

1. What makes you happy? What lifts your spirits?

.....

2. What do your friends say you're good at?

.....

3. What should you do according to them? ("You should be ...")

Why would people send others to you? Complete the sentence: "Ask (*here's your name*) – they're really good at or they're great at"

What skills or qualities have you been recognized for in the work or studies you've done so far?

4. What was the job (task, activity, subtask, not just a specific position) you enjoyed the most?

.....

5. What are some ways you like the help others?

.....

6. What could you teach others in two minutes? (knowledge/skill)

.....

7. How could you make money? What are you good at? Write down everything that comes to mind! Don't think about what others might say, and it doesn't matter whether it's your calling in life.

.....

8. When was the last time you couldn't sleep because you were so excited about something you wanted to do?

.....

9. Have you ever pushed yourself too hard? What was it for, and why did you work or act so hard?

.....

10. What 3-5 dream jobs or businesses can you imagine that would reflect everything you believe in?

.....

STEPS FOR CREATING A COAT OF ARMS:

1. Step: Fold the paper in half lengthwise!

2. Step: On the left side of the paper, draw a symbol that represents you well (e.g., a logo, animal, plant, favourite object, memory, experience). Feel free to use colours.

3. Step: On the left side of the paper, draw symbols that represent your best qualities.

4. Step: Introduce yourself based on the drawing.

5. Step (optional): Let your classmates give positive feedback: "What did you like most when XY spoke?" "What would you give positive feedback on in XY's presentation?"

The advantage of this exercise is that students can try themselves in a role similar to a job interview: "Present your three strongest skills!"



I WOULD LIKE TO HAVE A JOB WHERE I CAN...

Continuously encounter new, unsolved problems	
Help others	
Earn a lot of money	
Perform diverse tasks	
Make independent decisions in my field	
Gain respect through my work	
Even be an artist	
Belong to a group	
Let my mood decide what to do	
Achieve self-fulfilment	
Respect my boss	
Contribute to social justice	
Avoid ambiguity, as there are only right or wrong solutions	
Lead others	
Develop new ideas	
Create something new	
Objectively measure the results of my work	
Trust my leader to always make the right decisions	
Do things that may seem unnecessary to others	
Make the world a better place	
Make independent decisions	
Ensure a carefree life	
Encounter new ideas	

Leadership skills may be required	
Success or failure is determined only by the next generation	
Personal lifestyle can be expressed	
Colleagues are also friends	
You can be confident that others appreciate your work	
You don't have to do the same thing repeatedly	
You can do good for others	
You serve the well-being of others	
You can engage in a variety of activities	
Others look up to you	
You get along well with your colleagues	
You can live the life you love most	
You need to face conflicts	
You can manage the work of others	
You do intellectually stimulating work	
You can expect a high pension	
Your work is free from interference by others	
You can create beauty	
Sometimes you can play	
You have an understanding leader	
You can continuously improve and perfect yourself	
Your new ideas are always needed	

Please rate the statements above on a scale of 1 to 5, indicating how true they are for you (1 = least true, 5 = completely true)



1. My Route:

Draw the path of how you will become a successful chef. The two endpoints of the paper are the future and the present—how do you connect them? What happens between the two? Is the path straight or winding? Who accompanies you on your journey? What milestones will you stop at? What do you need to move towards your goal? Write it down, draw it, and mark the milestones!

FUTURE

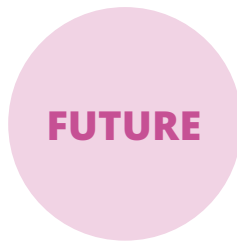


PRESENT



2. Mind Map:

Draw the desired future in the centre of the paper and name the profession you see yourself in. Collect everything that surrounds this goal and create a mind map.



After the illustrations are completed, the students will present themselves based on their drawings, forming pairs if the class is large. The teacher will ask the students to take the drawings home and discuss them with their parents. In the following lesson, each student can voluntarily share their drawing with the entire class for one or two minutes. The presentation skill will be essential throughout the entire job search process, so practising it playfully and visually can start from upper elementary grades. It's important that the students' presentations are accompanied by positive feedback and supportive body language.