



YOUTH
EMPLOYMENT
SKILLS

LT TA WORKSHOP GUIDELINES



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2025/2026



SCOPE OF WORK

This *Workshop Learning Guideline* has been developed to provide a structured and transferable framework for youth trainers involved in the implementation of the *Youth Employment Skills Erasmus+* project. Its purpose is to ensure that the educational objectives of the project are delivered in a coherent, high-quality, and methodologically consistent manner across different partner organizations and training contexts.

The guideline translates the project's core priorities, employability, active participation, digital competence, and personal development, into concrete learning activities, facilitation methods, and practical exercises. Each activity is presented with clear objectives, required resources, time allocation, and expected learning outcomes, enabling trainers to prepare sessions efficiently and adapt them to the needs of diverse participant groups.

By documenting the workshop structure and pedagogical approach, this guideline also serves as a tool for quality assurance, knowledge transfer, and sustainability beyond the project's lifetime. It supports new trainers in delivering the programme with confidence, while allowing experienced facilitators the flexibility to adjust content in line with local realities and participant profiles, without compromising the overall educational standards of the project.



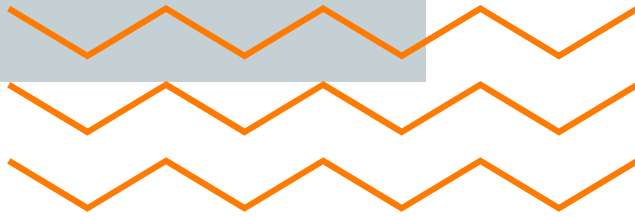
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CV TASKS



CV TASKS

BALL IN CIRCLE

Number of participants: **3+**

Time: **10-15 min**

Needed resources: **a ball**

Skills:

Self-reflection

Confidence building

Social interaction

Task:

- Participants pass a ball in a circle
- Everyone says their name and their first work experience*
- Participants say their dream career and what skills they have to acquire in order to reach their goals.

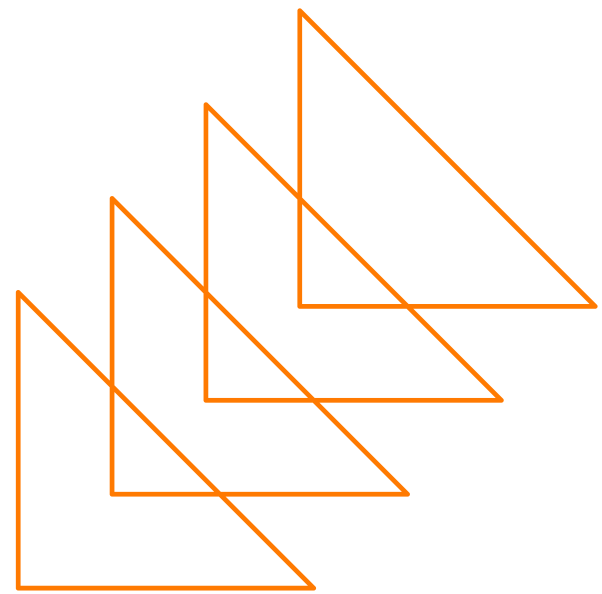
*Participants who do not have any work experience, say what their first job might be.

Tips!

Motivate participants to think about what jobs and skills at starting jobs will help them reach their dream careers.

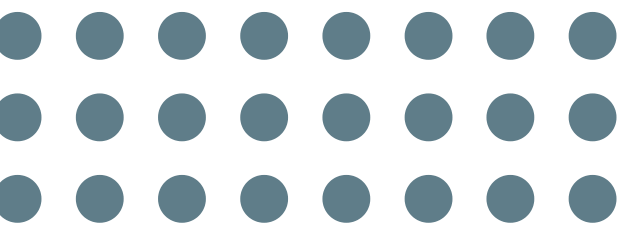
See the workshop in practice through [this video!](#)

PARTICIPANT DEVELOPMENT



This activity gently introduces participants to the idea of career pathways by linking identity with early work experiences or realistic first-job scenarios. Saying their name together with a first work experience (or imagining one) encourages self-reflection about skills, responsibilities, and personal starting points. Because responses are brief and spontaneous, participants practice articulating practical goals without overthinking, which strengthens decision-making and future orientation. Hearing others' examples broadens perspective on entry-level opportunities and helps normalize diverse starting paths, reducing anxiety about “not having experience yet.” The circular ball-passing format sustains attention and group connection, since everyone must stay engaged and ready to respond. By emphasizing realistic first steps rather than dream jobs, the exercise promotes critical thinking about how small, attainable roles and skills build toward long-term career goals. In essence, it activates self-awareness, goal setting, and social confidence at the same time—an effective warm-up before deeper career exploration or planning activities.





CV TASKS

CHARADES / MUTE SHOW

Number of participants: **3+**

Time: **20-25 min**

Needed resources: **N/A**

Skills:

Creative thinking

Team interaction

Empathy

Task:

- Do an activity related to a workplace without speaking.*
“My name is... and I... [insert activity here]”

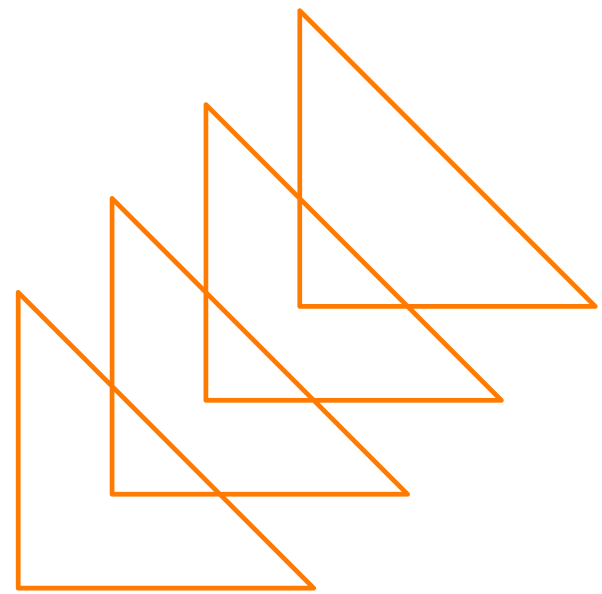
*View [page 99](#) to see examples.

Tips!

Help participants who can't figure out a profession to act out.

See the workshop in practice through [this video!](#)

PARTICIPANT DEVELOPMENT



This activity develops nonverbal communication and expressive confidence by asking participants to convey a workplace task or profession without using words. Acting out “My name is... and I...” through gestures and movement encourages participants to think about how everyday job roles are defined by actions and skills rather than titles alone. Because others must interpret the performance, the group practices attentive observation, perspective-taking, and decoding visual cues—key elements of effective workplace communication. For the performer, translating an idea into physical expression strengthens creativity, flexibility, and the ability to present oneself in front of others with reduced fear of judgment. Providing prepared prompts supports inclusion and ensures that everyone can participate successfully, even if they struggle to generate ideas. Overall, the exercise builds communication awareness, empathy, and confidence in presenting professional identity, making it a dynamic warm-up for discussions about careers, roles, and teamwork.

CV TASKS

CV TEMPLATE

Number of participants: **3+**

Time: **20-25 min**

Needed resources: **whiteboard,
markers**

Skills:

Organizational thinking

Communication

Presentation skills

Teamwork &

Collaboration

Task:

- Divide groups into teams of 3-4 people. Have them draw a CV template on the whiteboard with markers.

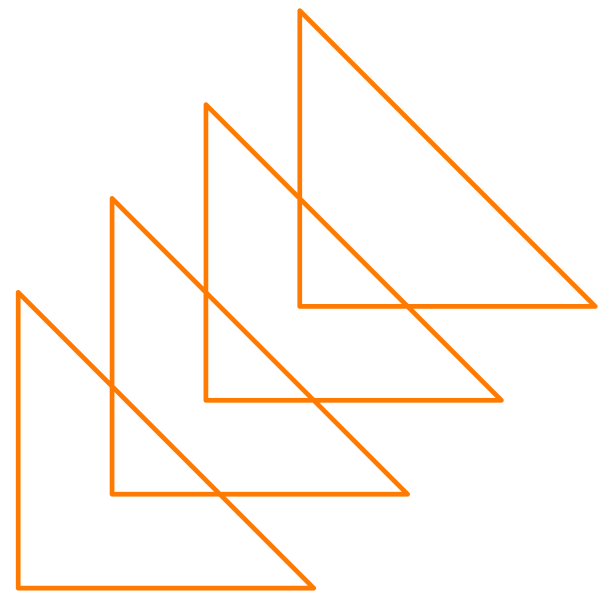
Tips!

Use different types of markers:

- Blue for section headers
- Black for main text
- Green or red for bullet points or highlights

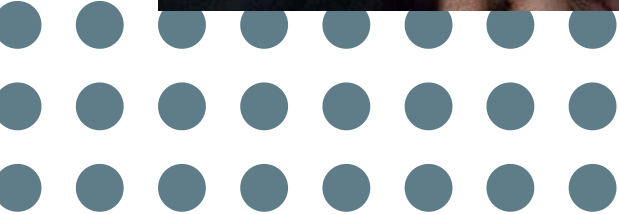
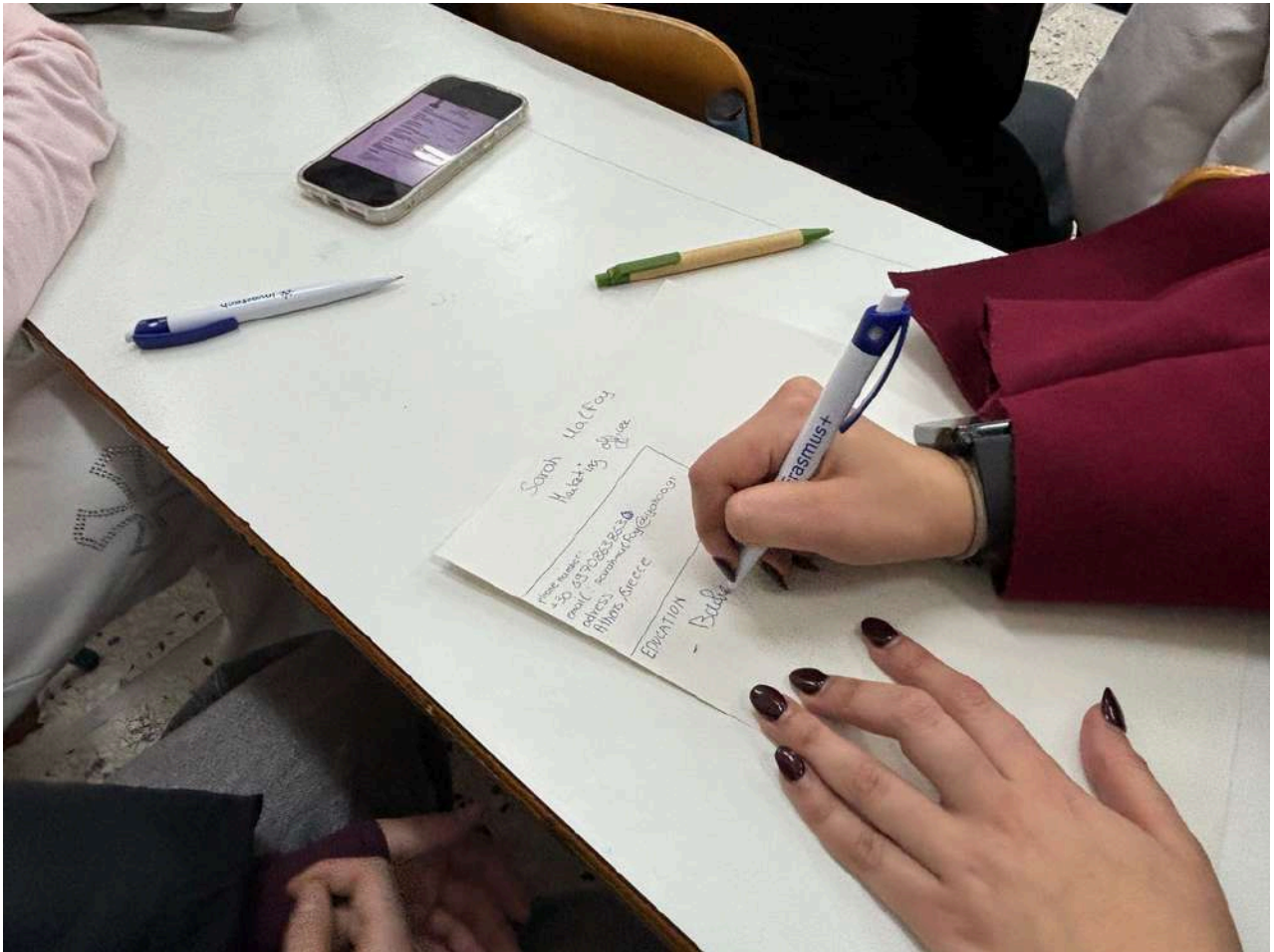
See the workshop in practice through [this video!](#)

PARTICIPANT DEVELOPMENT



This collaborative activity deepens participants' understanding of CV structure by having them actively design a template rather than passively reviewing one. Working in small teams encourages discussion about what sections are essential, how information should be organized, and what makes a CV clear and professional, strengthening both critical thinking and practical document-design skills. Drawing and presenting their template on the whiteboard builds confidence in explaining ideas publicly and justifying choices, which mirrors real-life situations where individuals must present their qualifications or work. The use of color coding reinforces visual hierarchy and readability awareness, helping participants recognize how formatting influences first impressions. Team collaboration promotes negotiation, shared decision-making, and accountability, as members combine perspectives to produce a coherent result. Overall, the exercise integrates CV structuring knowledge with presentation and teamwork skills, preparing participants to create and communicate their own professional profiles effectively.





A PEOPLE CV

Number of participants: **3+**

Time: **15-20 min**

Needed resources: **N/A**

Skills:

Critical thinking
Communication
Decision-making
Teamwork

Task:

A physical sorting activity where participants represent different parts of a CV (e.g., Name, Experience, Skills).

They must line up in the order they think is most important for an employer, then debate and justify their placement to understand professional hierarchy.

Tips!

- if there are more than 6 participants split them into groups;
- if there are less than 6 participants in a group reduce the segments/ roles of the CV (but include at least "Education" and "Experience")

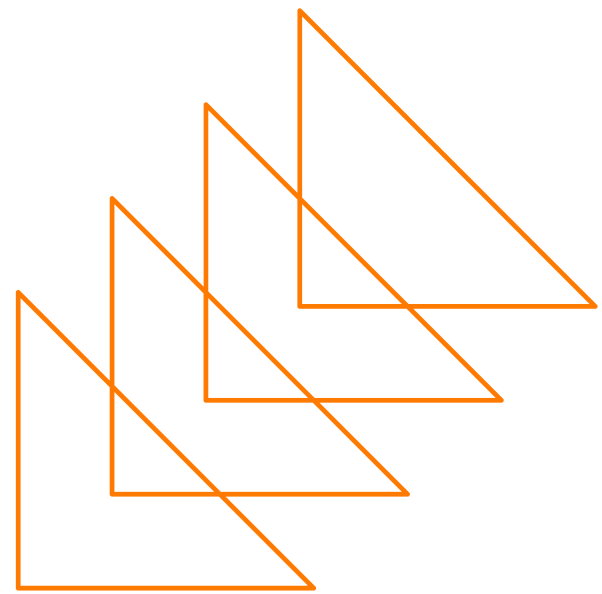
Why Experience First? Explain that experience is the best "proof of concept" for an employer, as it demonstrates skills in action rather than just theory.

Broaden the Scope: Explicitly tell youth that "Work Experience" includes volunteering, school projects, internships, and student council roles.

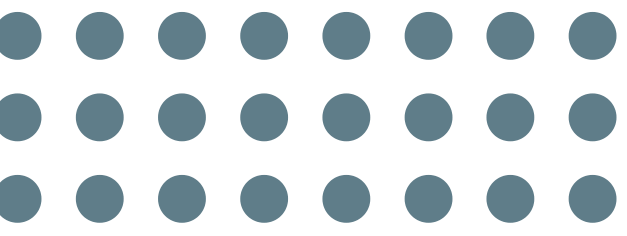
Focus on Tasks: If they lack a job title, they should list the specific responsibilities they handled in those non-formal settings.

See the workshop in practice through [this video!](#)

PARTICIPANT DEVELOPMENT



This embodied activity helps participants internalize CV structure and priorities by transforming abstract sections into human roles that must be physically organized. Deciding the order of importance requires discussion and justification, which strengthens critical thinking about what employers value and why certain information is positioned prominently in a CV. As participants negotiate placement, they practice active listening, perspective-taking, and collaborative decision-making, since each “section” must advocate for its relevance while considering the whole document. The physical arrangement makes hierarchy and structure memorable, supporting deeper understanding than a purely verbal explanation. Revealing afterward that all parts matter—while emphasizing experience—reinforces balanced career awareness: participants recognize both the centrality of practical experience and the supporting role of education, skills, and personal profile. Overall, the exercise builds conceptual clarity about CV composition alongside teamwork and communication skills, making CV logic tangible and easy to recall.



CV PRESENTATION

GIVE A PRESENTATION ON A CV

PURPOSE

A CV is a marketing tool to get an interview, not a biography.

KEY SECTIONS

Contact details, Professional Summary, Experience, Education, and Skills.

PRIORITY

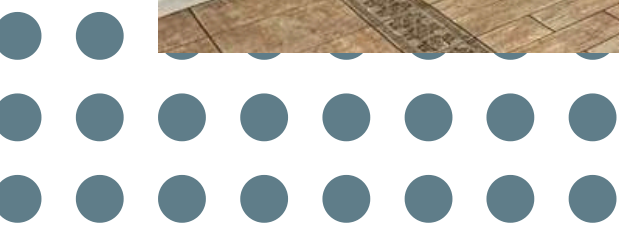
Experience is the most important part; list it clearly and first.

VISUALS

Use clear headings, bullet points, and consistent formatting for a professional first impression.

FILE FORMAT

Always save and send as a PDF to preserve the layout.





MOTIVATION LETTER TASKS



MOTIVATION LETTER TASKS

MOTIVATION LETTER IDEA GENERATOR

Number of participants: **2+**

Time: **10-15 min**

Needed resources: **N/A**

Skills:

Collaborative thinking

Self-reflection

Active listening

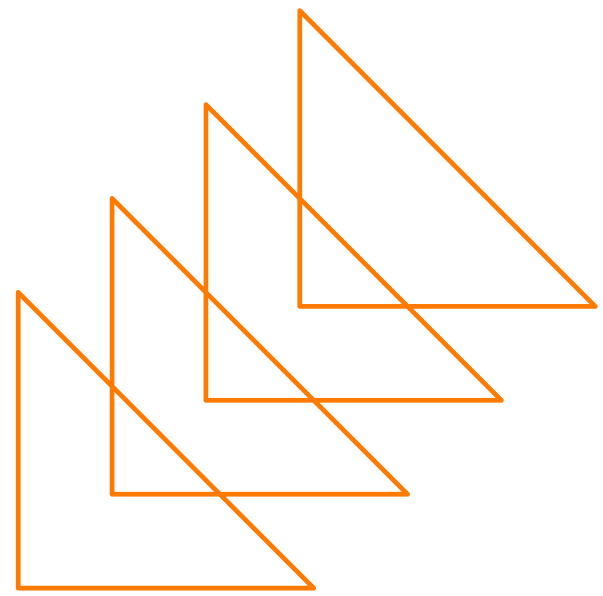
Task:

- Participants generate ideas about the differences between a CV and a motivation letter. (By show of hands – one raises a hand and share their ideas)

Tips!

Document suggestions visually to prevent duplicates.

See the workshop in practice through [this video!](#)



PARTICIPANT DEVELOPMENT

By generating and sharing ideas aloud, participants practice articulating differences in content, tone, and approach, which strengthens analytical thinking and self-expression. The show-of-hands format promotes active participation, while writing ideas on a board prevents repetition and helps visualize the collective understanding of the group. Discussing the contrasts between CVs and motivation letters also fosters proactiveness in tailoring applications to specific roles and audiences, and reinforces active listening as participants build on each other's insights. Overall, the exercise lays a conceptual foundation for crafting effective motivation letters by highlighting how they complement and expand upon the information presented in a CV.



MOTIVATION LETTER TASKS

REARRANGE THE MOTIVATION LETTER

Number of participants: **4+**

Time: **15-20 min**

Needed resources: **see**
attachment 1

Skills:

Critical thinking

Problem-solving

Decision-making

Teamwork

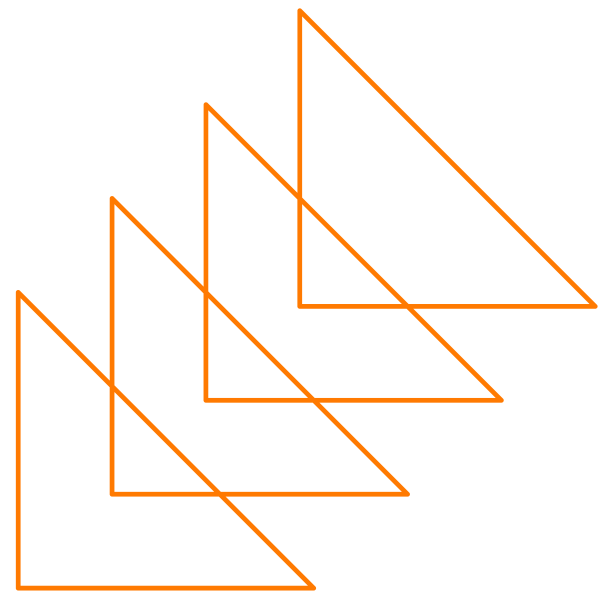
Task:

- Participants need to arrange the content in the correct order, where they need to put the right emphasis. (prepare a “scattered” example where they can interactively organize their letter).

Tips!

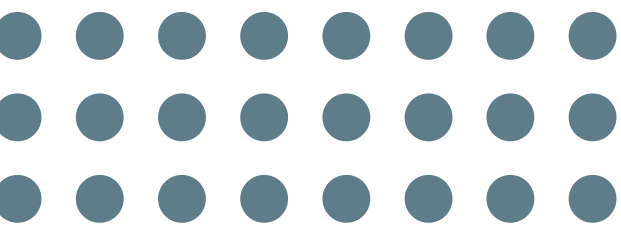
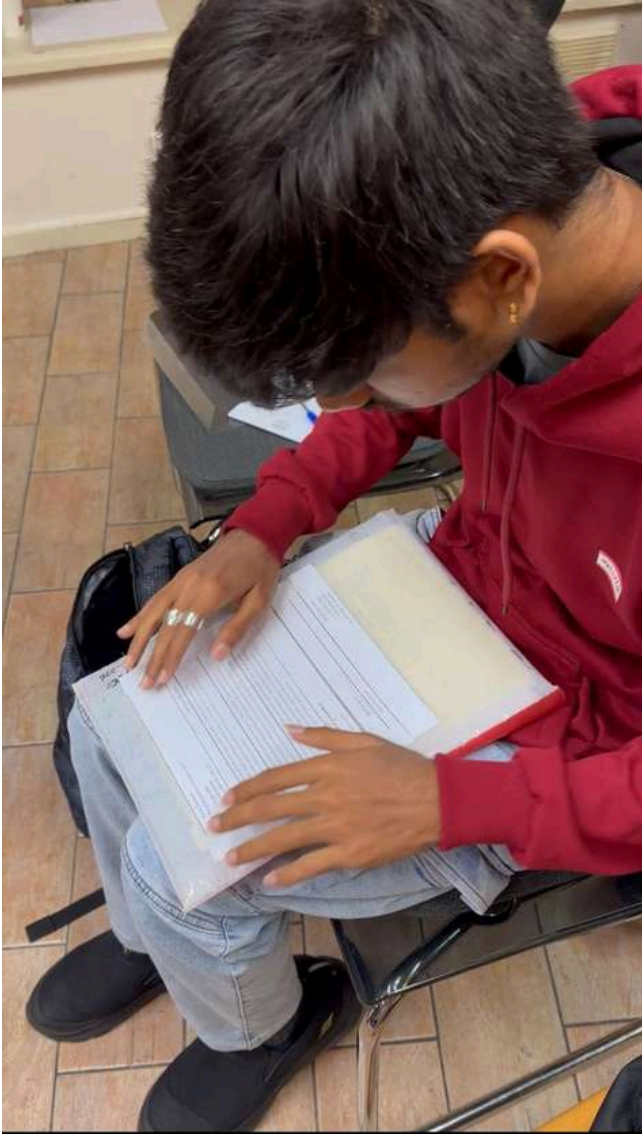
If there are more than 4 people, split them into groups and print out the material copies as many as there are groups and +1 or two extra for safety.

See the workshop in practice through [this video!](#)



PARTICIPANT DEVELOPMENT

This activity develops participants' understanding of the structure and flow of a motivation letter by turning it into an interactive problem-solving exercise. By arranging the content in the correct order, participants practice prioritizing information, emphasizing key points, and creating a logical narrative that effectively communicates motivation and suitability for a role. Working in small groups encourages collaboration and shared decision-making, while attention to detail ensures that each section contributes meaningfully to the overall letter. The hands-on, interactive format also reinforces memory and comprehension more effectively than passive reading, helping participants internalize how a well-organized motivation letter presents a compelling case to potential employers.







MOTIVATION LETTER PRESENTATION

GIVE A PRESENTATION ON A MOTIVATION LETTER

THE “WHY” VS “WHAT”

Explain that while a CV shows what you have done, a motivation letter explains why you want the job and how your personality fits the team.

STRUCTURE & FLOW

A professional letter must have a clear Intro (why you're writing), Body (your value), and Conclusion (call to action).

CUSTOMIZATION IS KEY

Emphasize that a letter should be tailored to the specific company's values and the job description, not just a generic template.

SHOW, DON'T JUST TELL


Instead of just saying "I am hard-working," participants should give a brief example of a task they completed.

FILE FORMAT

Keep it to one page, use a professional font, and always double-check for grammar errors before sending as a PDF.



DISCUSSION PART {20-30 MIN}

- WHAT COMPUTER SKILLS ARE NEEDED FOR A CV/MOTIVATION LETTER?
 - WHERE CAN I CREATE A CV ONLINE?
 - WHAT IS YOUR PREVIOUS EXPERIENCE WITH CVS AND MOTIVATION LETTERS? SHARE WITH OTHERS!
 - WHAT MISTAKES SHOULD BE AVOIDED?
- 

SOFT SKILLS



FIRST IMPRESSIONS

Number of participants: **2+**

Time: **15-20 min**

Needed resources: **N/A**

Skills:

Non-verbal communication

Self-reflection

Confidence

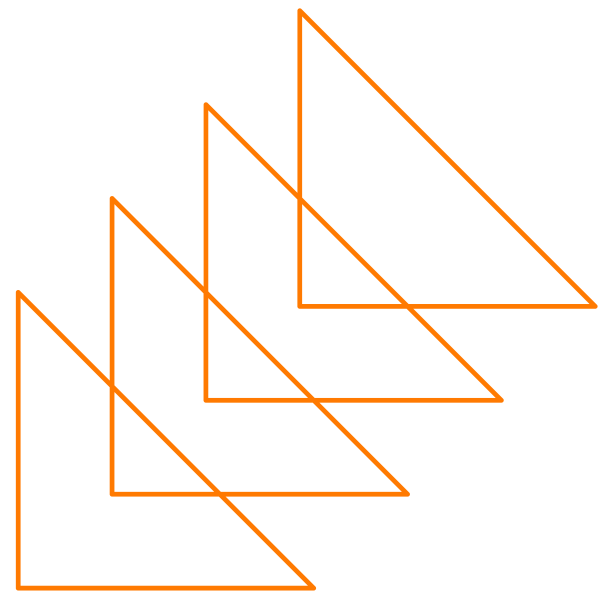
Task:

- The facilitator asks all participants to stand in a circle. One by one, the facilitator walks around the circle, shakes hands with each participant, makes eye contact, and models confident posture and positioning.
- After everyone has experienced the example, the facilitator leads a short discussion about what they noticed — for example: grip, eye contact, body language, confidence, and first impressions.
- Next, participants are asked to choose a partner. In pairs, they practice shaking hands while applying everything that was discussed and demonstrated. Afterward, partners give each other brief feedback on their handshake, eye contact, and posture.

Tips!

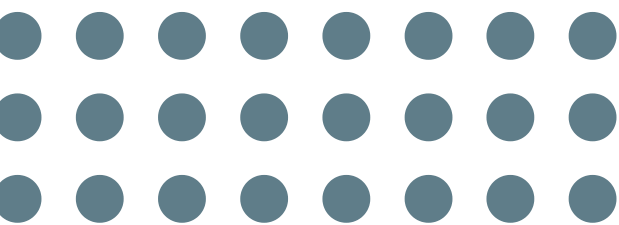
This activity can feel awkward at first—use humor and encouragement to make it comfortable

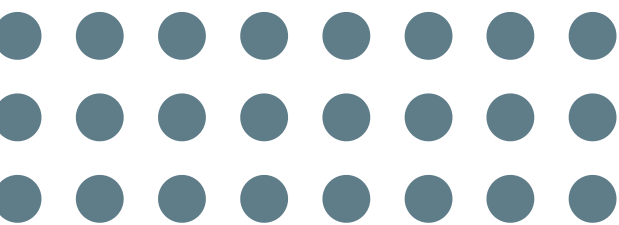
See the workshop in practice through [this video!](#)



PARTICIPANT DEVELOPMENT

This activity helps participants understand and practice the subtle but powerful elements of first impressions, which are critical in professional and networking contexts. By observing the facilitator model a confident handshake, eye contact, and posture, participants gain a clear example of effective interpersonal behavior. Practicing in pairs allows them to translate observation into action, reinforcing muscle memory, self-awareness, and confidence. Giving and receiving peer feedback develops active listening, constructive communication, and reflection skills, while the discussion highlights how nonverbal cues influence perception.





INTERVIEW PRESENTATION

GIVE A PRESENTATION ON INTERVIEWS

PREPARATION

Research the company's mission and the specific requirements of the job description before the interview.

FIRST IMPRESSIONS

Focus on punctuality, appropriate professional attire, and positive non-verbal communication (eye contact, firm handshake, smiling).

THE *STAR* METHOD

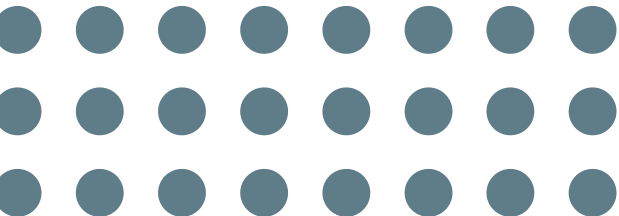
Structure your answers to behavioral questions by describing the Situation, Task, Action you took, and the Result achieved.

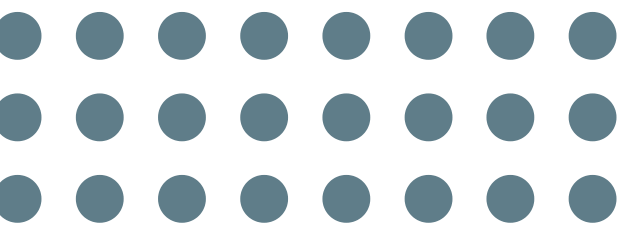
COMMON QUESTIONS

Be ready to talk about your strengths, weaknesses, and why you are interested in this specific role.

ACTIVE PARTICIPATION

An interview is a two-way street; always prepare 2–3 thoughtful questions for the employer about the team or work environment.







SOFT SKILLS

INTERVIEW QUESTIONS

Number of participants: **3+**

Time: **20 min**

Needed resources: **a list of (unique) questions (see attachment 2)**

Skills:

Public speaking

Confidence

Quick thinking

Communication

Task:

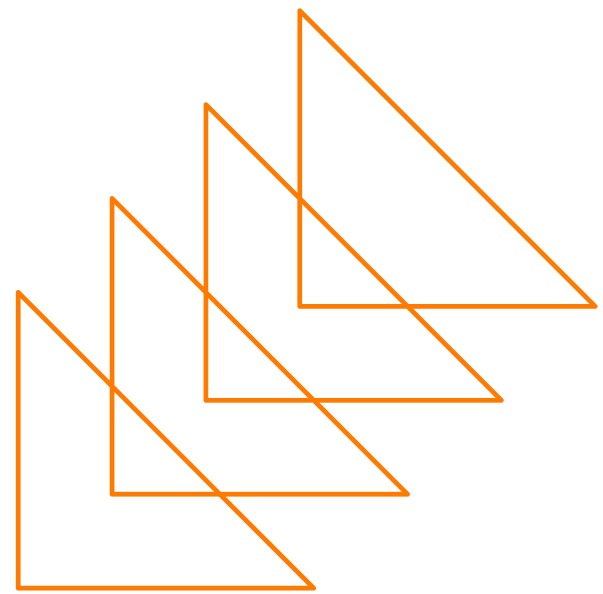
Trainers ask common interview questions to the participants and analyze how they should properly answer them.

Participants can also add questions.

Tips!

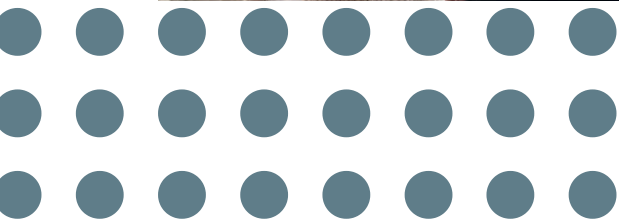
Use the list of common but unique questions.

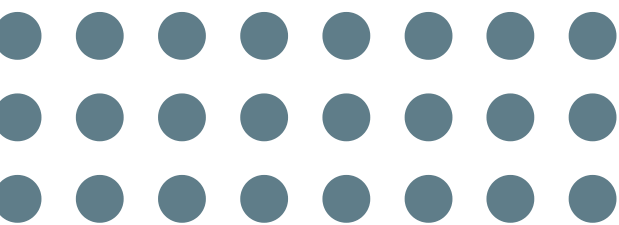
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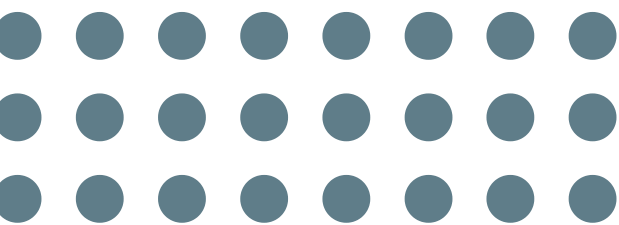


PARTICIPANT DEVELOPMENT

This activity prepares participants for real-life job interviews by giving them a safe space to practice answering questions spontaneously. Responding to random questions in front of the group strengthens public speaking skills, quick thinking, and the ability to organize thoughts under mild pressure. By observing peers and reflecting on different approaches, participants also develop insight into effective communication strategies and gain ideas for structuring their own responses. Repetition and exposure help reduce anxiety about unexpected questions, while the supportive group environment encourages confidence and constructive feedback.







SOFT SKILLS

INTERVIEW POWER DYNAMIC

Number of participants:

1 interviewer

1 candidate

3+ participants (non-actors)

Time: **30-40 min**

Needed resources:

Script (see [attachment 3](#))

Skills:

Empathy

Professionalism

Active listening

Ethical reasoning

Task:

Two of the trainers play out an interview. The one 'interviewing' the 'candidate' doesn't follow GDPR guidelines and asks questions about orientation, marital status, do they have children or not etc. The participants interrupt by clapping (or by raising their hand) as soon as they think something is an overreach.

Have a discussion on what and why was wrong.

Replay the parts that were missed (if any) by the participants and continue the discussion.

Tips!

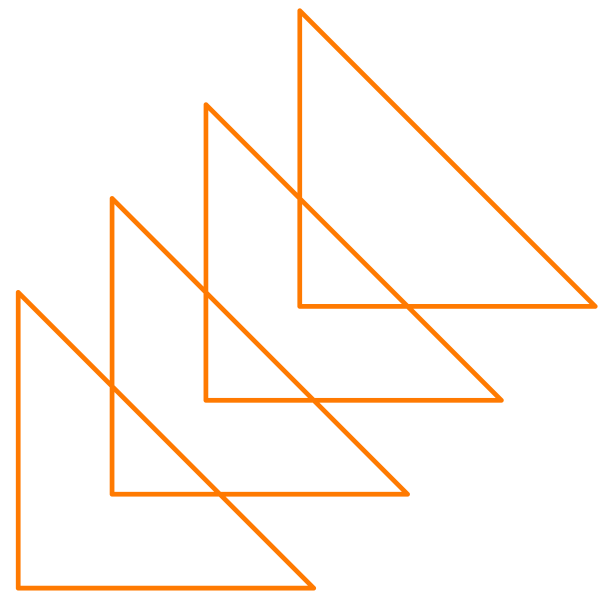
If participants are not very active, provoke discussion by asking about their experience in similar situations and where they were asked questions that are in violation of GDPR.

GDPR & Labor Law: Questions about age, origin, or marital status are illegal because they lead to discrimination (ageism, sexism, or racism).

Privacy Rights: Under GDPR, employers should only process data that is professionally relevant to the job.

The "Redirect" Technique: Teach participants to answer the professional concern. Example: If asked about children, reply: "I am fully committed to my professional growth and meeting this role's responsibilities".

See the workshop in practice through [this video!](#)



PARTICIPANT DEVELOPMENT

This activity helps participants recognize and respond to inappropriate or illegal interview practices, fostering both ethical awareness and professional confidence. By observing and actively interrupting an overreaching interview, participants practice empathy and assertiveness in a controlled setting. Discussing why certain questions violate GDPR and professional norms strengthens understanding of rights and boundaries, while replaying missed moments reinforces attentiveness and reflection. The exercise also develops active listening and situational awareness, as participants must monitor both verbal and nonverbal cues to identify misconduct. Overall, it cultivates ethical reasoning, awareness of professional standards, and the ability to advocate for oneself and others in real-world interview contexts.



Interviewer: Good morning! Mind me asking, how did you get to the interview?
Candidate: Morning! By car.
I: Oh! So, you have personal transport. Noted... But do you drive because it is hard to
C: No, because it is the best way to get somewhere.
I: Good answer. We looked at your CV but we couldn't find you online. Do you have a
C: Yes, I do, but I would gladly not talk about it.
I: We also noticed that your CV doesn't include your age. Does your birth year start with
C: Somewhere there in between, but yeah I would rather not say.
I: Very well. But what about family? Are you married? Do you have children?
C: No and no.
I: Good! This job will be like your family. So... where are you from?
C: I am from here.
I: Okay, but where are you originally from?
C: Also here...
I: Okay, but what about your parents?
C: They are great people... They are also from here.
I: Do you dress like this all the time?
C: Not all the time. I like to change my style.
I: Do you like to change jobs all the time as well?
C: No. I am looking for a stable job where I feel safe in my position.
I: Do you often feel not safe in your private life because of... oh I don't know, maybe your
expression or sexual orientation?
C: This question makes me uncomfortable.
I: Noted... So, yes...
C: No, no... I feel safe.
I: Sure... Do you believe in anything?
C: What?
I: Do you believe there is something higher than us?
C: The CEO?
[END SCENE]

SOFT SKILLS

STAR METHOD

Number of participants: **4+**

Time: **20-30 min**

Needed resources: **N/A**

Skills:

Active listening

Creativity

Problem-solving

Teamwork

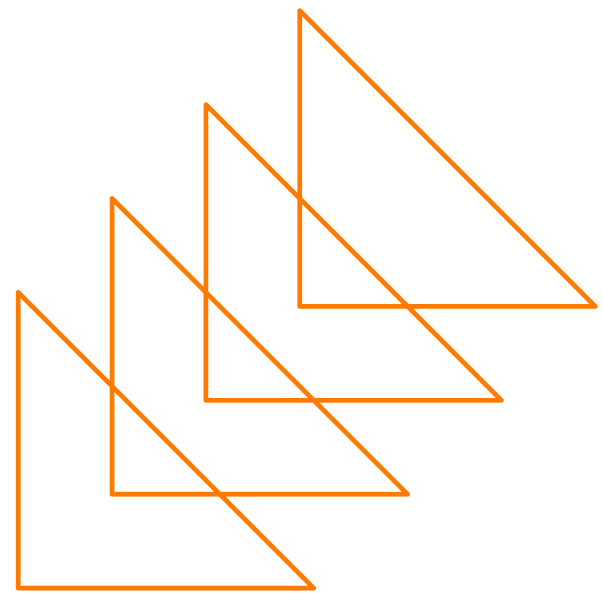
Task:

Using the (STAR) method, one participant is randomly selected and asked to imagine a situation (or use *attachment 4* for ready made situations), then the next participant is selected and asked to imagine a task related to the situation. The third participant must imagine the actions that have to be taken based on the task. The fourth participant must give the result/summary.

Tips!

1. Use a fun method to pick participants (drawing names, dice, cards, or just pointing). This keeps everyone attentive.
2. Optionally, split into small groups to do several STAR stories at once, then share the funniest/most creative one.

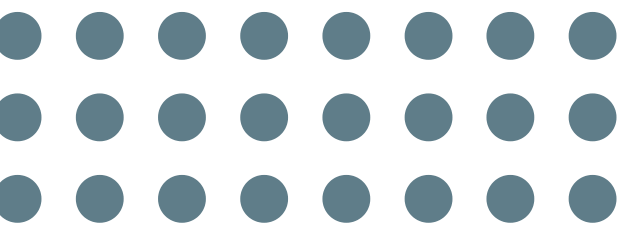
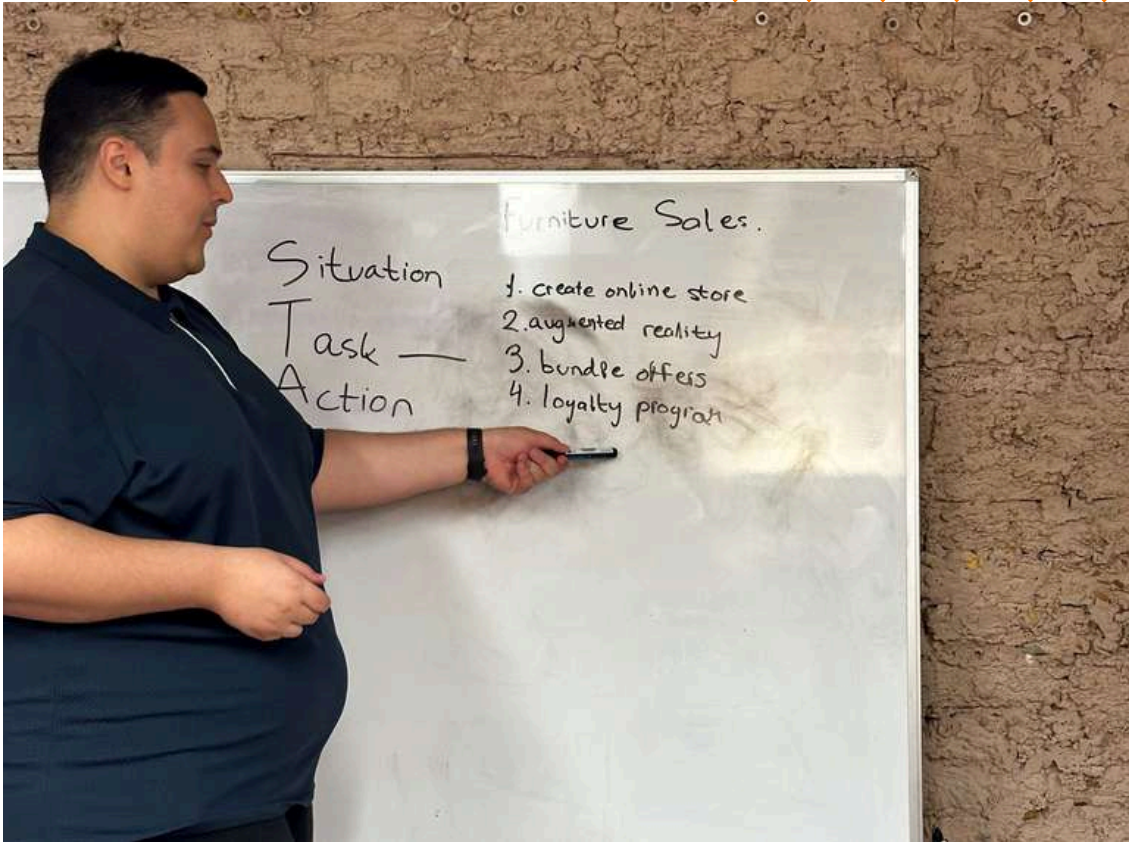
See the workshop in practice through [this video!](#)

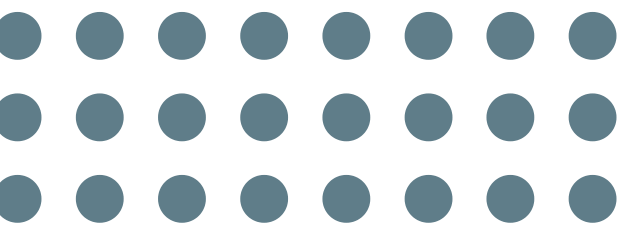
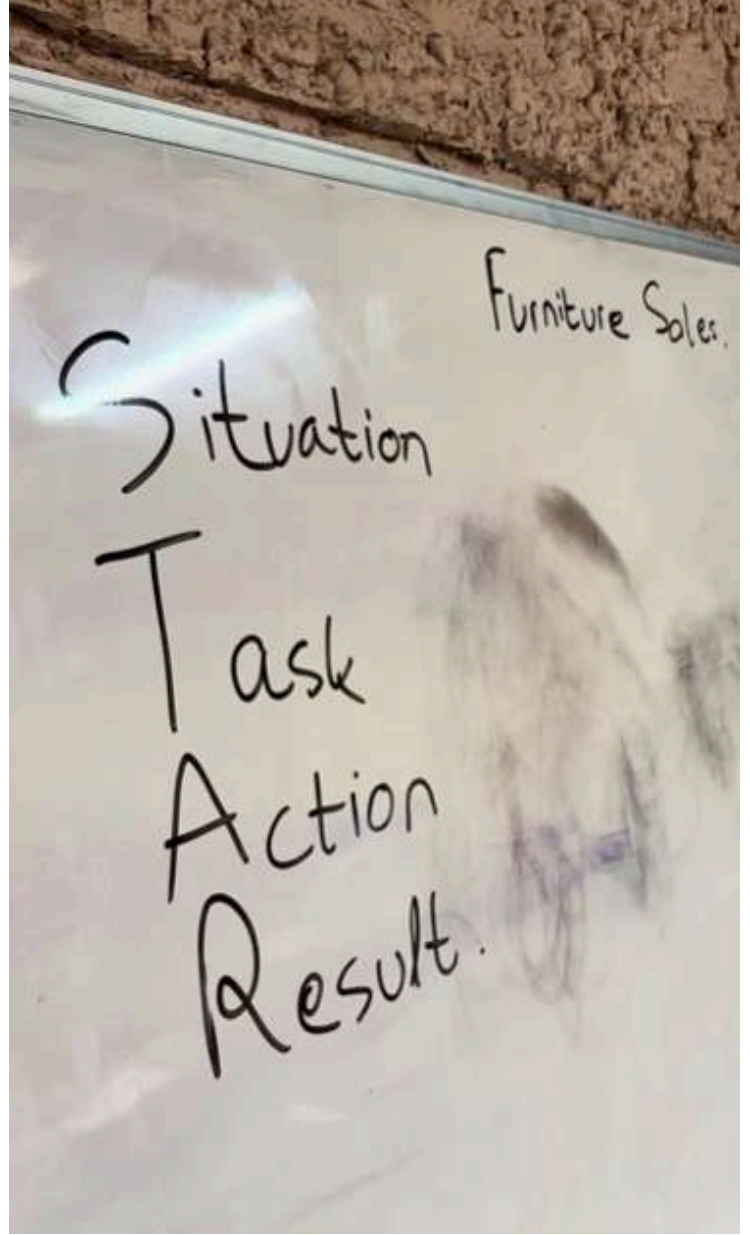


PARTICIPANT DEVELOPMENT

This activity introduces participants to the STAR (Situation, Task, Action, Result) method in a dynamic, collaborative way that encourages creative thinking and storytelling. By constructing a scenario together, participants practice sequencing information logically, considering cause-and-effect relationships, and linking actions to measurable outcomes—key skills for interviews and professional problem-solving. Randomly selecting participants keeps everyone attentive and engaged, while the group format promotes active listening, adaptability, and teamwork. Sharing the completed STAR stories reinforces communication clarity and highlights different approaches to similar situations. Overall, the exercise strengthens problem-solving, quick thinking, creativity, and collaborative skills, while providing a practical framework for presenting experiences effectively in interviews or professional settings.







SOFT SKILLS

GUESS THE SKILLS

Number of participants: **2+**

Time: **15-20 min**

Needed resources: **N/A**

Skills:

Questioning skills

Quick thinking

Deductive reasoning

Creativity

Task:

Everyone silently thinks of one of their skills without saying it out loud.

Others in the group ask yes/no questions to guess.

For example: "Is it related to communication? Is it a technical skill?"

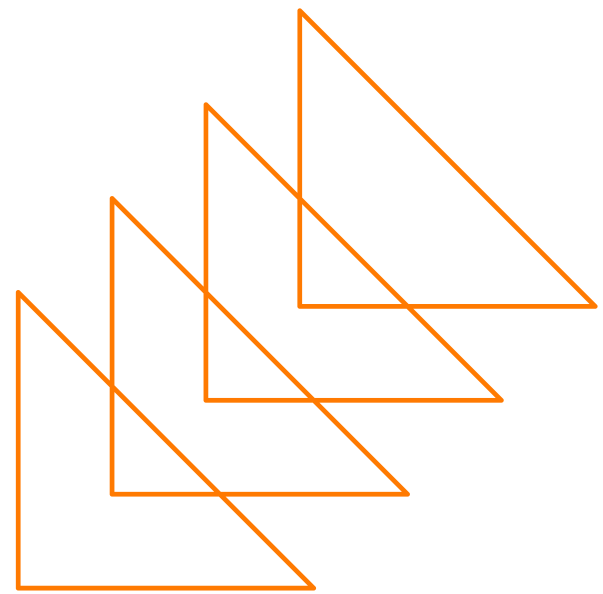
Other participants are required to ask their questions within a 60-second time limit. If they do not guess it, then the player says the answer.*

*View [page 99](#) for examples.

Tips!

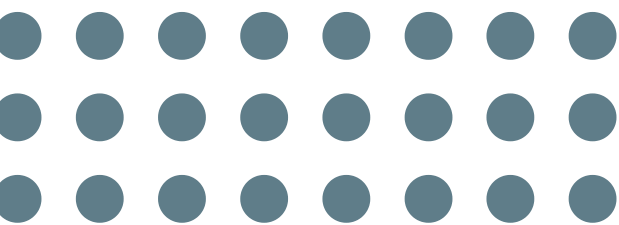
Can exchange the topic from skills to any other work or CV-related topic. If they can't think of words, provide some from the examples below.

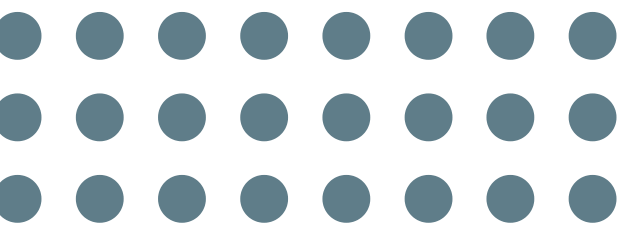
See the workshop in practice through [this video!](#)



PARTICIPANT DEVELOPMENT

This activity encourages participants to explore and articulate their personal skills in a playful, interactive way. By thinking of a skill and having others guess through yes/no questions, participants practice questioning, deductive reasoning, and active listening, while also reflecting on the range and application of their own abilities. The 60-second time limit adds a gentle element of pressure, helping participants think quickly and structure their questions effectively. Exchanging topics to other CV- or work-related areas can broaden understanding of professional competencies and experiences.





SOFT SKILLS PRESENTATION

GIVE A PRESENTATION ON SOFT SKILLS

DEFINITION

Soft skills are personal attributes and interpersonal skills (like communication and teamwork) that characterize how you work and interact with others.

SOFT VS. HARD SKILLS

While "Hard Skills" are technical knowledge (e.g., coding, accounting), "Soft Skills" are what help you keep the job and grow within a team.

KEY SKILLS FOR SUCCESS

Communication: Listening actively and expressing ideas clearly.

Teamwork: Collaborating and supporting colleagues to reach a common goal.

Adaptability: Being open to change and learning from feedback.

Problem-Solving: Staying calm and finding creative solutions under pressure.

TRANSFERABILITY

These skills are "portable"—once learned, you can take them from one job to any other industry.

SELF- AWERENESS

Understanding your own strengths and areas for improvement is the first step in professional development.

SOFT SKILLS

CAR METHOD

Number of participants: **3+**

Time: **15-20 min**

Needed resources: **N/A**

Skills:

Problem-solving

Active listening

Creativity

Task:

Participants are given an example with “challenge”, they have to think of it and say it with a show of hands: actions, result. Then an example is given with “action”, and they have to think of: challenge and result. After that, an example is given with “result”, and they have to think of: challenge and action. *

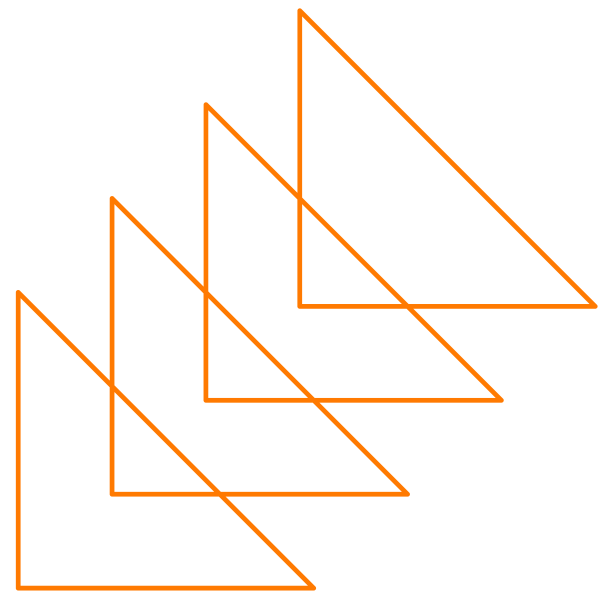
*View [page 100 and 101](#) for examples.

Tips!

If participants struggle, ask guiding questions:

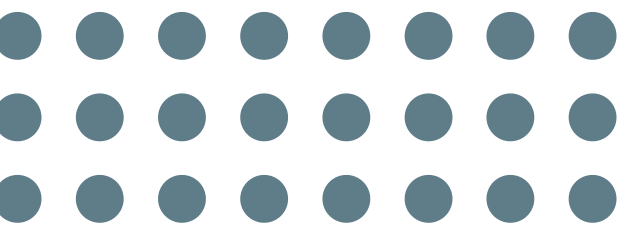
- Challenge: “What problem or obstacle could come before this?”
- Action: “What did you do to handle it?”
- Result: “What happened afterwards?”

See the workshop in practice through [this video!](#)



PARTICIPANT DEVELOPMENT

This activity familiarizes participants with the CAR (Challenge, Action, Result) method, helping them structure experiences in a clear and compelling way for interviews or professional storytelling. By working with partial examples and filling in the missing elements, participants practice creative thinking, problem-solving, and logical sequencing, while actively engaging with the thought process of cause and effect. The show-of-hands format encourages participation and quick reflection, and guiding questions support those who struggle to identify challenges, actions, or results. Overall, the exercise strengthens participants' ability to analyze experiences, communicate them effectively, and listen attentively to others' contributions—key skills for self-presentation and professional growth.



SOFT SKILLS

PLANNING THE DAY

Number of participants: **3+**

Time: **20-30 min**

Needed resources: **N/A**

Skills:

Persuasive communication

Analytical Reasoning

Public speaking

Teamwork

Task:

Divide participants into two groups.

One group will represent the position that planning is essential, while the other group will argue that improvisation is more effective.

Give each group time to prepare their arguments, examples, and key points to support their position. Encourage them to think of real-life situations where their approach leads to better outcomes.

Next, hold a structured debate. Each group presents its arguments, responds to the other side, and defends its viewpoint.

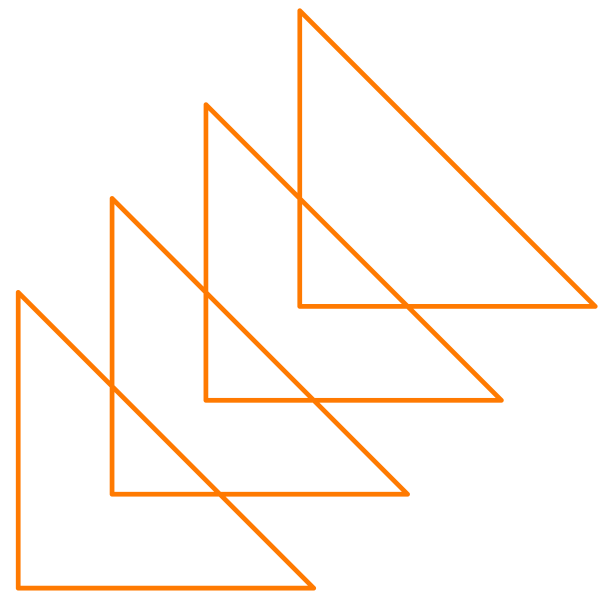
At the end of the debate, bring everyone together for a group discussion.

Reflect on the strengths of both planning and improvisation, highlighting that in real life, a balance of both skills is often necessary.

Tips!

1. Let them discuss for 5 minutes and then present their ideas.
2. Use a timer so they feel the “pressure” of limited time.

See the workshop in practice through [this video!](#)



PARTICIPANT DEVELOPMENT

Preparing arguments encourages reflection on the advantages and limitations of each approach, while considering real-life examples strengthens analytical reasoning and problem-solving. Presenting and defending their viewpoints builds public speaking, persuasion, and confidence, and responding to the opposing group promotes active listening and adaptability. The concluding discussion helps participants recognize the value of balancing planning with flexibility in professional and everyday contexts, reinforcing thoughtful decision-making and strategic thinking.



AI SKILLS



AI SKILLS

AI: WHAT COMES TO MIND

Number of participants: **3+**

Time: **10-15 min**

Needed resources: **1 tennis ball**

Skills:

Public speaking

Quick thinking

Team interaction and
bonding

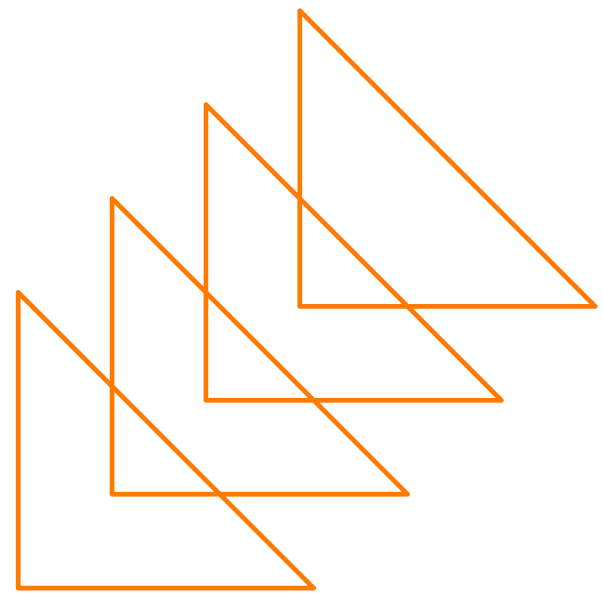
Task:

Participants form a circle and use the tennis ball. Each participant introduces himself/herself and says the name and the first thing he/she thinks when hears the word AI. Then he/she throws the ball at another.

Tips!

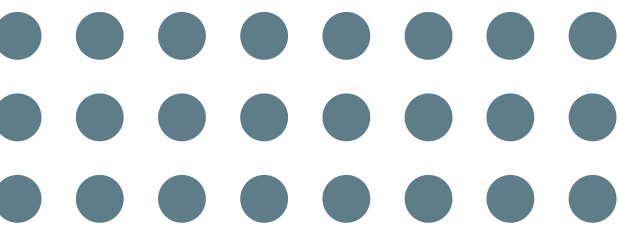
Trainers show examples and actively encourage participants to share in order to kick-start the conversation.

See the workshop in practice through [this video!](#)



PARTICIPANT DEVELOPMENT

This activity quietly does more than just break the ice. By catching the ball and responding on the spot, participants train rapid cognitive processing, meaning they learn to organize thoughts under mild pressure without overthinking. Introducing themselves in front of the group strengthens verbal confidence and lowers the psychological barrier to speaking publicly later on. Because the topic is AI and “whatever first comes to mind,” participants practice associative thinking, revealing prior knowledge, assumptions, and creativity in real time. The circular format builds group awareness and social attunement, since everyone must pay attention to who throws, who catches, and what others say. In short, it warms up the brain, the voice, and the social instincts all at once, which is exactly what you want before moving into deeper, more analytical work.



AI SKILLS

AI FOUNDATIONS

Number of participants: **4+**

Time: **20 min presentation,
10 min kahoot**

Needed resources: **laptop,
projector, kahoot game**

Skills:

Foundational understanding of AI
concepts

Active listening

Team interaction

Task:

First, participants attend a presentation about AI regarding principles, history, modern development and application. There is also a Q&A session to discuss questions from the participants regarding AI. Based on the AI presentation, a Kahoot game follows. Participants divide in teams and apply knowledge from the presentation in the Kahoot game.

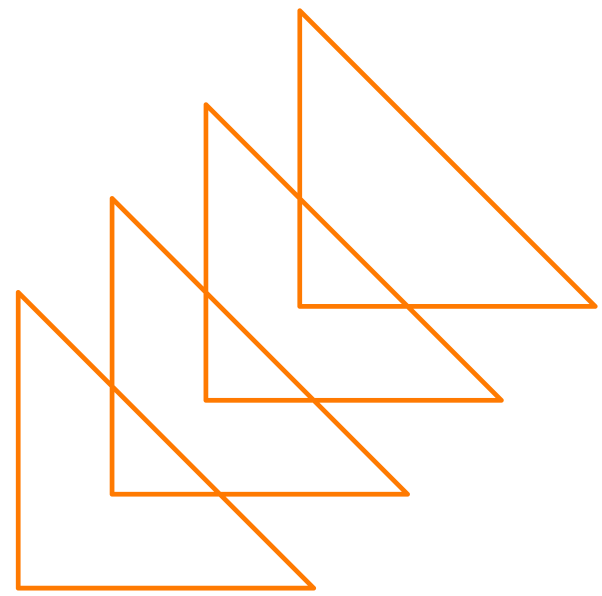
Tips!

Point out useful highlights during the presentation.

To see the presentation about AI, [click here!](#)

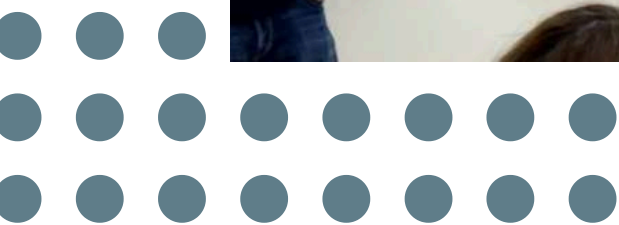
See the workshop in practice through [this video!](#)

PARTICIPANT DEVELOPMENT



This activity develops layered learning rather than passive listening. During the presentation, participants strengthen analytical thinking by connecting historical milestones in AI with its modern applications, spotting patterns between past innovation and present-day tools. The Q&A segment encourages intellectual curiosity and structured questioning, helping them articulate doubts, challenge assumptions, and express ideas clearly in front of others. The Kahoot phase transforms knowledge into applied recall. Working in teams builds collaborative problem-solving, fast decision-making, and strategic discussion under time pressure. Participants must negotiate answers, justify reasoning, and manage differing viewpoints quickly. This reinforces not just memory, but comprehension. The subtle note-taking hint trains attention management. Participants learn to filter key information, anticipate relevance, and stay mentally engaged throughout. In short, the session blends knowledge acquisition, critical reasoning, communication skills, and cooperative dynamics into a compact, high-energy learning cycle.





AI SKILLS

REAL OR AI?

Number of participants: **3+**

Time: **15-20 min**

Needed resources: **laptop, projector, presentation with images/videos**

Skills:

Digital resilience

Quick thinking

Team interaction

Critical thinking

Task:

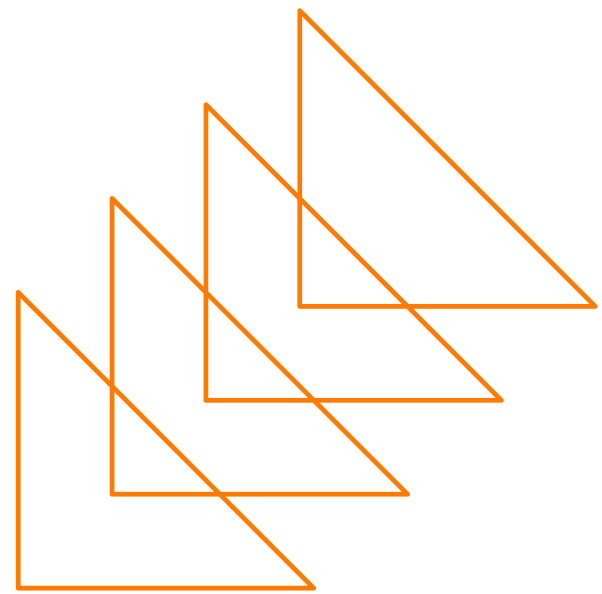
Participants are divided into teams and watch a presentation with a combination of real and AI-generated pictures and videos, guessing which one is real and AI, in order to understand the generative capabilities of artificial intelligence and advance their critical thinking.

Tips!

Ensure that the material in the presentation includes high-quality generated pictures and video of known personalities with the use of AI, as well as include AI-generated audio over real videos, which will delve into the subject of using AI for means of propaganda and fake news in the modern age.

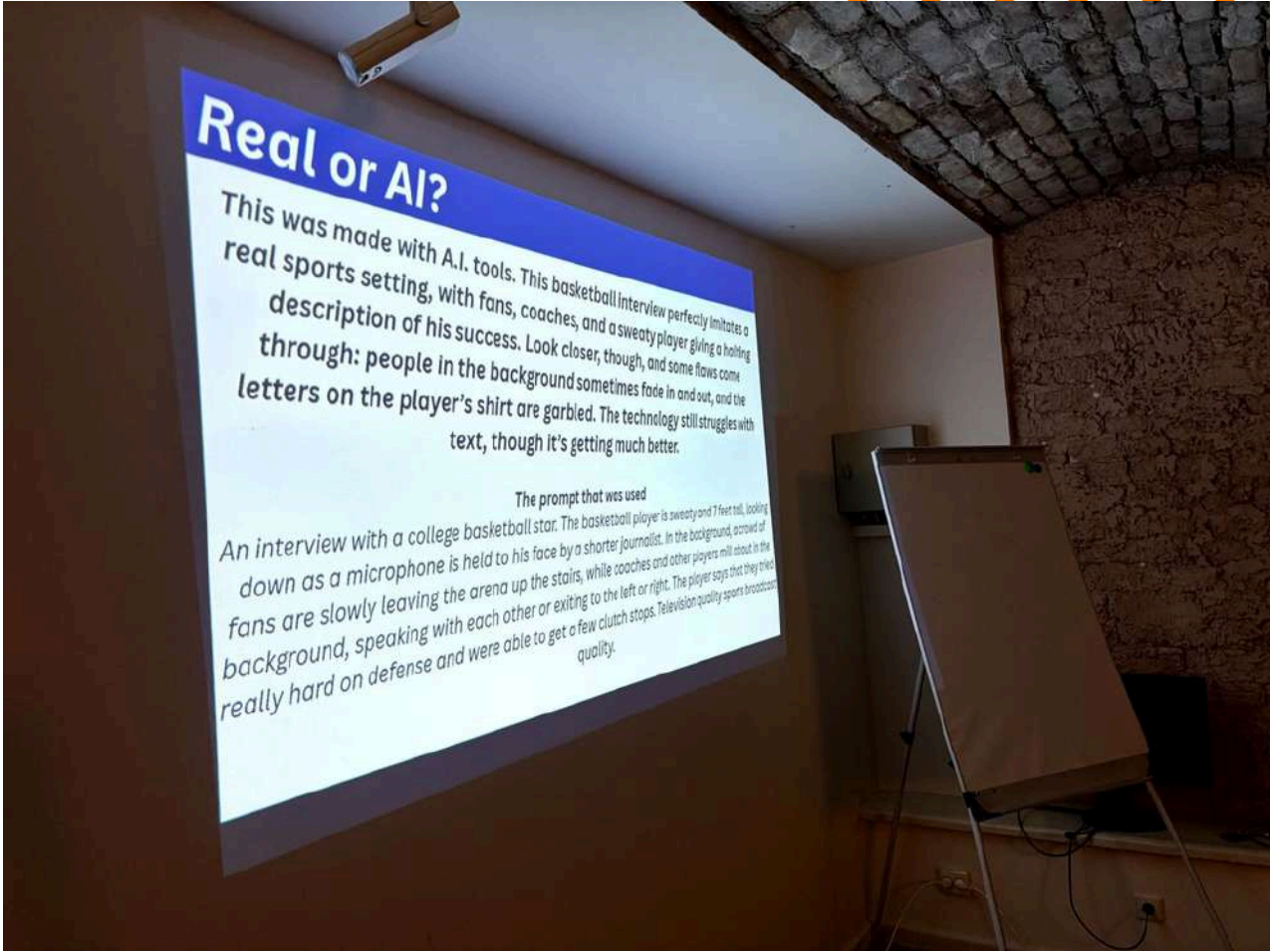
See the workshop in practice through [this video!](#)

PARTICIPANT DEVELOPMENT



This activity sharpens digital skepticism in a world where seeing is no longer believing. By analyzing images, video, and audio, participants learn to look beyond surface realism and search for inconsistencies in lighting, facial movement, voice synchronization, context and emotional tone. The process strengthens critical evaluation skills and media literacy, which are essential in an age of generative AI. Working in teams builds collaborative reasoning. Participants should justify why they think something is real or artificial, defend their position and revise it if stronger evidence appears. That back-and-forth develops structured argumentation and intellectual flexibility. Quick decision-making under time pressure also trains cognitive agility. Including AI-generated content involving known personalities introduces ethical awareness. Participants begin to understand how synthetic media can be used for manipulation, propaganda, or misinformation. The result is not fear of technology, but informed caution. They leave better equipped to question, verify, and think before sharing—an increasingly rare and valuable reflex in the digital era.





AI SKILLS

AI PROMPTING

Number of participants: **2+**

Time: **30 min**

Needed resources: **laptop,
projector**

Skills:

Basic knowledge and
understanding of AI prompting

Problem-solving

Creative thinking

Task:

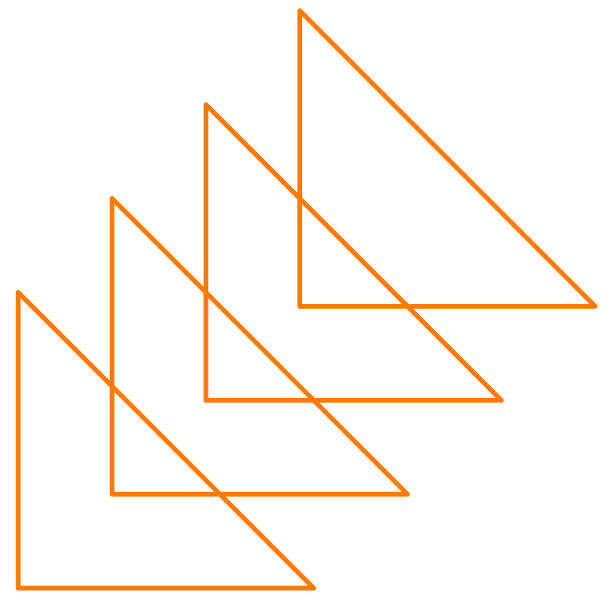
Participants use AI tools such as ChatGPT and Gemini and by using a prompt, they try to replicate as close as possible an image, in order to test their ability to prompt AI to complete specific tasks. Trainers provide basic principles and tips for better prompting.

Tips!

Guide participants on how to create prompts with active trainer participation and suggestions, as well as by showing an example of a prompt and the result on the projector to the entire group.

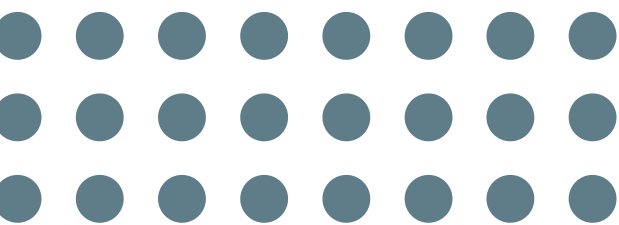
To see presentation about AI prompting, [click here!](#)
See the workshop in practice through [this video!](#)

PARTICIPANT DEVELOPMENT



This activity introduces participants to the practical skill of AI prompting, showing how the quality of instructions directly affects the quality of AI-generated results. By attempting to recreate a real-life image using prompts, participants learn how to structure clear descriptions, choose relevant details, and experiment with wording in order to guide the AI toward a specific outcome. Participants compare ideas, refine prompts together, and evaluate which strategies produce more accurate or realistic results. This process helps them understand that using AI effectively is not simply pressing a button, but involves iteration, creativity, and critical judgment. The presentation element adds another layer of learning. When teams explain their prompts and results to the group, they practice communicating technical reasoning in a simple and understandable way. Overall, the activity builds foundational AI literacy, strengthens teamwork, and helps participants develop the ability to interact with AI tools in a purposeful and thoughtful manner.





AI SKILLS

DEBATE FOR AI - PROS AND CONS

Number of participants: **6+**

Time: **30 min**

Needed resources: **N/A**

Skills:

Analytical reasoning

Critical thinking

Team interaction

Public speaking

Task:

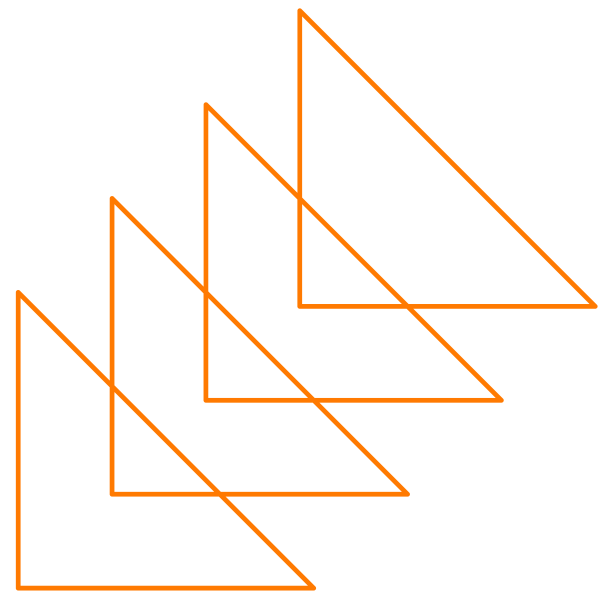
Participants are divided into 2 teams, one to speak about the positive effects and one to speak about the negative effects and risks of using AI in the modern workplace, and whether AI will be capable, in part or in full, to replace certain types of work/employment in the future.

Tips!

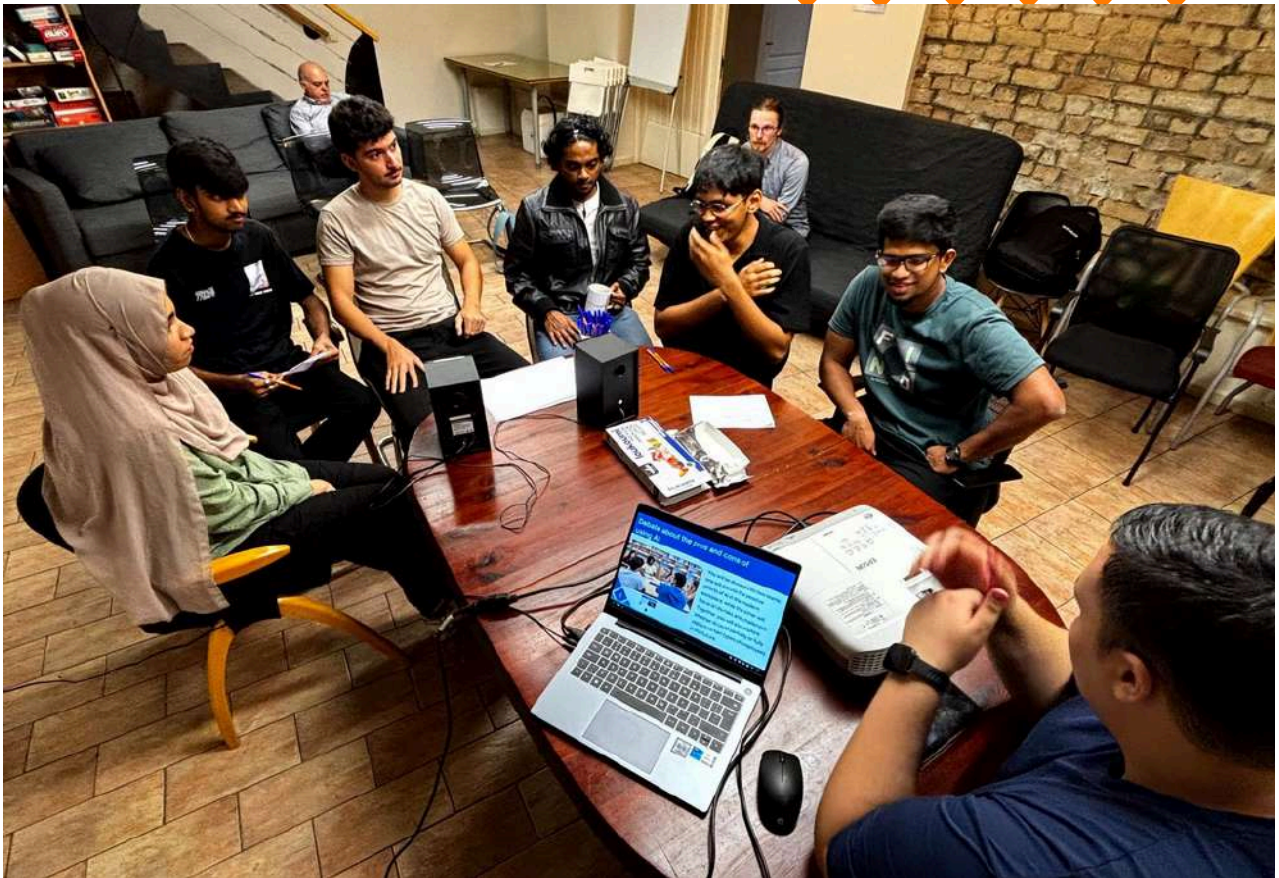
Encourage debate between the two teams by posing rhetorical questions, with contradictory undertones, placing participants in a position to justify their opinions with the use of critical thinking and real-life examples.

See the workshop in practice through [this video!](#)


PARTICIPANT DEVELOPMENT

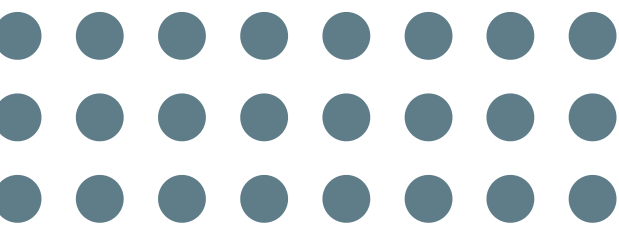


This activity develops participants' ability to analyze complex issues from multiple perspectives. By discussing both the advantages and risks of AI in the workplace, participants practice evaluating technological change in a balanced way, considering economic, social, and ethical implications. They learn to move beyond simple opinions and support their arguments with reasoning and real-world examples. The debate format strengthens structured argumentation and public speaking confidence. Participants must clearly present their ideas, respond to opposing viewpoints, and defend their positions under scrutiny. This encourages quick analytical thinking and the ability to organize thoughts in a persuasive way. Working in teams also builds cooperative strategy. Participants coordinate their arguments, divide speaking roles, and support one another during the discussion. Overall, the activity helps young people develop critical thinking, communication skills, and the confidence to participate in thoughtful discussions about emerging technologies and their impact on society.





- 
- It replaces humans jobs, force workers to retrain
 - Privacy Invasion, it collects more data (personal and private) than consumers realize
 - It can create extremely realistic videos causing misinformation
- It creates fear about the future, if it becomes too powerful
- Its not completely trustworthy, especially for medical matters

- 
- Saves time
 - Gives general information
 - Reduces human errors
 - Improves efficiency
 - ~~Automates repetitive tasks~~
 - Enables personalization
 - Helps with accessibility
 - Improves productivity
 - Can do repeating tasks
 - Makes everyday life easier

ELEVATOR PITCH WITH AI TWIST

Number of participants: **1+**

Time: **30 min**

Needed resources: **A device
with internet access**

Skills:

Self-presentation

Public speaking

Digital literacy

Creativity

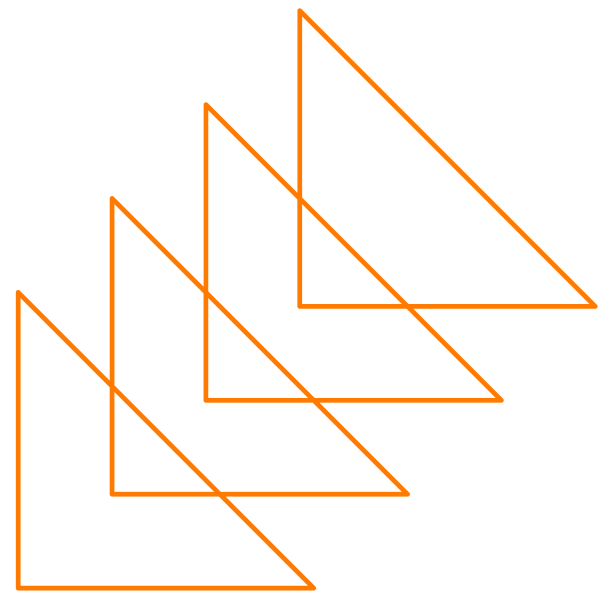
Task:

Participants prepare a short personal “elevator pitch” of about 30 seconds, where they introduce who they are, what they do or study, and what they aim for in the future. After writing their pitch, they use an AI tool of their preference to adjust their speech, by making it more confident, concise, or creative. Then, they present their AI-enhanced pitch to the group, and together the group reflects on which elements worked best with AI support and which felt more authentic in their own words.

Tips!

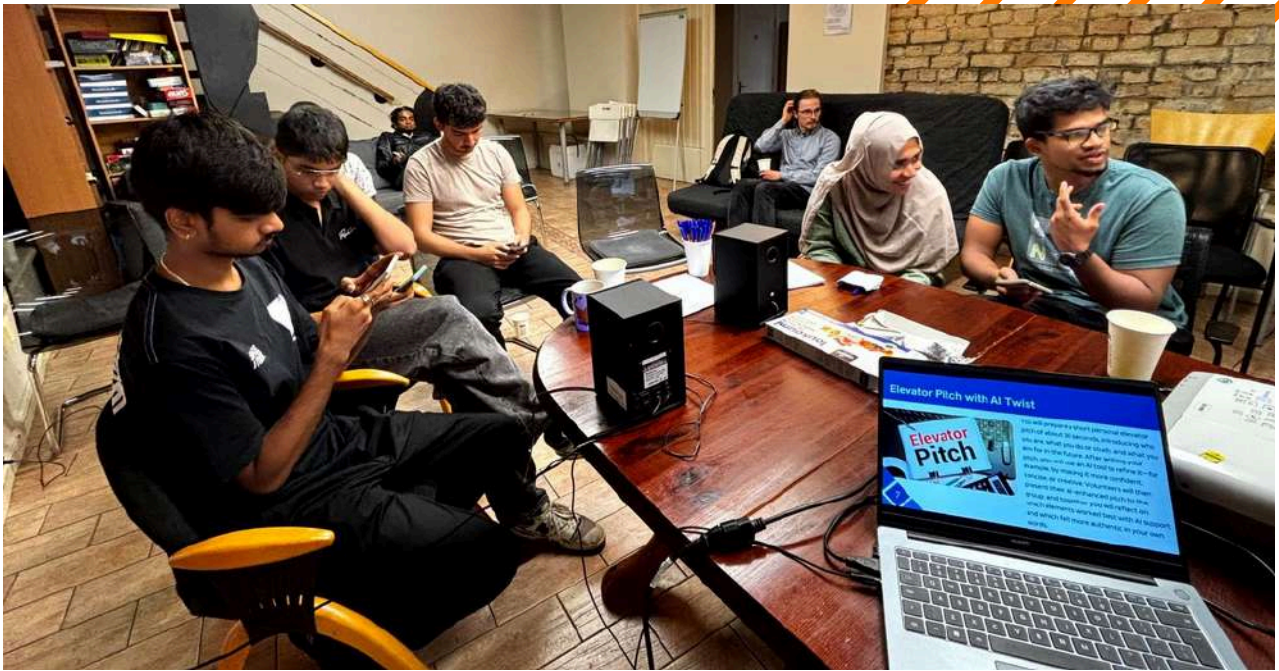
Encourage participants to be proactive by performing an elevator pitch of themselves and using AI in such a way so as to transform it and show the clear difference between the original and the AI-enhanced versions.

See the workshop in practice through [this video!](#)



PARTICIPANT DEVELOPMENT

This activity helps participants develop confidence in presenting themselves clearly and effectively. By creating a short elevator pitch, they practice summarizing who they are, what they study or do, and their future ambitions in a concise and engaging way. This strengthens self-awareness and communication skills, both of which are essential for academic, professional, and networking situations. Using AI to refine their pitch introduces participants to the idea of AI as a supportive tool for improving written and spoken communication. They learn how AI can help restructure ideas, adjust tone, and make messages clearer or more persuasive. At the same time, comparing the original and AI-enhanced versions encourages critical thinking about authenticity, helping participants recognize when AI improves clarity and when their own voice may feel more natural.





APPENDICES

Attachment 1

Name Surname
+123-456-7890
hello@gmail.com
123 Anywhere St., Any City

19th September 2025

Name Surname
Recipient position, Company name
+123-456-7890
hello@gmail.com
123 Anywhere St., Any City

Job Reference:

Dear Name Surname,

During my studies and professional experiences, I have consistently sought opportunities to deepen my knowledge and develop practical skills that align with this position. I am particularly drawn to your program/company because of its strong emphasis on innovation, collaboration, and personal growth. I believe these values resonate with my own approach to learning and working.

In my previous role, I gained valuable experience in [specific field/skill], where I not only refined my technical abilities but also learned the importance of adaptability and teamwork in achieving results. I successfully managed [example of project/task], which strengthened my problem-solving and organizational skills. These experiences have prepared me to contribute meaningfully to your team while also continuing to expand my expertise.

What excites me most about this opportunity is the chance to [specific aspect of program/role], as I am eager to apply my knowledge in a setting where I can create real impact. I am confident that my motivation, dedication, and commitment to continuous improvement will allow me to thrive and add value within your organization.

Name Surname

Name Surname

Attachment 2

8 general unique interview questions

1. If you owned a business, how would you reward your team?
2. What was your most recent adventure?
3. Pretend you're interviewing me. What questions would you want to know?
4. If you had to move across the country tomorrow, where would you go and why?
5. If you could be fluent in two languages, what would they be and why?
6. How do you unwind at the end of the day?
7. If money wasn't an issue, what would you do instead of working?
8. Pretend you've received \$5,000 to help underserved people. How do you spend it?

7 unique questions about experience and background

1. If you could break down your work habits by percentage, which percent would be social and which would work?
2. Do you like to ask questions or try to figure things out on your own, and why?
3. What gets your creativity flowing?
4. What inspired you to pursue this field of work?
5. What's the best way to get to know someone at work?
6. Are you a personal goal-setter at work or do you generally follow a routine, and why?
7. What type of work environment makes you happy?

8 unique in-depth questions

1. If you could only eat one meal a day, what would it be and why?
2. Which superhero is your favorite and why?
3. Describe a time when you laughed the hardest.
4. If someone banned you from Latvia, which country would you move to and why?
5. Which course is more important to you; the appetizer or the dessert? Why?
6. What's your idea of a guilty pleasure?
7. What movie could you watch repeatedly?
8. Have you ever met or seen anyone famous in real life? Who?

Attachment 3

Interviewer: Good morning! Mind me asking, how did you get to the interview?

Candidate: Morning! By car.

I: Oh! So, you have personal transport. Noted... But do you drive because it is hard to walk or...?

C: No, because it is the best way to get somewhere.

I: Good answer. We looked at your CV but we couldn't find you online. Do you have a social life?

C: Yes, I do, but I would gladly not talk about it.

I: We also noticed that your CV doesn't include your age. Does your birth year start with 19 or 20?

C: Somewhere there in between, but yeah, I would rather not say.

I: Very well. But what about family? Are you married? Do you have children?

C: No and no.

I: Good! This job will be like your family. So... where are you from?

C: I am from here.

I: Okay, but where are you originally from?

C: Also here...

I: Okay, but what about your parents?

C: They are great people... They are also from here.

I: Do you dress like this all the time?

C: Not all the time. I like to change my style.

I: Do you like to change jobs all the time as well?

C: No. I am looking for a stable job where I feel safe in my position.

I: Do you often feel unsafe in your private life because of... oh, I don't know, maybe your gender expression or sexual orientation?

C: This question makes me uncomfortable.

I: Noted... So, yes...

C: No, no... I feel safe.

I: Sure... Do you believe in anything?

C: What?

I: Do you believe there is something higher than us?

C: The CEO?

[END SCENE]

Attachment 4

Situations

1. On the morning of a major product launch, one of your key suppliers calls to say they'll deliver critical components 24 hours late.
2. You are managing a project and two team members resign unexpectedly three weeks before the deadline, leaving you understaffed.
3. During a quarterly review, you discover your team's performance metric (e.g. customer satisfaction score) has dropped by 15% compared to the previous quarter.
4. A client sends in a complaint that the software you delivered has a security bug, and that customer data may have been exposed.
5. While working remote, your Internet connection fails during a live presentation to senior executives.
6. You are responsible for onboarding a new employee, but they don't have the expected technical skills, and the rest of the team depends on them completing key tasks.
7. A budget cut halves your allocated funds for marketing in mid-campaign; you have to still reach the same lead generation goals.
8. A supplier you've relied on for years suddenly increases their prices by 30%, threatening project costs.
9. You inherit someone else's project that is already behind schedule and over budget, and stakeholders want deliverables within the original timeline.
10. Your manager gives you feedback that your reports are unclear and often need revision; the deadline for the next report is tight.
11. A team member is repeatedly missing deadlines, causing delays in dependent tasks and team frustration.



EXAMPLES

EXAMPLES

- CHARADES/MUTE SHOW

Examples:

- 1.Sweeping the floor – janitor
- 2.Sewing – seamstress
- 3.Stirring a pot – cook/chief

- GUESS THE SKILLS

Examples:

- 1.Creativity
- 2.Punctuality
- 3.Precision
- 4.Work experience
- 5.Education



EXAMPLES

- CAR METHOD

Example:

1. Start with Challenge

Example challenge:

"Our NGO struggled to attract young volunteers for community projects."

Participants think of:

- **Action:** "We launched a social media campaign and organized an open volunteer day."
- **Result:** "The number of young volunteers doubled within three months."

2. Start with Action

Example action:

"We set up weekly team check-ins to improve communication."

Participants could think of:

- **Challenge:** "Team members were often misinformed and tasks were duplicated."
- **Result:** "The workflow became smoother, and project deadlines were met on time."

3. Start with Result

Example result:

"The school library became a popular space for students again."

Participants think of:

- **Challenge:** "The library was outdated and students didn't want to spend time there."
- **Action:** "We renovated it, added comfortable seating, and introduced new books."

EXAMPLES

- CAR METHOD

4. Another Round of Mixed Examples

- **Challenge (given):** “Young people lacked confidence in public speaking.”
 - **Action** → “We organized debate clubs and workshops.”
 - **Result** → “Participants became more confident and could present their ideas in class.”
- **Action (given):** “We created a mentorship program pairing new employees with experienced colleagues.”
 - **Challenge** → “New employees felt lost and struggled with adaptation.”
 - **Result** → “Staff turnover decreased and job satisfaction increased.”
- **Result (given):** “The local park became cleaner and safer.”
 - **Challenge** → “There was a problem with littering and vandalism.”
 - **Action** → “We set up volunteer cleanup days and installed better lighting.”



EXAMPLES

- STAR METHOD

Example:

Tell me about a time you have worked as part of a team?

Situation - when I was at school, I was part of the football team. We needed to raise funds to buy more equipment for the team.

Task - my job was to work with the rest of the team to set up a bake sale to raise money.

Action - I took the lead and found out who wanted to help with the bake sale. I then held a meeting so we could work out dates and what tasks each person would do. I made sure that we were all clear what our role was and everyone who wanted to, got a chance to get involved.

Result - the bake sale was a success due to the team all pulling together. We raised 200 EUR and were able to buy new equipment for the football team.

ABOUT THE SKILLS GUIDE

The activities in these *Workshop Guidelines* are built on the content of *The Skills Guide* — a companion resource developed within the same project, *YES (Youth Employment Skills)*, for young people aged 16–25 preparing to enter the labour market.

The Skills Guide is organised in three sections that match the focus of these *Workshop Guidelines*:

Job application process — CV writing, motivation letters and interview preparation.

Soft skills — communication, teamwork, adaptability and other abilities employers most often expect.

Digital skills — basic digital literacy and an introduction to AI tools.

The two materials are designed to be used together: these *Guidelines* support youth workers in delivering workshops, while *The Skills Guide* provides the background that young people can study on their own.

Where to find it?

The Skills Guide is freely available in English, Latvian and Greek at:

Foundation Zinātnes un inovāciju parks (Latvia) —

<https://www.inovacijuparks.lv/erasmus/>

In-Planet (Greece) —

<https://inplanetgreece.com/yes-project>