

WORKSHOP MANUAL

Your job orientation in the time of climate change

by Thanh Nguyen Van

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1. Introduction

According to the European Green Deal, we are striving to be the first climate-neutral continent by 2050. For that to happen, we need solutions for all generations. Especially young people aged 14 to 18 do play a very important role in taking action against climate change. The following table shows different age groups, in relation to how old a person will be in the years 2030 and 2050. In the year 2030, many of today's young people will start their first full time job. This means that the years between 2022 to 2030 are crucial in guiding them towards a sustainable career path.

In the workshop “Your job orientation in the time of climate change”, young participants discuss different professions and their respective climate impact in a dialogue-oriented format.

2022	2030 (+8 years)	2050 (+28 years)
14 years old	22	42
16 years old	24	44
18 years old	26	46
30 years old	38	58
50 years old	58	78

The discussion of their own strengths and interests serves as a basis for identifying relevant job fields or even specific job positions. Then, the identified job preferences are analysed in terms of their environmental aspects by giving them a basic understanding about climate change. It should be emphasized that different jobs, opinions, or individual ideas are not being judged. Combining the topics of their professional career with the health of the planet gives young people a better understanding of their future.



DURATION

120 minutes without breaks. The duration can be adapted to the preferences of the learning group. In this case, exercises and/or breaks can be adapted accordingly.



TARGET GROUP

students in middle school and high school between the ages of 14 – 18



FORMAT

on site



MATERIALS

computer, beamer/ projector/ whiteboard/ smartboard/ TV screen, internet connection for ad hoc research, flipchart, portable mirror, duct tape, sticky notes (colourful), black (permanent) marker

2. Schedule

DURATION	MODULE	METHODS / TOOLS	DESCRIPTION
5 min	MODULE 1 Welcome and introduction	PowerPoint, open circle	Introduction and short workshop overview.
5 min	MODULE 2 Icebreaker	Apple, Orange and Banana!	Fun energizer.
10 min	MODULE 3 “I am ...” positive affirmation	Exercise: Age in 2030 & 2050 + Positive Affirmation	Getting to know each other and creating a positive atmosphere.
10 min	MODULE 4 Identifying opinion makers of job orientation	Question round	Within this module, the participants should think individually about who is influencing them.
20 min	MODULE 5 Understanding climate change	PowerPoint	Explanation of basic facts related to climate change.
BREAK			
20 min	MODULE 6 Understanding myself	Brainstorming, mind mapping	Individual reflection on participants' strengths & interests and derivation of relevant job fields.
20 min	MODULE 7 Discussing jobs and their climate impact	Small group work	Within this module, a group of 3-4 people speak and discuss about job positions/ fields they are interested in.
BREAK			
20 min	MODULE 8 Sharing my future impact	Gallery	Discussing the different job fields and positions that participants identified.
5 min	MODULE 9 My next steps	PowerPoint	Homework: doing research on identified jobs and sharing insights with the group.
5 min	MODULE 10 Feedback and conclusion	Open round or anonymous feedback via notes	Round of feedback.

3. Implementation

MODULE 1

Welcome & introduction — 5 min

To get to know each other, the trainer is going to introduce themselves briefly by answering the following questions:

- What is your name?
- How old are you?
- Where are you from?
- What do you do?
- Why does the workshop “your job orientation in the time of climate change” matter to young people?
- How do you feel about 1) job orientation and 2) climate change in your country?
- Feel free to share a picture of yourself in a related situation or a meme.

→ **Preparation:** it is recommended that you ask the teacher about how job orientation and climate change topics are handled at school. The trainer can relate the workshop topics to the immediate context of the students. This is an opportunity to build a bridge to the importance of the workshop.

MODULE 2

Icebreaker “Apple, Orange and Banana!” — 5 min

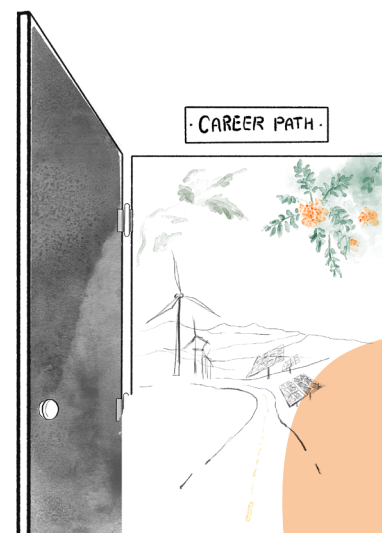
The goal of the icebreaker is to move at the same time with the same movement to keep the circle.

Instructions:

1. Form a circle where each member must put their hands on the shoulders of the person in front
2. The facilitator will describe the following commands:
 - Apple means everybody jumps forward at the same time (don’t break the circle)
 - Orange means everybody jumps backwards
 - Banana means everybody jumps back turning 180 degrees and puts their hands on the shoulders of the person behind. The facilitator tells them to turn left or right to create a pattern so that people don’t get confused when doing the movement.

Rounds:

- Easy mode: the facilitator will give commands slowly. E.g. apple!...banana!...apple!...orange!
- Moderate mode: facilitator will combine 2 commands. E.g. banana-apple!...orange-apple!



MODULE 3

"I am..." positive affirmation — 10 min

Start with a bang! Get to know each other and create a positive atmosphere!

Bring a mirror large enough to show the face/upper body/whole body. Alternatively, you can use a phone camera and place it in the respective position (see below).

- Each participant is going to share their name, age and age in 2030. Afterwards, you should be able to identify different age groups i.e. 14, 15 and 16. Please note them down.
- You are going to explain the positive affirmation based on the PowerPoint slide. The participants can also choose their own adjectives.
- Everyone is going to stand-up and form a circle. The mirror can be positioned in the middle of the circle or at the wall. Starting with the oldest age group all respective participants should line up in front of the mirror, look in the mirror and say the sentence: "I am ..."
Example: *I am strong, smart, kind, nice, loyal, caring, loved, worthy, valued, awesome, optimistic, heard, funny, joyful, etc.*
- Please proceed with the next age group until all pupils are done.

The icebreaker helps to get to know each other as well as to create positive thoughts. As the workshop trainer, you are not only responsible for the proper set-up of the mirror but also for time keeping.

MATERIALS

mirror, smartphone, PowerPoint presentation

FORMAT

group work

EXERCISE

age in 2030 & 2050 & positive affirmation



MODULE 4

Identifying opinion makers of job orientation — 10 min

Young people are surrounded by many opinion makers in their daily life. Within this module, the participants should think individually about who is influencing them. You can provide guidance by giving examples such as people at home, in school, in a sports team, on YouTube or TV, etc. After around 5 minutes, the results are shared with the group and documented on a flipchart or digitally.

Helpful questions:

- Who are the opinion makers?
- Where do I meet opinion makers?
- How do they share their view?
- Why do they share it?
- What kind of background/experiences do the opinion makers have?

With this exercise, students get to know different opinions and views and dive into the topic of job orientation.

→ **Preparation:** if you have the feeling that the participants can deliver the answers in a fun way, ask them if they could imitate the opinion maker, such as their parents, with exact words and gestures.

MATERIALS

notes on a flipchart or an empty PowerPoint slide

FORMAT

question round

MODULE 5

Inform — 20 min

The trainer is going to share different climate change examples with the students using live research. Keywords such as climate change, climate change in [country A, B, C], climate change in [city A, B, C], climate change in Armenia can be entered on Google Pictures, Google News or YouTube. Please look out for examples that show the urgency to fight climate change.

Next, search for ‘the European Green deal: EU first climate-neutral continent by 2050’. Ask the young people how old they would be in 2050, and give them the possibility to picture themselves and their surroundings in this year.

In this way, the participants are given insight into how to do research about specific topics. At the same time, they might get an idea of the impact of climate change in different areas.

MATERIALS

internet, smartphone, PowerPoint presentation

FORMAT

group research and exchange

MODULE 6

Understanding myself — 20 min

Firstly, each participant should reflect individually on the points mentioned below. If there are pupils having difficulties, you can share examples and tell them to get some inspiration by researching online. This could include:

- Strengths
- Weaknesses
- Interests
- Teamwork
- Creativity
- Which strengths do I have according to my friends/family?

Afterwards, the students can derive relevant job positions based on their prior reflection and notes. The pupils can use the internet for research purposes. You can support the students during their thinking process by giving examples from your perspective and using the internet.

Keyword examples: career with creativity, jobs that work with numbers, jobs to fight climate change, working with people, etc.

MATERIALS

PowerPoint presentation,
paper & pen, internet

FORMAT

individual work

MODULE 7

Discuss your ideas and their climate impact — 20 min

Within this module, a group of 3-4 people speak and discuss job positions/fields they are interested in. Based on self-defined questions and the Sustainable Development Goals ([THE 17 GOALS | Sustainable Development \(un.org\)](#)), they are going to analyse if these respective jobs are beneficial for climate change or not.

Example: “I’d love to be a construction engineer and build high buildings. Based on the SDG (Sustainable Development Goals) I would play a crucial role for 11 Sustainable Cities and Communities”

As a trainer, please point out that students can use fictional job positions if they feel uncomfortable sharing their actual job ideas. At the beginning of the module, the trainer should highlight that no judgment or moralising must occur. Within this exercise, they can use the internet to do further research about specific job tasks, responsibilities and preconditions. Most of the participants will use the Internet’s search function. You can advise them to use video platforms like YouTube to gather further information. In general, if there are questions or doubts, you can offer them help. Feel free to share a personal experience or example.

MATERIALS

paper & pen, internet

FORMAT

small group work 3-4 people

MODULE 8

Share your future impact — 20 min

Please motivate every student who feels confident to share their job idea and write it down on a colourful sticky note or colourful piece of A4 paper. Afterwards, they can put it on the wall. As an alternative, you can utilize a flipchart or something similar. The goal is that the wall is visualized like a “gallery” with different sticky notes from the students and their job idea. Encourage the pupils to walk around, try to picture the job position/field, offer them to speak about the climate impact with different peers and to take notes. As a trainer you can support the pupils to clarify questions such as what the tasks and responsibilities of the job position are or motivate them to share some insights.

At the end of the session, you can take a photo and share it with the participants. Alternatively, you can tell them to take a photo for their reference.

MATERIALS

sticky notes

FORMAT

plenum

MODULE 9

Your next steps! — 5 min

The trainer points out the significance of climate change and the benefits of job orientation. The module gives the trainers an opportunity to motivate and engage their students on these topics in the long term by mentioning relevant sources and reflection partners.

The students could:

- Do individual job research on the internet
- Engage with the career development at their school or with teachers
- Attend job fairs – regional or online within the next few weeks/ months
- Follow dedicated social media channels on YouTube, Instagram, TikTok, etc.
- Get in touch with people on the discussed topics from the workshop

The individual recommendation could be based on the identified opinion makers from Module 4

The more often young people engage with the topic of job orientation, the easier it will be for them to get familiar with relevant questions, such as the requirements to start the job, related skills or educational path.

Example: “If you think that your parents are playing a crucial role in deciding what you want to do, ask them why they think that you should become an engineer?”



Please have in mind the age of your students as well as their capabilities to visit a job fair or other events if it costs money or is in another city. They may be unable to attend due to limited mobility or for financial reasons.

My best practice: In preparation of my workshop at the school in Munich, Germany I searched for regional/ online events, specifically job orientation fairs for the next two months.

I recommend doing keyword research based on your local language like job orientation in city xy, job fair in city xy, climate events in city xy or checkout upcoming events on the official website of your city.

Furthermore, you are not only limited to job orientation fairs. There are possibilities beyond these to gather information, such as construction fairs, climate panels or open house days at certain companies. The idea should be that the pupils can always find new ideas and perspectives.

Another source I shared was a German YouTube channel, which accompanies people in their profession for one day. The advantages of the YouTube channel are that it gives detailed insight into what the professional is doing throughout the day with video clips covering their opinion and prerequisites of the profession. At the end of the video, it also shows the salary, which is very interesting for the pupils. During my workshop a couple of kids asked how much they would earn in the profession xy or in my personal profession. It could be very useful for the students if you are able to find such a channel in your local language or in English.

I used to create a short summary on a PowerPoint Slide of “your next steps” with bullet points. A printed/ digital checklist or leaflet would also be very useful.

Ongoing support for your students: if you feel comfortable, you could share your personal email to give feedback if they approach you.

→ **Advice:** I strongly recommend creating a new email and use the message forwarding function to send to your main email account.

MATERIALS

PowerPoint; notes from Module 4 “Identifying opinion makers of job orientation

FORMAT

plenum

MODULE 10

Feedback and conclusion — 20 min

Description:

In the last part of the workshop, the participants can ask open questions and give feedback on their workshop experience. Please use this opportunity to give them positive feedback. It is possible that some participants want to hand in their feedback anonymously and for this you can provide sticky notes. You can also offer to answer questions and receive feedback after the workshop.

MATERIALS

sticky notes

FORMAT

plenum, potentially individual work

General remarks

Potential strategies for difficult situations in the classroom:

- Accept that some statements and topics might be too complex to be discussed in-depth in the workshop
- Stay authentic
- Help each other
- Watch your body language and stay calm
- Try not to be judgmental, moralising, or arrogant

YOUR ROLE IN THE CLASSROOM:

- moderator
- expert
- friend
- role model
- trainer



AUTHOR

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Thanh Nguyen Van is 26 years old and based in Munich (Germany). He works in the field of Digitalization for an international manufacturing company. Previously, he studied industrial engineering and had the opportunity to broaden his horizon during semesters abroad in South Korea as well as in the United Kingdom. As a “Thinking of Europe” Fellow, he seeks to share ideas with young adults, empowering them to deal with the biggest challenges of our lifetime: climate change.

4. Sources

About the Affirmation mirror

→ <https://www.youtube.com/watch?v=mafHwxerOGY>

Picture by Caroline Veronez

→ [@carolineveronez](#) | Unsplash Photo Community

About methods and tools for youth work

→ <https://www.salto-youth.net/Material/toolbox/>

→ <https://www.sessionlab.com/methods/looking-around>

→ Apple, Orange and Banana! | SessionLab

→ <https://www.wework.com/ideas/professional-development/>

About climate justice and climate change

→ <https://leap.unjusticep.org/knowledge/glossary/climate-justice>

→ <https://leap.unep.org/knowledge/glossary/climate-change>

→ <https://www.un.org/sustainabledevelopment/blog/2019/05/climate-justice/>

About Understanding Europe

→ [Approaches to diversity-oriented peer education](#)

→ <https://understanding-europe.org/en/education/publications/>

5. Glossary

CLIMATE CHANGE – The change of climate which is attributed directly or indirectly to human activity that alters the composition of the global atmosphere and which is in addition to natural climate variability observed over comparable time periods.

The long-term fluctuations in temperature, precipitation, wind, and all other aspects of the Earth's climate. External processes, such as solar-irradiance variations, variations of the Earth's orbital parameters (eccentricity, precession, and inclination), lithosphere motions, and volcanic activity, are factors in climatic variation. Internal variations of the climate system, e.g., changes in the abundance of greenhouse gases, also may produce fluctuations of sufficient magnitude and variability to explain observed climate change through the feedback processes interrelating the components of the climate system.

Source: [United Nations Environment Programme](#)

CLIMATE JUSTICE – Climate justice is a term used for framing global warming as an ethical and political issue, rather than one that is purely environmental or physical in nature. This is done by relating the effects of climate change to concepts of justice, particularly environmental justice and social justice and by examining issues such as equality, human rights; collective rights, and the historical responsibilities for climate.

Source: [United Nations Environment Programme](#)

EMPOWERMENT – The term has been characterised by the U.S. civil rights and self-help movements and stands for the self-empowering or self-enablement of peoples. This means a process in which disadvantaged people develop their own strengths and use their skills, in order to participate in political and societal decision-making processes and do so to improve their living circumstances and opportunities to develop – independent of the benevolence and the majority class.

Source: [Understanding Europe Approaches to diversity-oriented peer education \(2019\)](#)

→ Other terms can be found in the [Understanding Europe glossary](#)

Imprint

Publisher

Schwarzkopf-Stiftung Junges Europa
Sophienstraße 28/29
10178 Berlin
www.schwarzkopf-stiftung.de

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Year of publication

2022

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The publication was developed as part of the Fellowships “Digital Europe” of the Alfred Herrhausen Gesellschaft and the Schwarzkopf Foundation Young Europe.