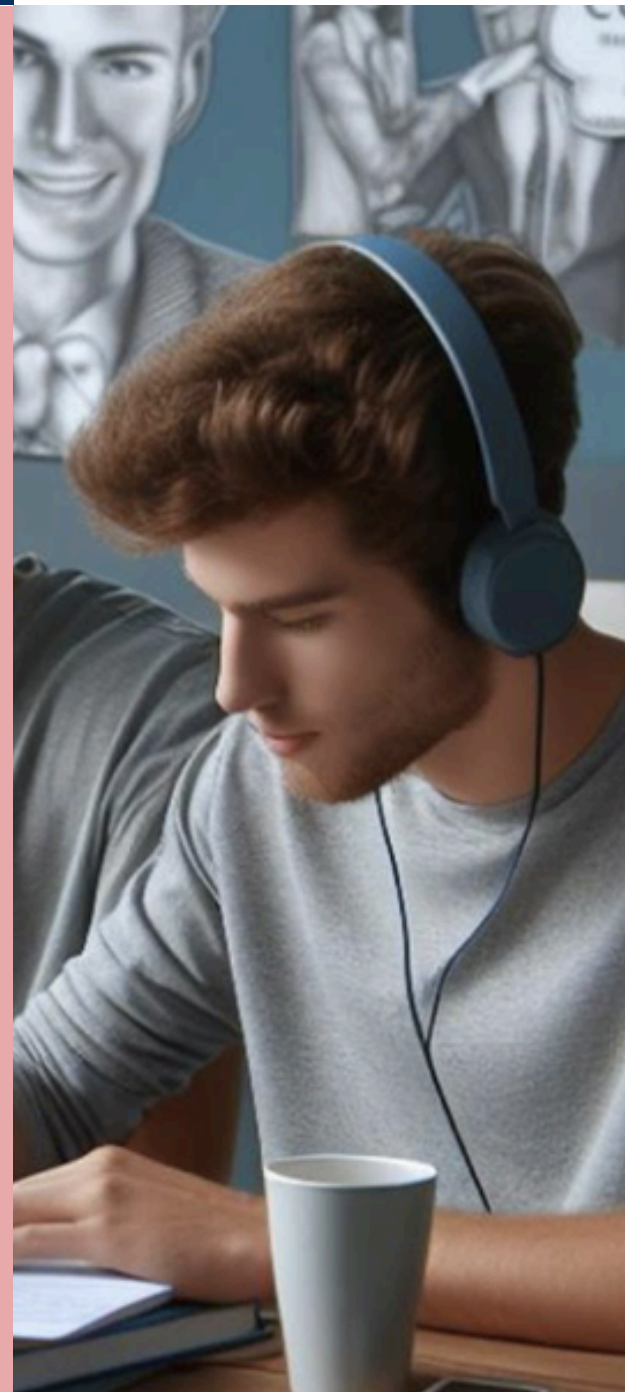
WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

Students, divided into couples, should interview each other about their interests in future career paths.

AIM

Develop student awareness of what job identities they are interested in. The comparison aims to bring out different opinions, and new and different job roles.

PREPARATION

Prepare a slide that explain the activity and what questions students should ask each other.

IMPLEMENTATION

1. BRIEF (10 MIN)

- Divide students into couples;
- Show the slide;
- Warn that every 10 minutes they will switch roles.

2. ACTIVITY (20 MIN)

1. One student starts to interview his pair.

2. Potential questions:

➤ **Work Environment Preferences:**

- *Do you prefer working in a team or independently?*
- *What type of work environment do you think you would thrive in?*

➤ **Career Goals:**

- *What you want to achieve in your career?*
- *What does success look like to you?*
- *Are there any particular industries or career paths you find intriguing?*

➤ **Educational and Professional Development:**

- *Are there any skills or qualifications you think you need to develop?*
- *How do you plan to continue your education or professional development?*

3. After 10 minutes give the signal.

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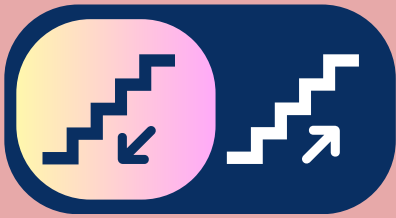
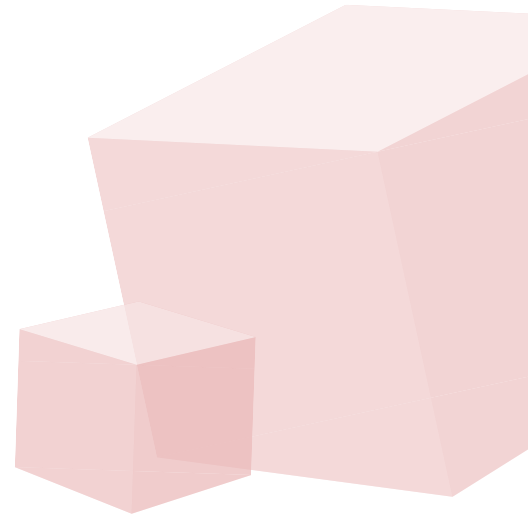
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Good Time Journal

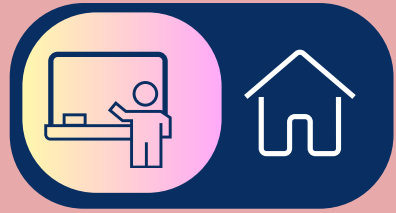
1 6



Diff.



HOW?



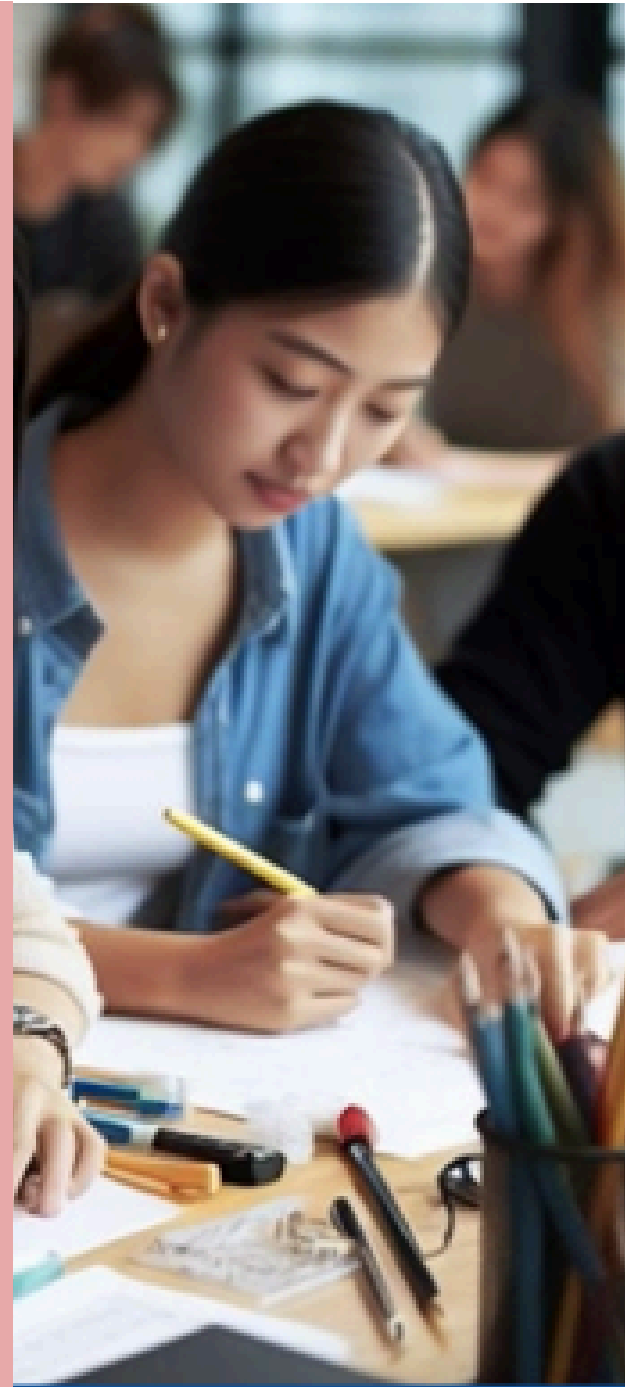
WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

After each class, students evaluate how much they felt engaged and energized by the different activities they performed.

AIM

Helps students become aware of which of their daily activities they feel truly involved in. The more deeply they dive, the more coherent their career design will be.

PREPARATION

Create an online resource where students can download the Good Time Journal.

IMPLEMENTATION

1. BRIEF (10 MIN)

1. Explain to students the difference between being engaged and energized by a task (in the annex);
2. Give them the GoodTime Journal;
3. Ask them to fill it after each class, focusing on the different activities performed;
4. You can show the QR-code in class, allowing your students to download the exercise template.



2. DEBRIEF (10 MIN)

Before the course concludes, tell students to share with you their Good Time Journal with a short text presenting eventual trends, surprises and insights

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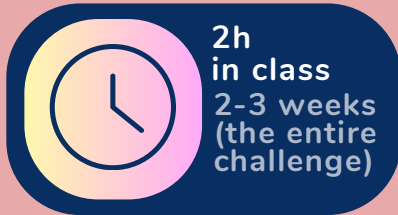
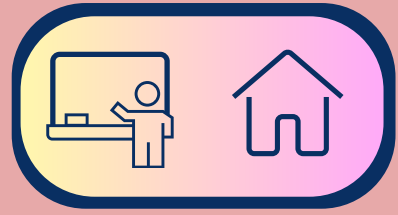
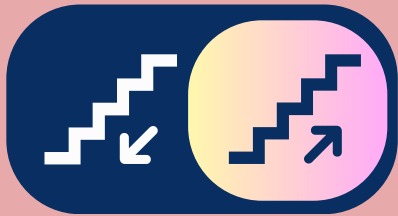
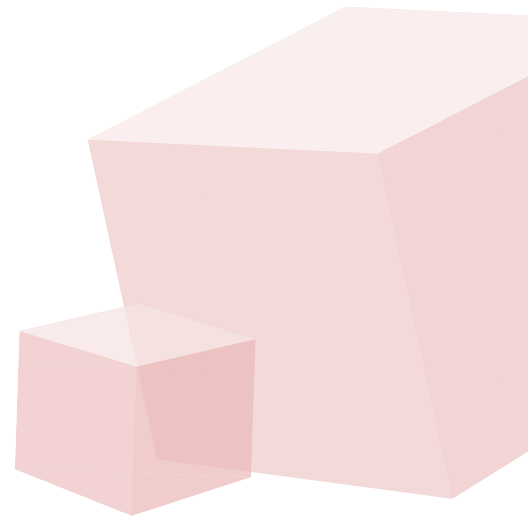
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LinkedIn Networking Activity

17



Diff.

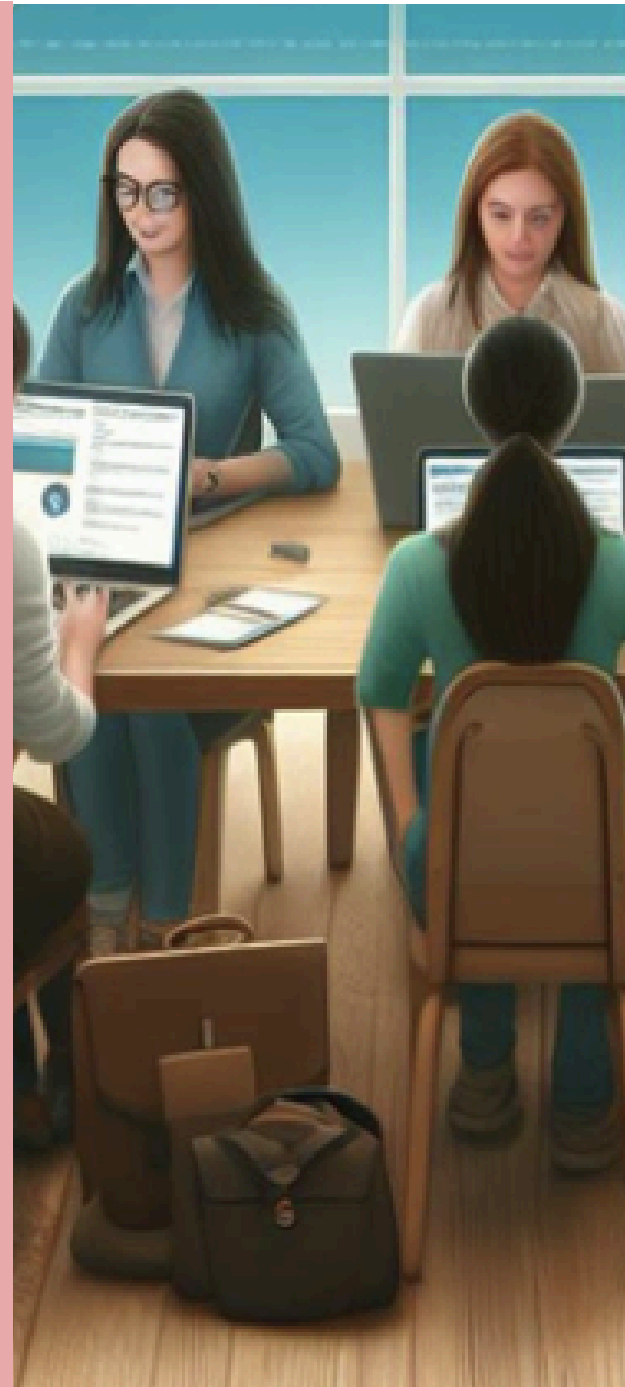
HOW?

WHERE?

WHO?

TIME

2h
in class
2-3 weeks
(the entire
challenge)



SHORT DESCRIPTION /CONTEXT

An exercise in which students proactively connect with industry professionals on platforms like LinkedIn and Goldenline. Networking with professionals provides students with a better understanding of industry expectations and the skills in demand.

AIM

The goal is to initiate conversations that explore the practical significance and career applications of specific subjects or topics, fostering a direct link between classroom learning and future professional life.

PREPARATION

Familiarize students with the benefits of connecting with industry professionals on platforms like LinkedIn and Goldenline. Make sure all students have profiles on LinkedIn/Goldenline. If not ask students to set them up for the next class.

IMPLEMENTATION

1. BRIEF (10 MIN)

Explain the LinkedIn Networking Activity's objectives, emphasizing the aim to connect with at least three industry professionals within a specific field. Encourage students to set personal goals for what they hope to gain from these connections.

2. ACTIVITY (20 MIN)

1. Show examples of professional profiles and discuss appropriate etiquette for connection requests and messages.
2. Instruct students to research professionals in their chosen field (e.g. field of study, areas connected with your subject or even topics covered within your classes. Ask them to send connection requests with personalized messages expressing their interest in learning more about the industry.
3. Tell students that for the next meeting (or set a specific date) they should prepare a 10-minute presentation summarizing their findings (retrospective).

3. DEBRIEF (45 MIN)

Encourage students to share insights gained, challenges faced and discuss the broader implications for their future careers. Have students reflect on how to build an educational and professional path based on the insights gained during the networking process.

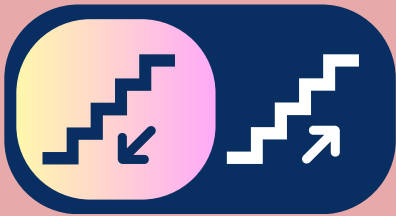
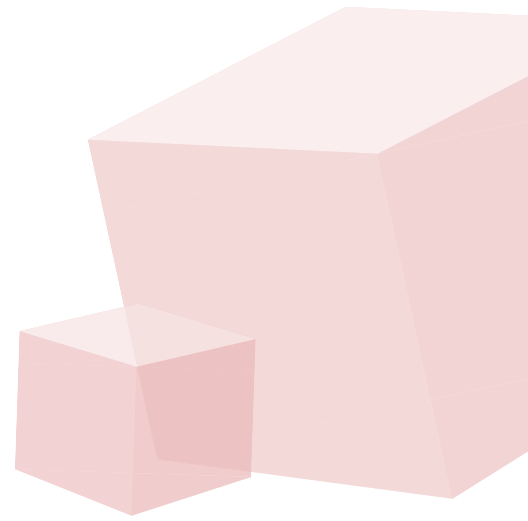
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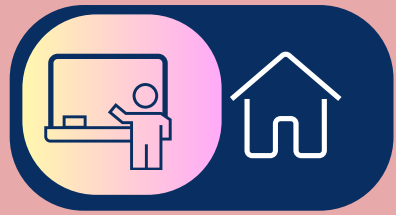
Personal Course 18 Box Development



Diff.



HOW?



WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

Involves students to design a product box for the subject, focusing on the personal benefits of learning the material. It requires understanding benefits, slogan creation and visual design, to encapsulate the value of the subject.

AIM

To enhance students' understanding of the subject's value proposition from individual perspective through the creation of a "*course/subject product box*".

PREPARATION

Develop a clear explanation of the task and its objectives and prepare a how-to document for guidance.

IMPLEMENTATION

1. BRIEF (5 MIN)

Introduce the activity by explaining its goal: to creatively express the value proposition of the subject from individual perspective (interests, plans for the professional future). Provide guidelines and a how-to develop subject's product box.

2. SCENARIO FOR STUDENTS (20 MIN) after syllabus presentation

1. List the perceived benefits of learning the subject from your individual perspective. The focus should be on valuable outcomes rather than specific topics.
2. Develop a catchy slogan that encapsulates the subject's value proposition for you.
3. Draw an image that represents the subject matter/benefits and combine the identified benefits, slogan, and image to design a personal subject box.

3. DEBRIEF (15 MIN)

Select students for 3 min presentation of personal subject box. Discuss how this activity has altered or enhanced the students' understanding of the subject's value from their individual perspective.

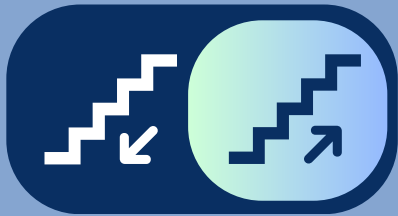
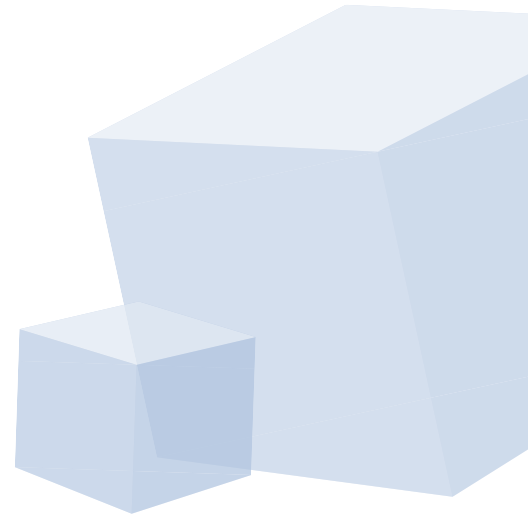
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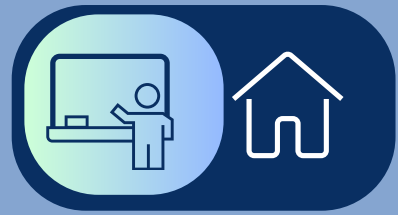
Case Study 2



Diff.



HOW?



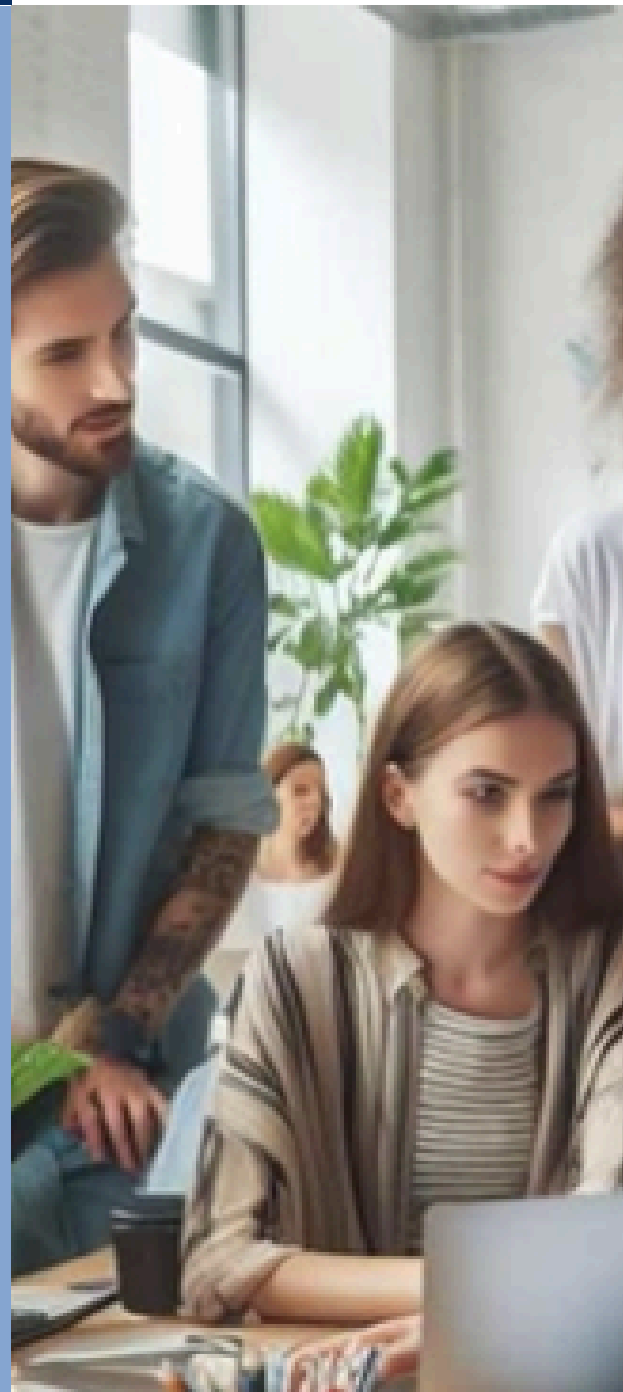
WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

A case study entails a thorough analysis of a specific person, group, occasion, establishment, or phenomenon to comprehend its dynamics, context, and outcomes.

AIM

A case study's goal is to offer an examination of a particular situation, advancing knowledge, and real-world application by analysing the factors, relationships, and processes involved.

PREPARATION

The teacher presents the case study, its context and its relevance

IMPLEMENTATION

1. BRIEF (10 MIN)

The teacher clearly states the goals or research questions.

2. ACTIVITY (140 MIN)

1. The teacher outlines the study's research strategy.
2. The students gather data which may contain pertinent material.
3. Find important trends, themes, and insights.
4. Students highlight the relevant aspects and conclusions of the case study.

3. DEBRIEF (30 MIN)

Gather feedback from students regarding their experience and assess the effectiveness of the activity.

Teach-BEASTs

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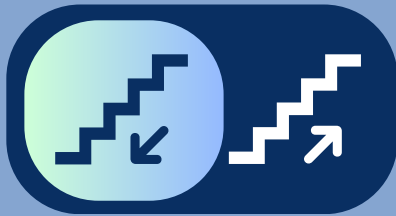
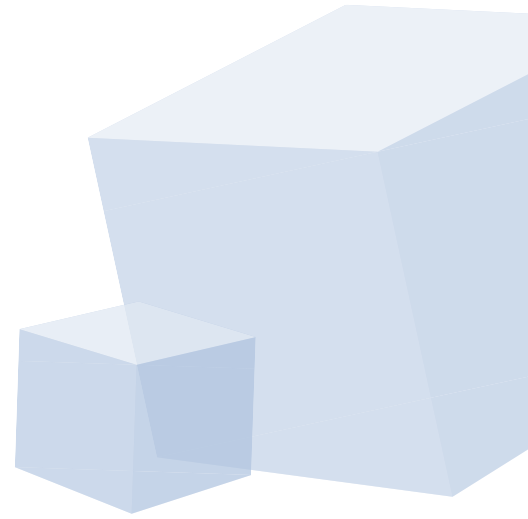
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Explanation of Roles

via YouTube Videos

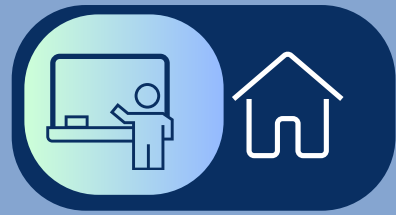
2



Diff.



HOW?



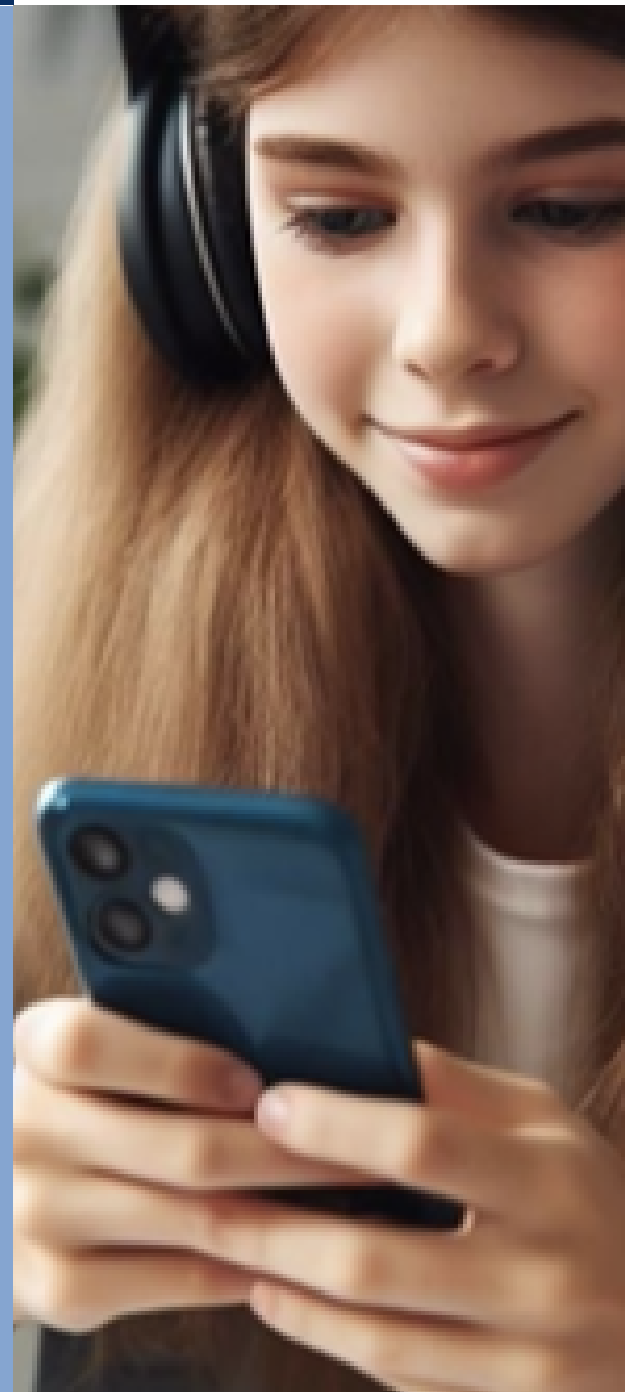
WHERE?



WHO?



TIME



SHORT DESCRIPTION/ CONTEXT

When you identify a relevant role for a program segment, utilize online resources to display expert videos explaining their work, features, typical day. Follow with a brief discussion.

AIM

Provide students with details about course-related roles, present the needed competencies to perform them, and how the course supports the development of the mentioned competencies.

PREPARATION

1. Explain students the main roles they may take on in the professional field;
2. Connect them with the topics of the subject.;
3. Whenever an opportunity arises to delve into a role, search online resources for videos that explain that role.
4. To search for the video, you can use YouTube with keywords like “*What does a/an*” + **job role** + *do?*”;
5. Choose a video that explains it in the clearest and most precise manner possible.
6. Make sure that subtitles are available and correct.

IMPLEMENTATION

1. ACTIVITY (15 MIN) /depending on the video duration/

Present the video

2. DEBRIEF (15 MIN)

Proceed with a brief discussion that explores the following themes:

- skills and competencies required to attain that role;
- how does the course contribute to developing the highlighted skills;
- a possible path to take to strengthen the highlighted skills.

Teach-BEASTs

Teaching to BE Aware Students project

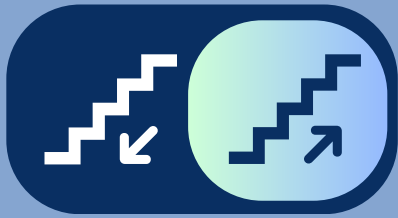
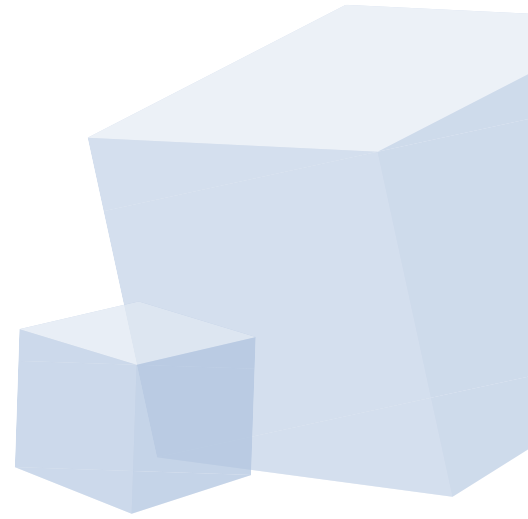
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PILLS

Industry Insight Activity

23



Diff.



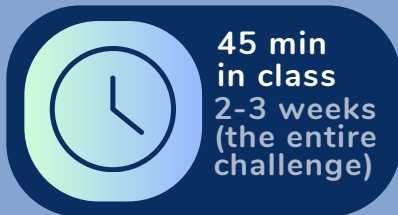
HOW?



WHERE?



WHO?



45 min
in class
2-3 weeks
(the entire
challenge)

TIME



SHORT DESCRIPTION /CONTEXT

An exercise in which students analyse descriptions of jobs in which they might work after graduation. The perspective of the analysis is to show the link between the content of the subject and the real challenges in the industry.

AIM

The aim of this exercise is to show that the content of the taught subject is needed in the labour market. The realisation that the subject is valuable (even though it often seems unrelated to either the market or the field of study) will increase the commitment of both parties, i.e. the students and the teacher.

PREPARATION

Based on the graduate profile, the teacher prepares descriptions of the most popular professions for the field of study, taking into account the content taught. Descriptions can be created on the basis of an analysis of the profiles of professionals from the industry, the teacher's domain knowledge, professional experiences gained outside the university, personal interviews with professionals or a literature review.

IMPLEMENTATION

1. BRIEF (10 MIN)

The teacher encourages critical and in-depth analysis of the prepared materials and students' own supplementary online research.

2. ACTIVITY (20 MIN)

- Divide students into groups of 3-4 and assign each group one of the prepared descriptions. As a result of the analysis, each group should prepare the content of a practical task that can serve as an example for future students.
- Students familiarise themselves with the job descriptions, looking for additional material on the Internet if in doubt or asking the teacher to elaborate.
- Students discuss in groups how what they are learning / what is included in the subject programme is relevant to the job role being analysed.

3. DEBRIEF (15 MIN)

Encourage students to share the conclusions of their analysis. Then ask the group representatives to present a task they have developed that cannot be solved without the knowledge/ skills/ competences gained from learning that particular subject.

Teach-BEASTs

Teaching to BE Aware Students project

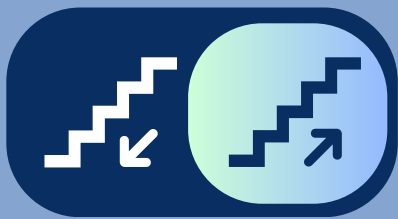
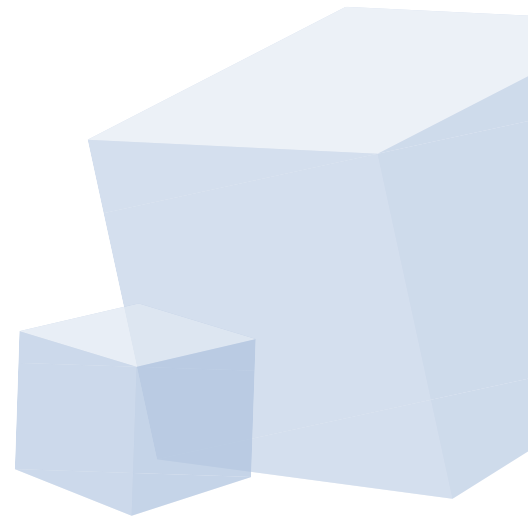
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Interview Preparation

24



Diff.



HOW?



WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

In this exercise, students are asked to prepare a list of questions for a respected industry professional that they would like to ask given the opportunity to have a conversation/interview

AIM

By formulating questions for a professional, students will be able to reflect on their doubts about their future profession and chosen industry. For the teacher, it will be an opportunity to understand the students' level of professional awareness.

PREPARATION

Prepare guidelines on rules for formulating valid questions and a sample list of properly formulated questions.

IMPLEMENTATION

1. BRIEF (10 MIN)

Explain to students the principles of preparing a semi-structured interview. Ask students to choose a recognisable industry professional with whom they would like to interview about his/her career development.

2. ACTIVITY (40 MIN)

1. Divide students into groups of 3-4. Each group has the task of preparing as many questions as possible. All questions should be written on sticky notes. The teacher helps to categorise the questions.
2. Choose together (e.g. by voting) about 10 questions open-ended questions about the careers and educational experiences of the professional that are the most relevant. Check if questions are simple, clear, and concise.

3. DEBRIEF (10 MIN)

Write with students a guide that you can refer to during the interview to keep the focus (introduction, order of questions, acknowledgments).

Teach-BEASTs

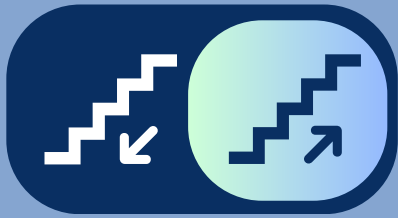
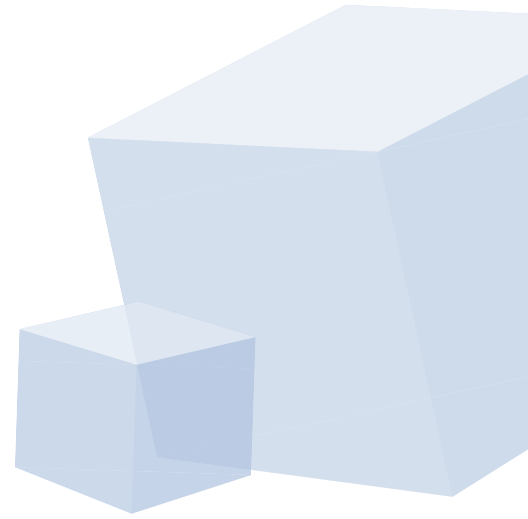
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Interview with Professionals

25



Diff.



HOW?



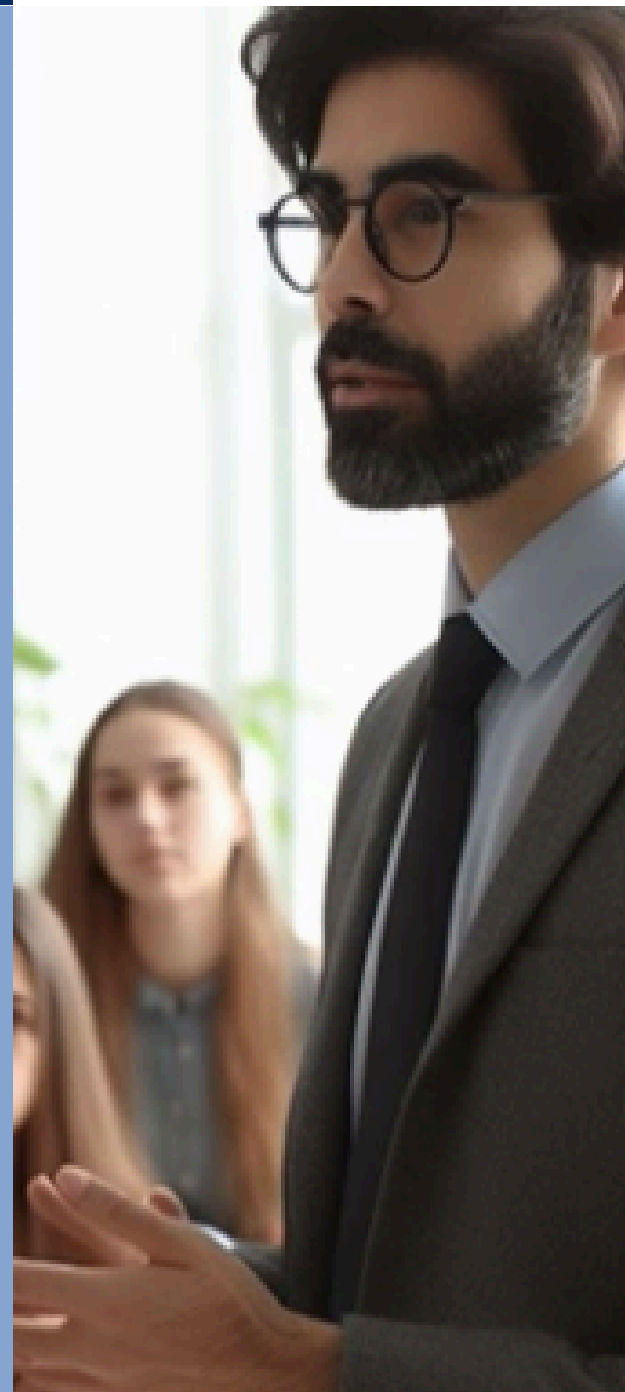
WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

Inviting a professional into the classroom breaks up the monotony of the class and provides opportunities to demonstrate the market relevance of the content being taught.

AIM

A semi-structured interview helps to clarify, better understand and explore the opinions, behaviors, and experiences of professionals. The questions in the interview are open-ended questions, allowing students to gather detailed information that will allow them to better plan their careers in the future.

PREPARATION

Contact the selected professional a few days in advance and confirm the date and time. Make sure the respondent understand the purpose of the interview. Make sure that the room arrangement is suitable for a facilitated discussion. Check the microphone and the recording equipment (you can ask someone from the technical department to help you).

IMPLEMENTATION

1. BRIEF (10 MIN)

Encourage active participation in the discussion and frankly ask questions. Emphasise that the professional will be keen to share their knowledge and experience of their profession.

2. ACTIVITY (50 MIN)

1. *Presentation of the invited professional.* Present the professional profile of the interviewee in a few sentences. Introduce the purpose of the interview, stressing its importance for building students' professional awareness. Inform the guest that the interview will be recorded.
2. *Question session.* Invite the selected student to ask questions according to the prepared scenario. Ask students to ask follow-up questions (if there are none, ask additional questions yourself).

3. DEBRIEF (30 MIN)

Make sure all questions have been asked. Explain again how you will use the recorded interview. Ask students to prepare a short one page summary with the most important conclusions from the interview.

Teach-BEASTs

Teaching to BE Aware Students project

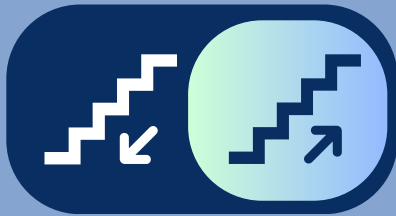
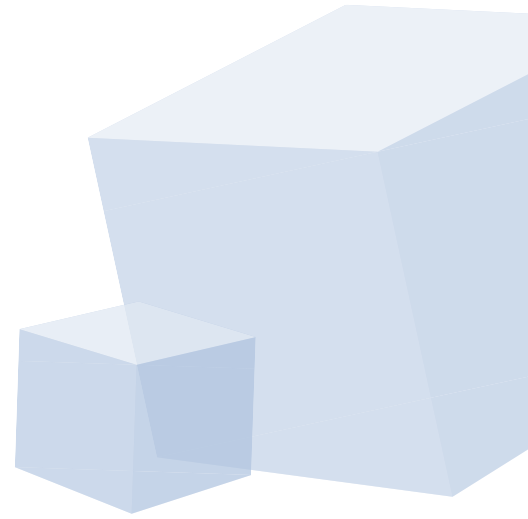
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Post Interview Analysis

26



Diff.



HOW?



WHERE?



WHO?



60 min
in class
2 weeks
(the entire
challenge)

TIME



SHORT DESCRIPTION /CONTEXT

Analysis of interviews with professionals based on students' live participation in the event or on the basis of a pre-recorded interview.

AIM

Analysing the results of the interview according to the guidelines prepared by the academic teacher will allow for a better understanding of the requirements of the job and the relevance of the content taught at the university. The preparation of the report will also allow students to better prepare for the writing of their bachelor's/master's thesis.

PREPARATION

Prepare a report template and describe the areas to be analysed.

IMPLEMENTATION

1. BRIEF (10 MIN)

Explain to students why it is important to analyse an interview with a professional and the benefits they will gain from preparing an insightful report.

2. ACTIVITY (50 MIN)

- *Report preparation.* Divide students into groups and ask them to prepare a summary of the interview. Assign each group a different topic, e.g. professionals' views on education, knowledge needed to work in the chosen sector, first job experience, and career plans.
- *Presentation of results.* Each group presents the main conclusions of their analysis, focusing on the practical recommendations made by the experts on time at university. Save the report and the presentation of each group in the repository.

3. DEBRIEF (60 MIN)

Reflect on the thematic scope of the subject you are teaching and the way the knowledge is delivered in relation to the content of the interview. Make the interview and reports available to colleagues and faculty authorities so that they can go deeper into the results and use the data to make decisions.

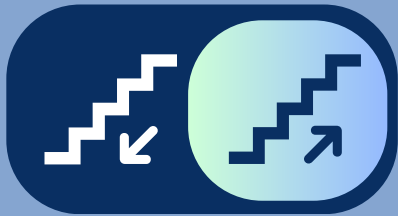
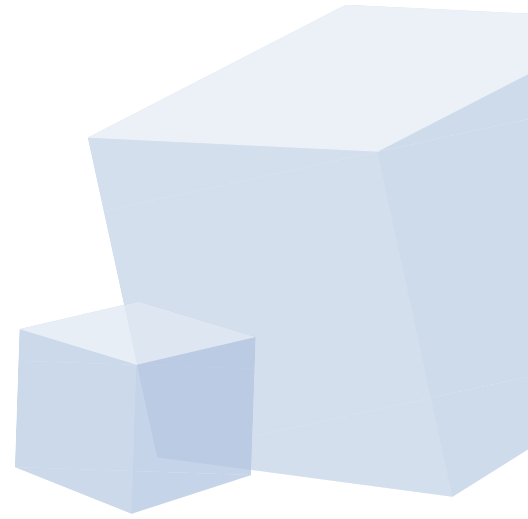
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LinkedIn Profile Activity



Diff.



HOW?



WHERE?

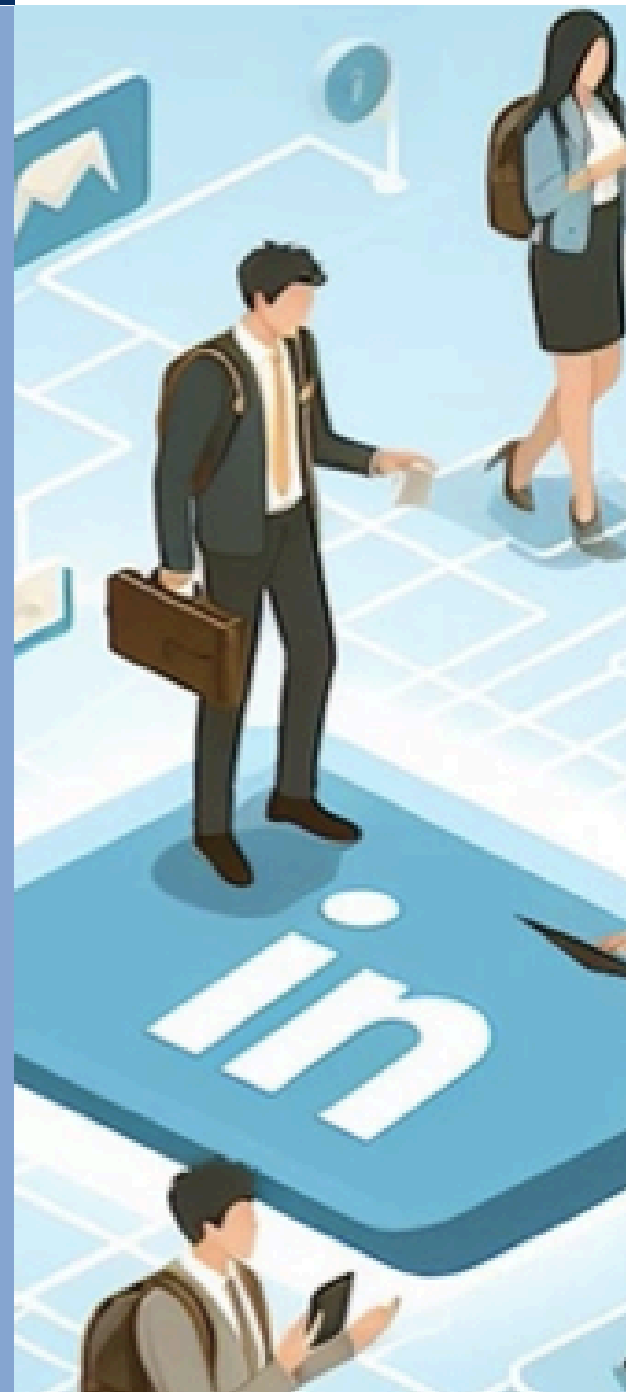


WHO?



60 min
in class
1 week
(the entire
challenge)

TIME



SHORT DESCRIPTION /CONTEXT

In this activity, students are encouraged to create LinkedIn profiles, showcasing the skills and knowledge gained from the specific course or topics covered in the course. Creating future specialist profiles, students are actively shaping their professional identities.

AIM

To reflect on how students can practically apply the knowledge gained in the course in their future professional life.

Emphasizing the skills and knowledge acquired from the course, students will tailor their profiles to reflect their expertise and aspirations.

PREPARATION

Prepare short guidelines on the key elements of an effective LinkedIn profile.

IMPLEMENTATION

1. BRIEF (10 MIN)

Outline the aim of the LinkedIn Profile Activity, emphasizing the goal of creating profiles that reflect students as specialists in their future field. Encourage students to set specific objectives for what they want to achieve with their profiles.

2. ACTIVITY (20 MIN)

- Encourage students to reflect on the skills and knowledge acquired during the course/ implementation of a specific topic. Discuss how these elements can be highlighted in their LinkedIn profiles to position them as specialists in their chosen field.
- Ask students to create their LinkedIn profiles highlighting the knowledge, skills they have acquired in the course by the next class (or set another date). Emphasize that they need to define the unique attributes, values and skills that make up their personal brand, so the profile can also represent knowledge and skills gained from other courses completed during their studies.

3. DEBRIEF (30 MIN)

Encourage students to share their newly created LinkedIn profiles and discuss the broader implications for their future careers.

Teach-BEASTs

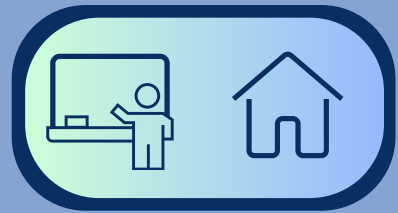
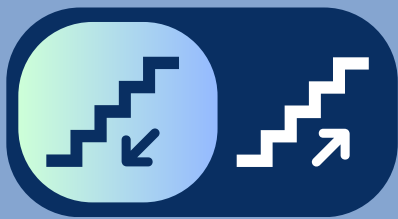
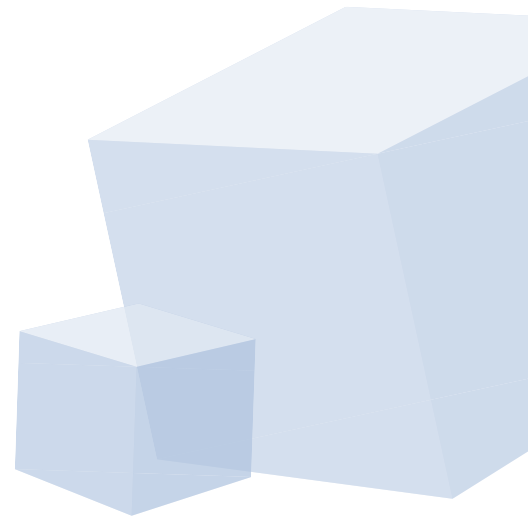
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Linking Hard and Soft Skills

28



Diff.

HOW?

WHERE?

WHO?

TIME



**SHORT
DESCRIPTION
/CONTEXT**

Deeply clarify what job/competence is desired and discover what soft skills are necessary to be an excellent professional

AIM

Introduce students to the need of hard and soft skills at work

PREPARATION

Equipment to access the internet.

IMPLEMENTATION

1. BRIEF (5 MIN)

Explanation of the activity

2. ACTIVITY (50 MIN)

- Select a specific job/theme;
- Search for the chosen theme
- Repeat again, for subthemes
- Go for Chat-GPT and ask questions for:
- What soft skills are necessary to master the selected matters?
- What soft skills are complementary to the hard skills?
- Explore the soft skills emerged.
- Write a easy to follow “story” linking hard and soft skills to be an excellent professional
- “Submit” this story to Chat-GPT asking for comments

3. DEBRIEF (5 MIN)

Open discussion

Teach-BEASTs

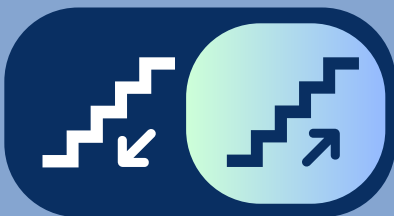
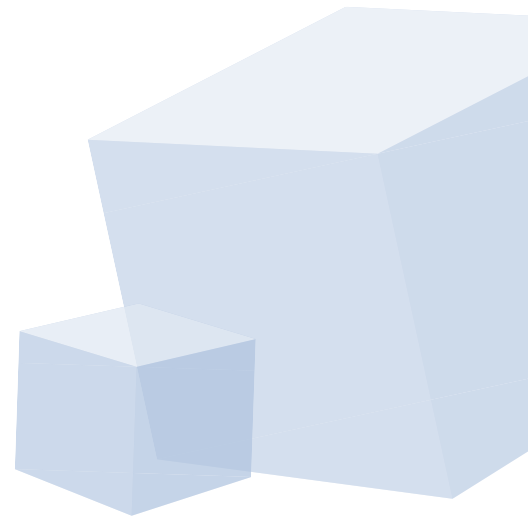
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Present Real Problems in Companies

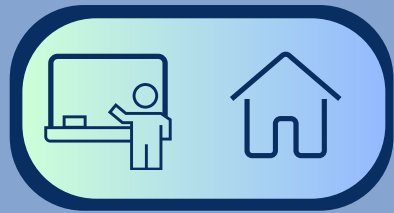
29



Diff.



HOW?



WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

Organize an activity or session to bring attention to a real problem in a company to engage students in finding solutions.

AIM

Presenting real problems in companies can be an effective way to raise awareness and drive innovation, combines theory with practical application, and promotes critical thinking and problem-solving skills.

PREPARATION

Identify a real problem within the company that needs attention.

IMPLEMENTATION

1. BRIEF (10 MIN)

Define the objectives you aim to achieve by presenting the problem

2. ACTIVITY (140 MIN)

- Students collect relevant data and information to support the case.
- Students look for underlying issues or factors contributing to the problem and consider potential solutions.
- Students structure a presentation considering: causes, impact, and proposed solutions.

3. DEBRIEF (30 MIN)

Gather feedback from students regarding their experience and assess the effectiveness of the activity.

Teach-BEASTs

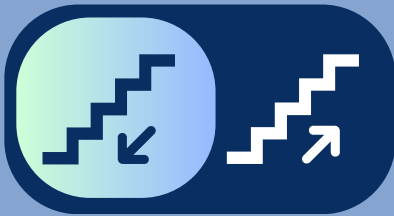
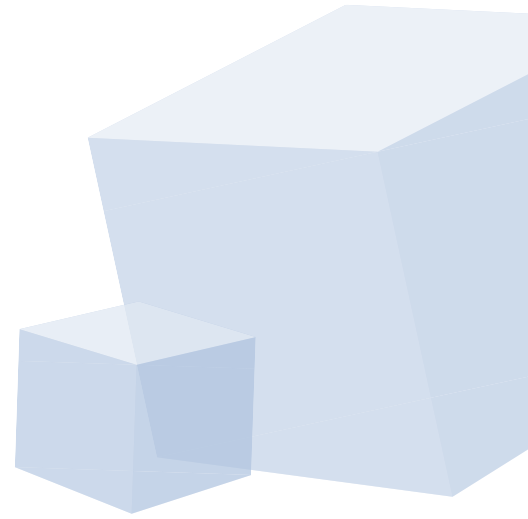
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Sharing Personal Experience

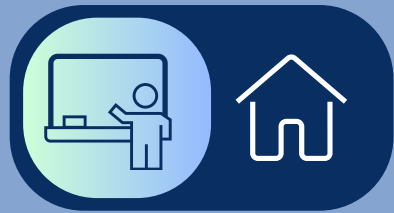
20



Diff.



HOW?



WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

Present to the students a specific event from your professional life that can generate subsequent reflection on what it means to perform a specific job.

AIM

Give students a concrete example of what it means to carry out a particular type of work, emphasizing its responsibilities and the main associated activities.

PREPARATION

Think about one of your past work experiences that can be inspirational for students to understand a specific job role and its competencies.

IMPLEMENTATION

1. ACTIVITY (10 MIN)

Present it.

2. DEBRIEF (20 MIN)

1. Engage a discussion;

2. Reflection:

- *Which aspects impressed you the most?*
- *What skills do you believe are essential?*
- *What have you understood about the personal characteristics and qualities required?*
- *What challenges might you encounter while trying to acquire that skills and what strategies could you adopt to overcome them?*
- *Have you identified any weaknesses in your current preparation?*
 - *What could you do to address these gaps?*
- *Have you noticed any similarities between your current path and the one described?*
- *What steps could you take to move closer to this career?*
- *What have you learned from the work experience that you could apply in other situations?*

Teach-BEASTs

Teaching to BE Aware Students project

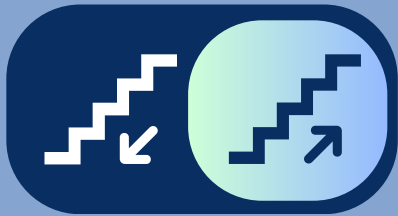
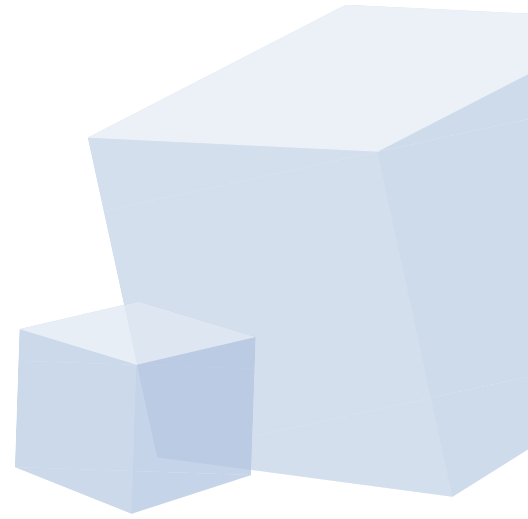
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Social Media Challenge

21



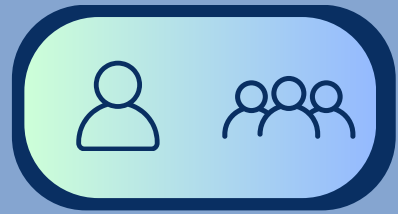
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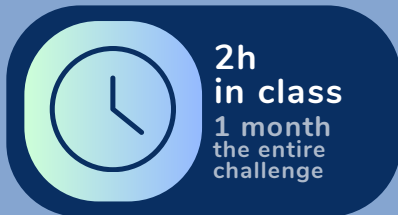
HOW?



WHERE?



WHO?



2h
in class
1 month
the entire
challenge

TIME



SHORT DESCRIPTION /CONTEXT

Are you a college student looking to supercharge your career development? Join the #CareerBoostChallenge to learn valuable skills, set goals, and compete with fellow students for fantastic prizes! This engaging social media challenges combines fun, gamification, and personal growth to help you take your career to the next level.

AIM

Gamification exercise to engage students about career development .

PREPARATION

Research on characteristic of target social media. Understand trendy hashtags and videos of the platform.

IMPLEMENTATION

1. BRIEF (30 MIN)

Presentation:

The teacher presents the social media platform, its context and its relevance

2. ACTIVITY (30 MIN)

Instruct students to:

- Create a TikTok video showcasing your career development goals and aspirations. Use the hashtag #CareerBoostChallenge in your video caption.
- In the video, share one specific career goal you want to achieve. Whether it's landing an internship, improving your networking skills, or mastering a new software tool, be specific.
- Share a creative and actionable plan for achieving your goal. This could involve setting milestones, attending workshops, or even creating a vision board.
- Challenge at least three friends or fellow college students in your video to participate in the #CareerBoostChallenge. The more participants, the better!
- Use music and editing to make your video engaging and inspiring.
- Tag and follow the challenge organizers' account for updates and inspiration.
- Encourage viewers to like, comment, and share your video to spread the word about the challenge.
- Video with most interaction will gain a prize.

3. DEBRIEF (60 MIN)

After the challenge, facilitate a class where the most creative videos are shown. Assign a winner of the challenge in based on a specific criteria (e.g. views, like, comments). Use the videos to open discussions on career goals

Teach-BEASTs

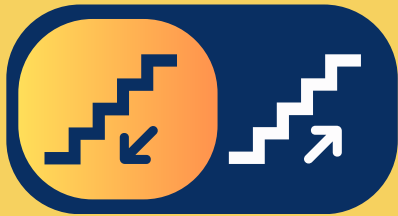
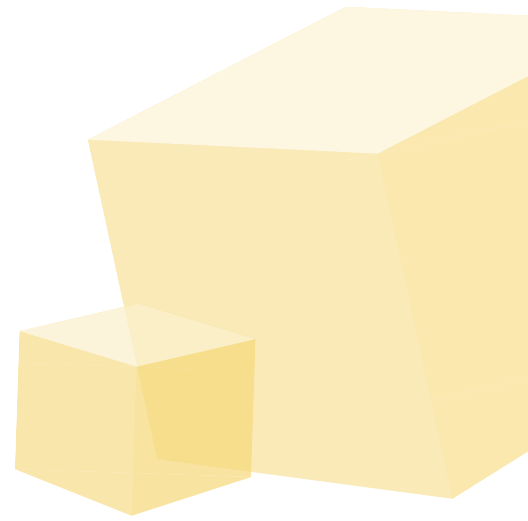
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My Major, My Professional Future!

3



Diff.



HOW?



WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

Having a vision on how professional life can look like at possible occupations after graduation from specific major may significantly increase students' involvement and help in planning education pathway.

AIM

Individual exercise on learning and understanding “*What is a labour market potential related to major I’ve selected?*”

PREPARATION

Familiarize yourself with ChatGPT and its capabilities. Prepare guidelines for the activity and the ChatGPT prompts.

IMPLEMENTATION

1. BRIEF (5 MIN)

Explain ChatGPT potential in exploring career paths and how it will help students to connect learning to their dream careers.

2. ACTIVITY (20 MIN)

- Ask ChatGPT to act as a head-hunter and list possible occupations related to your major.
- Prepare a summary with potential job titles/occupations.
- Choose 3 occupations from the list that align with your interests and future plans.
- Write second prompt for each selected occupation, asking ChatGPT to describe typical daily activities.
- Prepare a summary of insights and develop a one-minute pitch about the occupation that resonates the most with your interests.

3. DEBRIEF (15 MIN)

- Ask students to share their pitches and facilitate a discussion.
- Encourage students to reflect on how the activity helped them understand how the selected job roles align with their interests, academic learning and future plans.

Teach-BEASTs

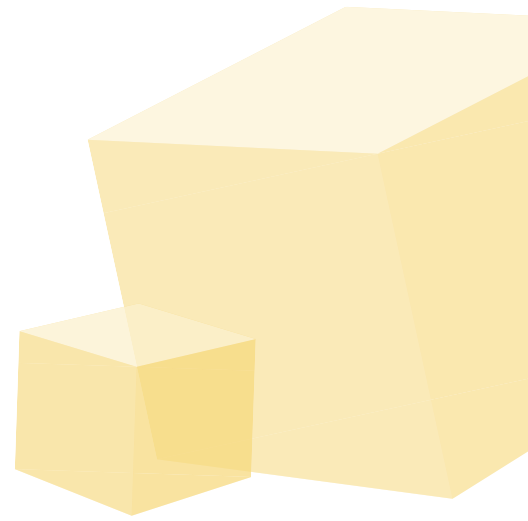
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Job Posting Analysis

3 2



Diff.



HOW?



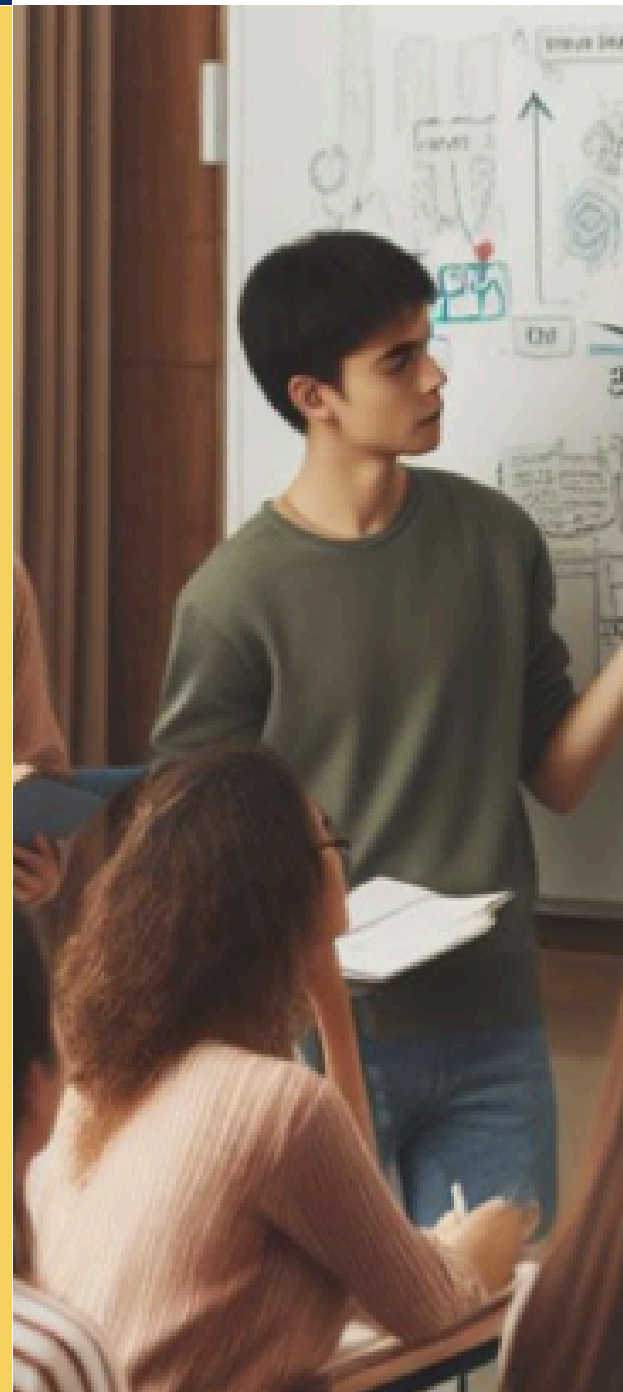
WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

Analysis of job postings for course-related positions, with a particular focus on role descriptions, experience, required qualifications, and requested skills.

AIM

Help students to understand the required qualifications and skills for course-related job roles, offering advice on achieving them.

PREPARATION

- Identify the main job profiles relevant to the subject;
- Search for job advertisements for each of them to discuss them in detail (you can use LinkedIn).

IMPLEMENTATION

1. BRIEF (5 MIN)

Explain the importance of the activity, its value and the main points students should concentrate on.

2. ACTIVITY (5 MIN)

Present the job advertisement found.

3. DEBRIEF (15 MIN)

Initiate a discussion to analyse the key aspects. The focus should remain on the key features of the job that emerge, such as:

- the main tasks expected to be performed;
- the essential characteristics and knowledge required;
- the background needed to apply for the position.

Map out a recommended pathway to pursue if one wants to enter that career;

Provide advice on how to properly prepare in order to match the profile sought by companies.

Teach-BEASTs

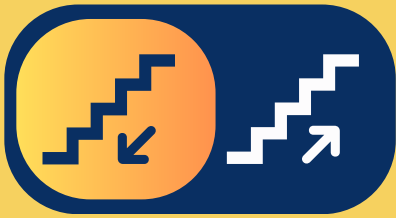
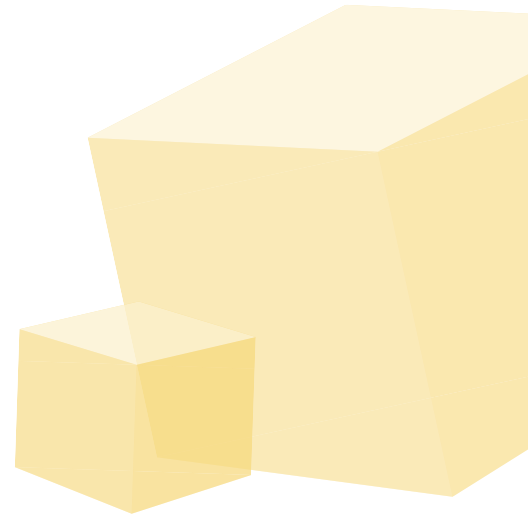
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Providing info about online resources

33



Diff.



HOW?



WHERE?



WHO?



TIME



**SHORT
DESCRIPTION
/CONTEXT**

Create a brief presentation outlining the main online resources where students can find information about the key job roles associated with the subject discussed in class.

AIM

Provide students with detailed information on how to access online resources about the course-related job roles, including websites or organizations to consult and what to pay attention to.

PREPARATION

1. Identify the main job roles related to the subject.
2. For each job role, prepare a slide containing useful online resources.

Examples:

- Professional associations (resources and information for those looking to enter their career);
- Specialized job sites (e.g., LinkedIn, Indeed or Glassdoor – they provide an overview of open positions, required skills, and responsibilities associated with the role);
- Academic resources (e.g., journals in the field – they offer theoretical and practical insights into the profession);
- Webinars and online conferences (online events that can provide up-to-date information on the latest trends, challenges, and skills required in the industry);
- Online educational resources (e.g., online courses, tutorials, instructional videos, or interactive learning modules - that cover key aspects of the identified topic)

3. It's important always to evaluate the quality and reliability of online resources.

IMPLEMENTATION

Present and provide access to slides that have been prepared.

Teach-BEASTs

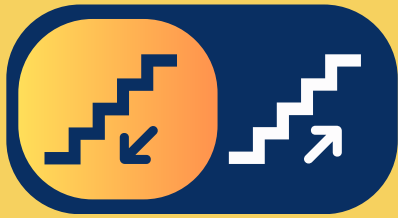
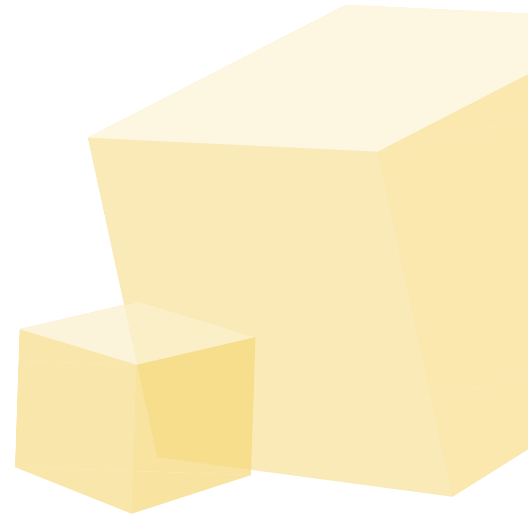
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Seminar with Alumni

3 4



Diff.



HOW?



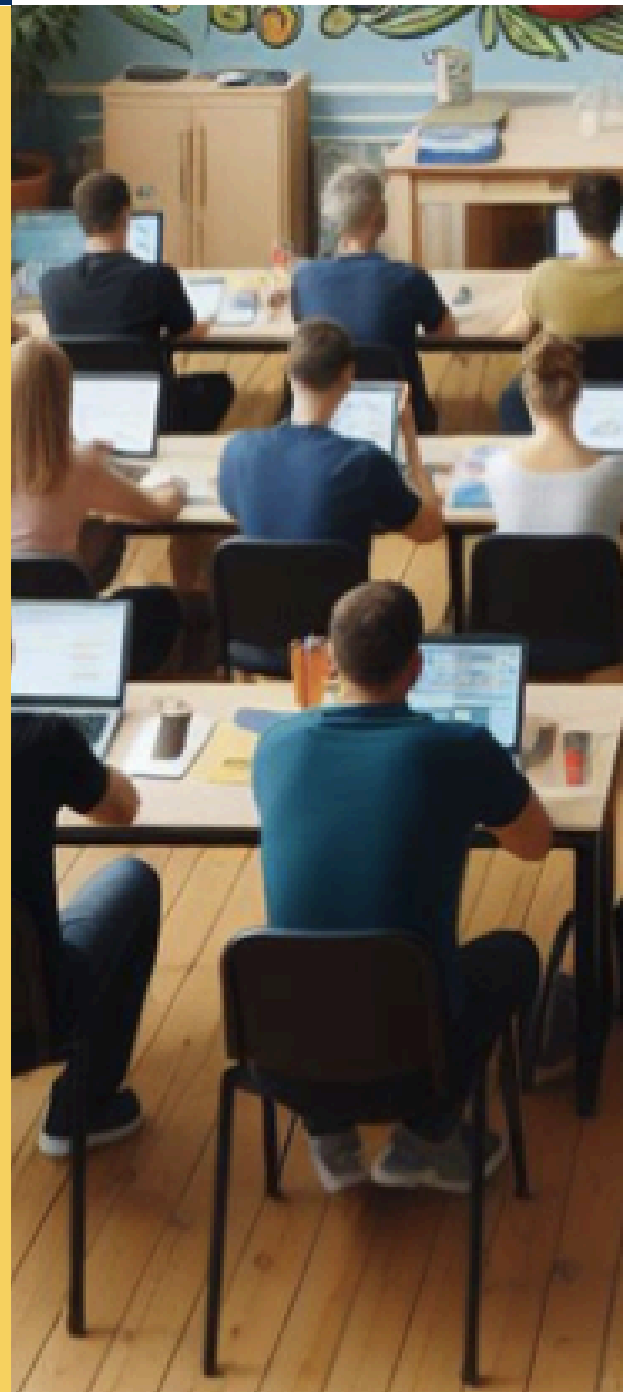
WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

Event where former alumni are invited to share their professional experiences, insights, and advice with students. It can be organized as a part of an additional event alongside regular classes.

AIM

Enhanced professional awareness, exposure to diverse career paths, insights into industry trends, networking opportunities, and inspiration for future career choices from alumni success stories.

PREPARATION

Search: identify possible former students for the activity either from personal contacts or via university administrative offices

Schedule: plan the event within a regular class. Possibly at the end of the course to give students the opportunity to have a better knowledge of the subject and ask questions related to the objective of the course

IMPLEMENTATION

1. BRIEF (30 MIN)

Ask students to research information on the professional profile who is presenting, prepare questions for the day, and moderate the session.

2. ACTIVITY (120 MIN)

Introduce the speaker and provide tools to present.

3. DEBRIEF (30 MIN)

Reflection: ask students to reflect on the seminar and provide a short summary of the learnings.

Appreciation: Express gratitude to the company for hosting the visit and send thank-you notes on behalf of the class.

Evaluation: Gather feedback from students regarding their experience and assess the effectiveness of the activity in meeting the learning objectives.

Teach-BEASTs

Teaching to BE Aware Students project

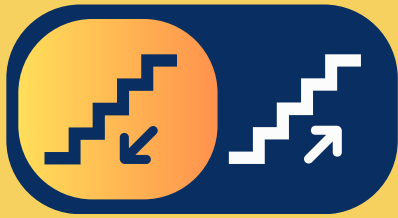
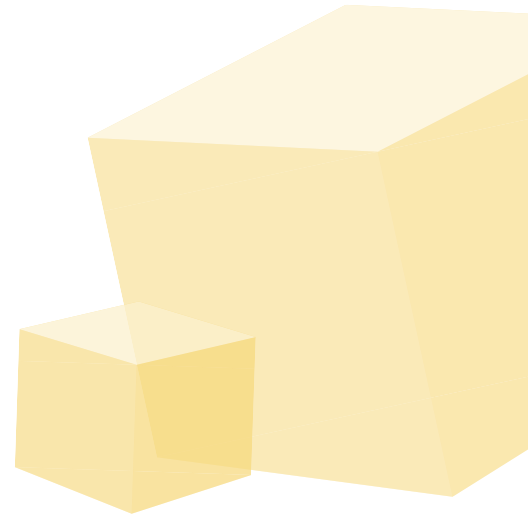
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Subject in Professional Profiles Activity

3
5



Diff.



HOW?



WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

An exercise in which students analyse the careers of professionals working in occupations related to their chosen field of study. Understanding the market relevance of the taught content will ultimately increase students' engagement during the learning of the selected subject.

AIM

The aim of this exercise is to show that the study plan and the content of the various subjects are linked to the labour market. And although this may seem difficult for students to believe, most of the content taught is linked to the skills and qualifications required by employers.

PREPARATION

Prepare a list with the names of professionals in professions related to the graduate's profile. Don't limit students, but keep it handy in case they have problems identifying the profiles of professionals.

IMPLEMENTATION

1. BRIEF (10 MIN)

Explain to students the purpose of the task. Prepare a template for the presentation of the collected results. Emphasise that most valued professionals have a formal uni education and appreciate the benefits of their time at university and the knowledge and contacts gained there.

2. ACTIVITY (30 MIN)

- Divide students into groups of 3-4 people. Let each group search for the professional whose profile they are going to analyse.
- Indicate to the students the questions they are to answer, i.e. *1) Have the professionals studied subjects similar to the subjects they are currently studying; 2) Which skills and qualifications are mentioned as key from a professional perspective and are covered in the curriculum; 3) Which professional duties would be difficult to perform without prior study?*
- Ask each group to prepare for the next class a short presentation according to the template provided with the most important findings.

3. DEBRIEF (20 MIN)

Encourage students to frankly share the results of their analysis. Ask students to discuss the relevance of the content taught, particularly in discussions with junior colleagues.

Teach-BEASTs

Teaching to BE Aware Students project

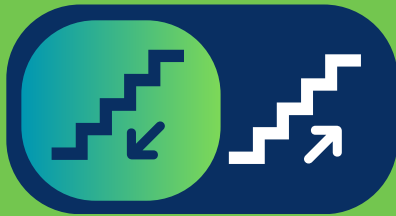
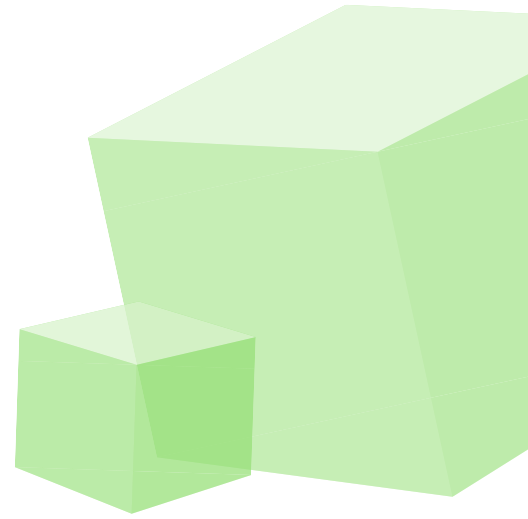
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Chat GPT Interview

4



Diff.



HOW?



WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

The teacher proposes a job identity to the students, who will have to interview ChatGPT as if it were a real person to get information about that job.

AIM

The aim is to increase the student's awareness of a certain role, as well as to provide them with a tool to do autonomous research on desired job profiles.

PREPARATION

During the lesson before the one in which this activity is performed, the teacher must inform his students that they will be conducting research on ChatGPT in the next lesson, so they will have to come with a computer, mobile device or tablet and having already registered on the site. In addition, the teacher must make sure that ChatGPT can provide a detailed and updated description of the roles he will propose.

IMPLEMENTATION

1. BRIEF (10 MIN)

In the classroom setting, the professor introduces a job profile that is relevant to the course content.

2. ACTIVITY (15 MIN)

Students, in groups of four, are then tasked to engage with ChatGPT as though it were an actual professional in that field, asking it specific questions.

The prompt the students should use to open the conversation is:

"Please assume the role of a [job role]. Throughout our conversation, I'll be asking you questions about our professional journey. Kindly provide detailed and accurate answers, drawing from your 'experience'."

Potential questions students might pose to ChatGPT include:

1. Can you describe a typical day in your role?
2. Which skills are most crucial for your profession?
3. Can you list the advantages and disadvantages of your job?"

3. DEBRIEF (10 MIN)

At the conclusion of the activity, the professor converses with the students about their research findings to obtain feedback on the activity conducted.

Teach-BEASTs

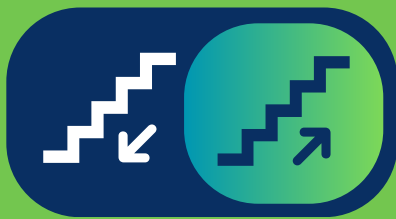
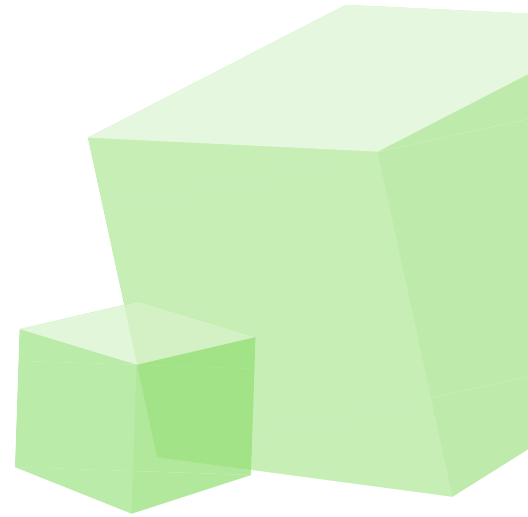
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One Day in a Company

4 2



Diff.



HOW?



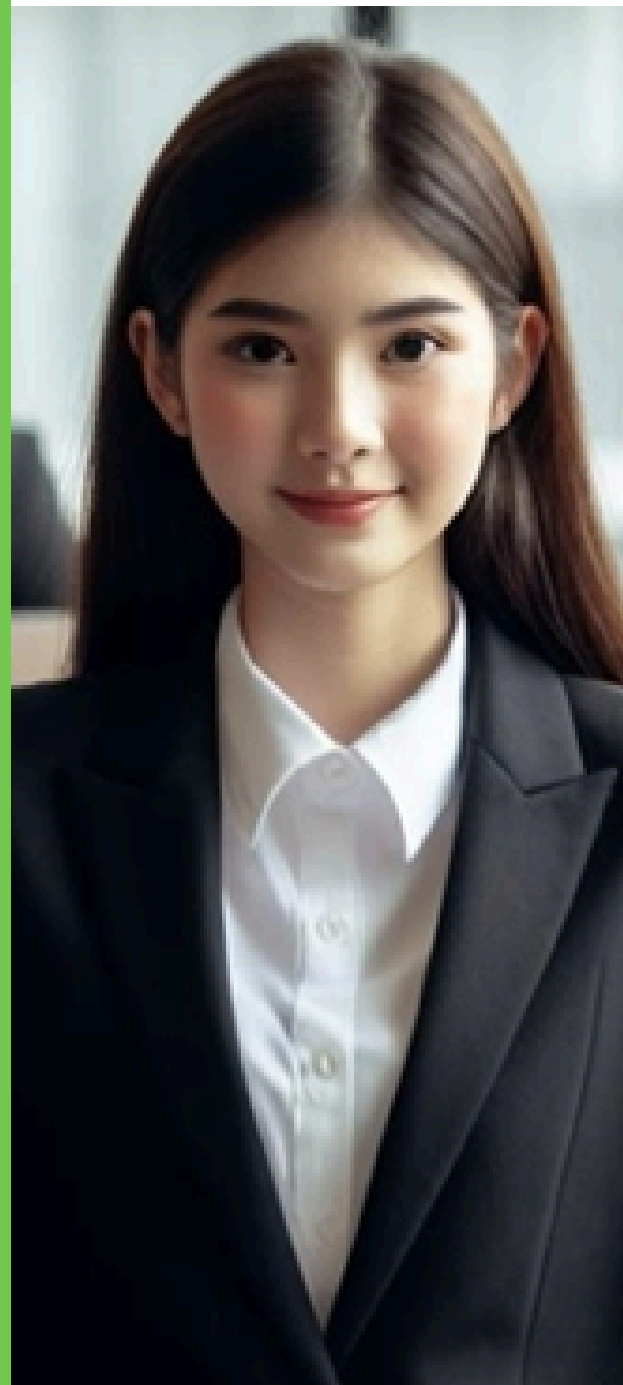
WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

An extra event where students visit a local company to observe its operations, interact with employees, and gain practical insights into the job market.

AIM

Increased professional awareness, exposure to real-world job practices, understanding of different roles and responsibilities, networking opportunities, and motivation for future career choices.

PREPARATION

Research: Identify local companies willing to host a class visit and ensure they align with the students' areas of interest.

Arrange Visits: Contact the responsible for the area aligned with class subject, explaining the purpose of the visit and requesting a suitable date and time for the activity.

IMPLEMENTATION

1. BRIEF (60 MIN)

In class, discuss the objectives of the activity, company background, and expected etiquette during the visit.

Questions and Expectations: Have students brainstorm questions they'd like to ask and encourage them to set personal learning goals for the visit.

2. ACTIVITY (180 MIN)

Visit Day: Upon arrival, meet with company representatives, introduce the students, and outline the schedule for the day.

Observations and Interaction: Allow students to observe various departments, interact with employees, and gain insights into different roles and responsibilities.

Reflection: After the visit, facilitate a group discussion to share experiences, discuss what they learned, and how it relates to their career aspirations.

3. DEBRIEF (60 MIN)

Reflection: ask students to reflect on the seminar and provide a short summary of the learnings.

Appreciation: Express gratitude to the company for hosting the visit and send thank-you notes on behalf of the class.

Evaluation: Gather feedback from students regarding their experience and assess the effectiveness of the activity in meeting the learning objectives.

Teach-BEASTs

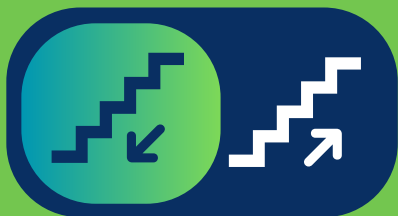
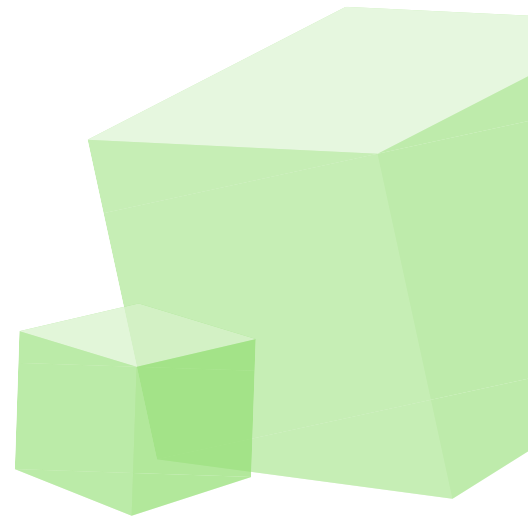
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Individual Reflection

4 3



Diff.



HOW?



WHERE?



WHO?



TIME



SHORT DESCRIPTION /CONTEXT

Present a professional profile to students, granting them time for independent research. This research is then shared in small group discussions. Ultimately, lead a discussion with the class.

AIM

Support self-reflection, foster awareness on a job role and develop critical thinking skills.

PREPARATION

Tell students to bring a laptop in the next lesson.

IMPLEMENTATION

1. BRIEF (5 MIN)

Present a professional role pertinent to the curriculum.

2. ACTIVITY (20 MIN)

Students are tasked to conduct online research about it. They should:

- identify the characteristic of the job role and the needed competences;
- define a roadmap to achieve that;
- share in groups to consolidate their findings and grasp different point of view and paths.

3. DEBRIEF (15 MIN)

Initiate a discussion. Pose this questions:

- *Was it easy to find the information to understand the nature of the role and the required competencies?*
- *What did you identify as main needed competencies?*
- *What are the milestones of yours roadmap (the path necessary to reach that role: exams to take, skills to develop, etc.)?*
- *Do you have any questions about the profile and the roadmap to achieve it?*

Teach-BEASTs

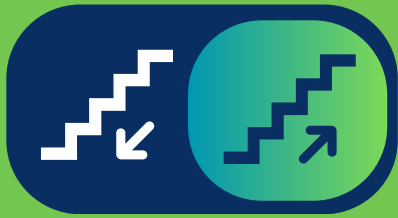
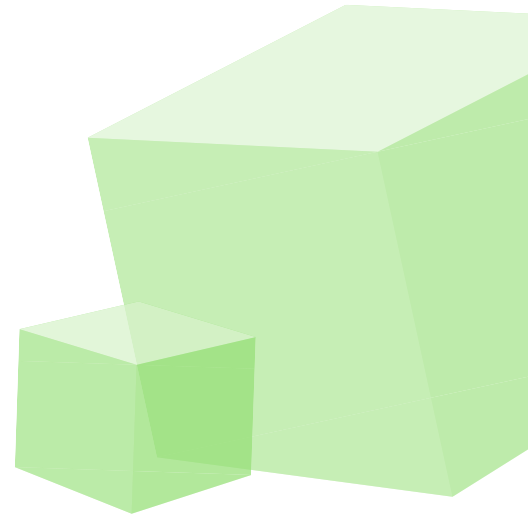
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LLMs Career Advisor

4 4



Diff.



HOW?



WHERE?



WHO?



4h
in class
1 month
the entire
challenge

TIME



SHORT DESCRIPTION /CONTEXT

LLMs are part of the education and professional system. This technology can provide information on various career paths, industries, and job roles for students. It can help students research potential careers, understand the qualifications and skills required, and explore different educational pathways.

AIM

Individual exercise on learning how to use new technologies (LLMs) for career development.

PREPARATION

Research: Identify local companies willing to host a class visit and ensure they align with the students' areas of interest.

Arrange Visits: Contact the responsible for the area aligned with class subject, explaining the purpose of the visit and requesting a suitable date and time for the activity.

IMPLEMENTATION

1. BRIEF (15 MIN)

Presentation: The teacher presents LLMs, its context and its relevance.

Research Objectives: The teacher clearly states the goals or research questions to be followed during the exercise.

Methodology: The teacher outlines the software characteristics and how it can be used.

2. ACTIVITY (30 MIN)

Process: The students use their own devices to individually learn more about their career path. Specifically, they will gather information on:

- **Resume and Cover Letter Assistance:** LLMs can assist students in creating or improving their resumes and cover letters. It can offer tips on formatting, language, and content to make these documents stand out to potential employers.
 - **Interview Preparation:** LLMs can simulate interview scenarios and help students practice their interviewing skills. It can provide common interview questions, tips on how to answer them effectively, and feedback on responses.
 - **Networking Advice:** LLMs can offer guidance on building professional networks, including strategies for connecting with alumni, professors, and industry professionals. It can also provide tips on using LinkedIn and other networking platforms effectively.
- Observations and Interaction:** Allow students to observe various departments, interact with employees, and gain insights into different roles and responsibilities.

3. DEBRIEF (15 MIN)

After the visit, facilitate a group discussion to share experiences, discuss what they learned, and how it relates to their career aspirations.

Teach-BEASTs

Teaching to BE Aware Students project

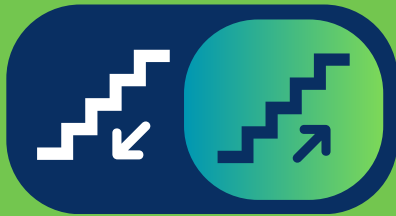
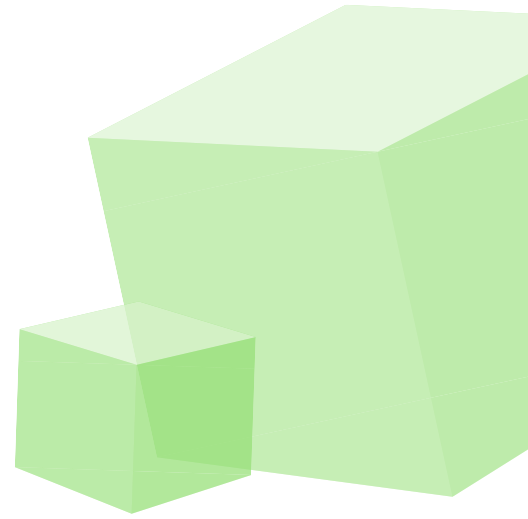
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World Cafe

4 5



Diff.



HOW?



WHERE?



WHO?



25min +
15 min for
each guest

TIME



SHORT DESCRIPTION /CONTEXT

Invite workers relevant to the subject. Students form small groups and informally discuss with these individuals to gain insights into their roles.

AIM

Introduce students to mid-level professional roles, showing different role models with less emphasis on the companies they work for.

PREPARATION

Identify job roles related to the content of the course;

Invite individuals occupying these roles to have them participate in the classroom

Important! Include different profiles from different organizations, which differ according to age, tenure, gender, etc.

IMPLEMENTATION

1. BRIEF (15 MIN)

- Introduce the activity;
- Present the guests and brief them;
- Divide the class into small groups based on the number of guests (ideally at most ten students for each guest);
- Defines the time for the conversation.

2. ACTIVITY (15 MIN for each guest)

- Each group discuss with a guest simultaneously, asking questions about his profession, its characteristics, and his personal experience.
- After 15 min, the students will rotate, reaching a different guest.

3. DEBRIEF (10 MIN)

Converse with the students about what they have learned.

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