Eluks Valmis

MINDSHIFT: NAVIGATING LIFE CHOICES AND CAREER

Co-funded by the European Union

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LIFE CHOICES AND CAREER DECISION-MAKING

TARGET GROUP
Young people aged 15-25

GROUP SIZE
16-30 participants

DURATION
90 minutes

USER OF THE SESSION PLAN
youth worker, teacher, school counsellor, trainer

LEVEL Suitable for school, youth centre, training course, youth club or non-formal education setting

FORMAT · INTERACTIVE SESSION
with grounding, short input, group work, reflection and personal action plan

1.SESSION OVERVIEW

Goal

The session helps young people move from confusion about their future toward a more grounded, self-directed approach to life and career choices. Participants learn to separate their own voice from external pressure, use practical tools to explore directions and recognise that clarity comes through action, not before it.

Why this session matters?

Young people often face enormous pressure around career choices – from family expectations, social media images of success, economic uncertainty and a culture that expects them to "know what they want" by a specific age. This pressure can make decision-making feel paralysing rather than exciting.

In reality, most people do not discover their path by thinking about it from a distance.

They build it through experience: trying, learning, adjusting and trying again. This session gives young people permission to not have everything figured out, while also giving them concrete tools to take their next small step.

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This session connects directly to the other two sessions in the series. Recommended order:

1. Mental health (MindShift): stress and overload make it harder to hear your own voice. When we are overwhelmed, other people's opinions become louder than our own. Recognising this is the first step to clearer choices.

2. Critical thinking: career decisions are full of hidden assumptions, myths and cognitive shortcuts. Questioning these is a core skill for navigating uncertainty.

3. Life Choices and Career: If this session is delivered as a stand-alone or out of order, adjust the cross-reference lines below from past tense ("you learned") to forward-looking framing ("this connects to what you will explore in...").

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2. LEARNING OBJECTIVES

By the end of the session, participants will be able to:

1. Describe at least two tools for exploring career direction when they feel lost or uncertain.
2. Identify the difference between choices driven by internal motivation and choices driven by external pressure.
3. Map the key influences shaping their current career thinking (own wishes, family, society, fear).
4. Apply the Try → Learn → Decide framework to a real or realistic career decision.
5. Reflect on how mental health and stress affect career decision-making.
6. Create a simple personal Career Compass Plan with one concrete next step.

3.KEY MESSAGES FOR PARTICIPANTS

These are the main ideas that should stay with young people after the session:

- There is no single 'right' career path waiting to be discovered. It is built through action, not found through thinking.
- Not knowing what you want at 15-25 is normal. Exploration is part of the process, not a sign of failure.
- External pressure – from family, money, status or fear of failure – is real. But it should not be the only voice in your decision.
- Your body often knows before your mind does. What gives you energy is data about your direction.
- Clarity does not come before action. It comes through action: through small experiments, conversations and real experience.
- A good career choice is not a perfectly planned decision. It is the result of real experience, reflection and adjustment.

4. MATERIALS AND TOOLS

For the facilitator

- projector or screen
- laptop
- flipchart or whiteboard
- markers
- sticky notes
- timer
- printed worksheets
- optional: background music for individual writing activities

For participants

- pen
- Worksheet 1: Energy Tracker and Career Myths
- Worksheet 2: Influence Map
- Worksheet 3: Career Decision Scenario – Try → Learn → Decide
- Worksheet 4: My Career Compass Plan

5. SAFETY NOTE FOR TEACHERS AND YOUTH WORKERS

This session is educational, not therapeutic. If a young person shares something serious – such as feeling completely lost, significant family conflict over their future or signs of depression connected to pressure – the facilitator should acknowledge it calmly and connect them with appropriate support. Do not try to solve the situation in the group.

Cross-reference: if a participant mentions that stress or anxiety is affecting their ability to think about the future, point them gently to the tools from the MindShift (Mental Health) session. Grounding and overload awareness are relevant here too.

90-minute flow

Time	Phase	Activity
0-10 min	Intro and safe space	Welcome, group agreement, session
10-20 min	Grounding: Energy Tracker	What gives you energy? What drains it?
20-40 min	Content input	Four tools: elimination, next step rule, career triangle, decision cycle.
40-65 min	Experiential learning: Influence Map	Station work – mapping what shapes your choice
65-80 min	Application: Try → Learn → Decide	Career scenario in small groups
80-88 min	Reflection: My Career Compass Plan	Individual personal plan
88-90 min	Closing	One-sentence checkout

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DETAILED SESSION PLAN

Intro and safe space

Goal: To create a calm, respectful atmosphere and explain the purpose of the session.

Facilitator says

"Today we will talk about life choices and career direction. Not because you must have everything figured out, but because there are tools that make navigating uncertainty easier. We will look at what actually shapes our choices, how to tell our own voice apart from external pressure, and how to take small steps even when the big picture is not yet clear."

"You do not have to share anything personal. You can always say pass. We are not here to judge anyone's choices or tell anyone what career to pick. We are here to explore tools. This includes not treating the 'safe' option as automatically wrong, or the 'risky' option as automatically braver or better."

Group agreement

Ask participants to suggest 3-4 simple agreements. Write them on flipchart.

Examples:

- We listen without judging.
- We do not force anyone to share.
- We speak from our own experience.
- What is personal stays in the room, unless someone is unsafe.
- We can take a break if needed.
- There are no right or wrong answers about career here.

Materials

Flipchart, markers

Possible variation

For younger groups, prepare the agreements in advance and ask participants to vote with thumbs up if they agree.

GROUNDING: ENERGY TRACKER

Goal

To activate self-awareness about energy as a career clue, and to settle participants into the topic.

Why this activity works

When people feel confused about their direction, they often try to think their way to an answer. But the body often knows before the mind does. Energy – what excites us, what drains us – is one of the most honest signals we have. This activity makes that signal visible.

Instructions

Give participants 3 minutes to write individually (Worksheet 1, Part A). Ask them to list:

- 5 things that give them energy (activities, topics, environments, moments – anything).
- 5 things that drain their energy.

Facilitator says

"These can be anything: helping a friend, being alone, a subject at school, a type of conversation, a physical activity. Do not think about whether they are useful or career-related. Just notice what is true for you."

Short reflection

Ask pairs to share one thing from each list. Then bring it to the whole group:

- What patterns do you notice in your energy list?
- Could any of these energy clues point to a career direction?
- Is there anything on your drain list that you are currently feeling pressure to pursue as a career?

Key message

"Your body is giving you data about your direction. You do not have to follow it blindly – but it is worth listening to."

Cross-reference

In the Mental Health session, participants explored how overload appears in the body. The same principle applies here: energy signals are information. When we are chronically drained by what we are doing, that is a signal worth taking seriously.

Materials

Worksheet 1, Part A, pens.

Optional: play quiet instrumental background music during the 3-minute individual writing exercise (Worksheet 1, Part A) to support focus.

CONTENT INPUT: FOUR TOOLS FOR FINDING DIRECTION

Goal

To introduce three practical frameworks for navigating career confusion, drawn from the session's core tools.

Facilitator explains

Career choice is often treated as one of the most important decisions of a person's life – something that must be chosen correctly, once, and for ever. But that is not how most people actually find their path. Most people do not discover their direction by thinking about it from a distance. They build it through experience: trying, failing, learning and adjusting.

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Tool 1: The Elimination Method

If you do not know what you want, start with what you DO NOT want.

Write down activities, environments and topics – and sort them into two columns:

- Things I know I do not want (in work, study, environment, tasks).
- Things I am drawn to, even slightly.

Eliminating what does not fit is just as valuable as identifying what does. The space that opens up is useful.

Tool 2: The Next Step Rule

You do not need to know your final destination. You need to know only your next step.
Ask yourself: "What is one small thing I could do in the next month to learn more about any direction that interests me?"
Examples: talk to someone in a field that interests you; try a short free course; volunteer somewhere new; shadow a professional for a day; start a small creative project.

Tool 3: The Career Suitability Triangle

Career fit is not about one perfect factor. It involves three that work together:

- What I am good at (or could become good at).
- What I enjoy and what gives me energy.
- What opportunities exist in the world.

No option needs to score 100% on all three. The point is to be aware of where the current balance is – and whether a choice feels like a fit on more than just one dimension.

Tool 4: The Try → Learn → Decide Cycle

Career direction becomes clear through a repeating three-step cycle:

- Try – take one small, low-risk action related to a direction that interests you (a conversation, a short course, a volunteering shift, a job-shadow day).
- Learn – notice concretely what that experience tells you: what you enjoyed, what drained you, what surprised you.
- Decide – based on that new information, decide your next step: go deeper into this direction, adjust it, or eliminate it and try something else.

This is not a one-time decision. It repeats – every 'Decide' step leads to a new 'Try'.

Cross-reference

Facilitator says:

"Career decisions are full of assumptions we have not examined. For example: I have to choose before I am ready. Passion always pays. I should do what my parents did. There is only one right option. This connects to the Critical Thinking session's focus on questioning assumptions – hidden beliefs about what a career 'should' look like are a perfect example."

Ask participants:

- What assumptions are you making about your own career options right now?
- Where did those assumptions come from?
- What would change if you questioned them?

Materials

Slides or flipchart with the three tools, projector.

Possible variation

Present the tools using the infographic posters from the session materials. Participants can also do a True/False myth-busting warm-up at the start of this block (Worksheet 1, Part B).

Experiential learning: Influence Map

Goal

To help participants see and name the different forces shaping their career thinking – and to separate their own voice from external ones.

Activity: station work

Participants rotate in groups of 4-5, spending 4 minutes at each station* (16 min total) with 1-minute transitions between stations (3 min). This leaves 6 minutes for the whole-group debrief. Each station has a list of questions and space to write or draw individually. Alternatively participants can also write in their personal notes.

Station 1 — MY OWN VOICE

What comes from inside me?

- What topics or activities make me lose track of time?
- When have I felt genuinely proud of something I did?
- What would I explore if no one was watching or judging?

Station 2 — FAMILY AND OTHERS

What comes from the people around me?

- What does my family expect of me? What does society value?
- Which of these expectations feel helpful? Which feel like pressure?
- Is there a career path I am considering mainly to please someone else?

Station 3 — FEAR

What comes from uncertainty and fear?

- What career-related fears are influencing my thinking? (Fear of failure, instability, disapproval, not being good enough.)
- Is there anything I am avoiding because it feels risky – even though it interests me?
- What is the worst realistic outcome if I try something and it does not work?

Station 4 — THE WORLD OF OPPORTUNITIES

What comes from the outside world?

- What opportunities do you know about in your field of interest? (Study, volunteer, apprenticeship, job shadowing.)
- What is one small experiment you could try to explore this direction further?

Group debrief

After the stations, bring participants together. Ask:

- Which station surprised you the most?
- Which voice – your own, family, fear or the world – feels loudest right now?
- What would it mean to make a decision from your own voice rather than from fear or pressure?

Facilitator adds

"All four influences are normal and real. The goal is not to ignore family or the world. The goal is to know which voice is which — so you can make a more deliberate choice."

Cross-reference:

This connects to the MindShift Mental Health session's focus on how overload appears in the body. When we are chronically stressed, we may choose the 'safest' career option rather than the most fitting one – not because it is right, but because we lack the mental space to think clearly.

Materials

Station question sheets printed from Worksheet 2 (Influence Map), paper and pens for each student to take notes individually.

Possible variation

For a quieter group, skip the station rotation and give each participant the Influence Map worksheet to complete individually, followed by pair sharing.

*With more than 20 participants, duplicate each station (two identical tables per station) so two groups can occupy 'Station 1' at the same time. With 16-20 participants, one table per station is enough.

Application: Career decision scenario

Goal

Give participants Worksheet 3 Part A with one of the following scenarios:

Option 1:

"You are 20 years old. You have two options: one is a stable office job in an area you do not find particularly interesting, but it feels safe.
The other is an internship in a creative field that excites you, but it is unpaid and uncertain. Your parents think you should take the stable option.
You are not sure what you want.
You feel overwhelmed and slightly ashamed that you do not have a clear plan."

Option 2:

"You are 20 years old. A friend is starting a new, exciting venture and wants you to join now or miss the opportunity. You also have a confirmed place in a study programme in a field you are genuinely good at and interested in. Your friend says you are wasting your potential by 'playing it safe' ".

Small group task

In groups of 4-5, participants discuss the following questions and guide participants to think about applying the Try → Learn → Decide cycle taught earlier:

- Which influences can you identify (Station 1-4 from the Influence Map)?
- What small experiment could this person try before making a final decision?
- What would they learn from that experiment?
- What decision could they make after getting that information?

Critical thinking questions (on worksheet)

- Am I making this decision from calm or from pressure?
- What facts do I have? What am I assuming?
- What would I think if I had more time and felt less overwhelmed?
- What advice would I give a friend in the same situation?
- Is this decision urgent, or does it only feel that way?
- What small experiment would give me better information before I decide?

Facilitator explains

"Clarity does not come before action. It comes through action. Every small experiment you try gives you real information that no amount of thinking from a distance can give you." "Failure is not a setback – it is part of the process. Every time something does not go as planned, you learn something concrete: what does not fit, what the field is really like, what you actually value. Without these experiences, your choices stay abstract."

Group sharing

Ask each group to share one risk and one helpful next step they identified.

- Risk example: "They choose the safe option purely out of fear, without knowing if it fits."
- Helpful step example: "They reach out to someone in the creative field for a conversation before deciding."

Cross-reference

In the Mental Health session, participants explored how overload narrows thinking – making us see fewer options, focus on short-term relief and underestimate ourselves. The scenario above deliberately includes overload signals (feeling overwhelmed, ashamed, pressured). Point this out: the same critical thinking checklist from the MindShift scenario applies here.

Materials

Worksheet 3 (Career Decision Scenario), pens.

Possible variations

Use 2-3 different scenarios:

- Choosing between two study programmes.
- Deciding whether to quit a job or stay.
- Deciding whether to start something new (a project, a course, a volunteering role).

Possible variations

- Part A discussion – 6 min.
- Part B critical-thinking checklist – 5 min.
- Group sharing – 4 min.

Reflection and transfer:
My Career Compass Plan

Goal

To help participants create a personal, concrete next step they can take this week.

Individual worksheet

Give each participant Worksheet 4: My Career Compass Plan. They complete these sentences:

- Things that give me energy and might be clues about my direction:
- Things I know I do not want (from my Elimination list):
- The voice that is loudest right now (own/family/fear/world):
- One small experiment I can try in the next month:
- One person I can talk to about this direction:
- Before I make a big career decision, I want to ask myself:

Pair sharing

Invite participants to share only one safe part of their plan with a partner. Make it clear:
"You choose what you want to share. You can also keep it private."

Materials

Worksheet 4 (My Career Compass Plan), pens.

Possible variation

Participants can create the plan as a phone note instead of a worksheet.

Suggested split

Individual writing – 5 min.
Pair sharing – 3 min.

Facilitation notes

Before the session, the facilitator should be able to give the participants ideas about relevant help services locally in case they need help in filling in Worksheet 4 'If I feel stuck' section.

Closing: one sentence checkout

Goal

To close the session calmly and help participants name one takeaway.

Ask participants to complete one sentence:

- Today I realised...
- One thing I want to explore further is...
- My next small step will be...
- Before making a big decision, I want to remember...

They can say it aloud, write it on a sticky note, or keep it private.

Closing sentence from facilitator

"You do not need to have it all figured out. No one does at your age – or any age. What matters is that you are willing to take one small step, notice what you learn, and adjust. That is how a career is actually built."

WORKSHEET 1: ENERGY TRACKER AND CAREER MYTHS

Part A: Energy Tracker

List 5 things that give you energy (activities, topics, environments, people, moments):

1. _____
   _____
2. _____
   _____
3. _____
   _____
4. _____
   _____
5. _____
   _____
6. _____
   _____

List 5 things that drain your energy:

1. _____
   _____
2. _____
   _____
3. _____
   _____
4. _____
   _____
5. _____
   _____
6. _____
   _____

Reflection:

What patterns do you notice?

_____
_____

Is there anything on your drain list you feel pressured to pursue as a career?

_____
_____

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Part B: Career Myths – True or False?

Read each statement and mark True or False before the session input. After the input, check your answers.

Statement	Before	After
You should know your career direction by the age of 20.		
Following your passion always leads to financial stability.		
A good career decision is one you make once and never change.		
If you do not have a clear plan, something is wrong with you.		
Most people find their path by thinking about it, not by trying things.		
Failure in a career attempt means you chose the wrong direction.		
A stable job is always safer than a risky but exciting path.		
My family's opinion on my career choices has the most value because they know me the best.		

Worksheet 1 Part B : Answer key

For reference only, not to be shown to participants:

1. You should know your career direction by age 20 – False
2. Following your passion always leads to financial stability – False
3. A good career decision is one you make once and never change – False
4. If you do not have a clear plan, something is wrong with you – False
5. Most people find their path by thinking about it, not by trying things – False
6. Failure in a career attempt means you chose the wrong direction – False
7. A stable job is always safer than a risky but exciting path – False (safety depends on context, not stability alone)
8. My family's opinion on my career choices has the most value because they know me the best. – False

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WORKSHEET 2: INFLUENCE MAP

Your career choices are shaped by four types of voices. Map each one below.

MY OWN VOICE What do I actually enjoy? What gives me energy? What would I explore if no one was judging? _____ _____ _____ _____ _____	FAMILY AND OTHERS What do people around me expect? Which expectations feel helpful, which feel like pressure? _____ _____ _____ _____
FEAR What am I afraid of? (Failure, instability, disapproval.) Is there something I avoid because it feels risky? _____ _____ _____ _____ _____	THE WORLD OF OPPORTUNITIES What opportunities exist? What could I actually try? (Course, volunteer, conversation, project.) _____ _____ _____ _____

Reflection:

Which voice is loudest right now?

_____

_____

What would it mean to make a decision more from your own voice?

_____

_____

WORKSHEET 3: CAREER DECISION SCENARIO — TRY → LEARN → DECIDE

Part A

Scenario

You are 20 years old. You have two options: a stable office job in a field that does not interest you much (but feels safe), or an unpaid internship in a creative field that excites you (but feels uncertain). Your parents want you to take the safe option. You feel overwhelmed and are not sure what you want.

Group discussion questions

Which influences can you identify in this scenario (own voice / family / fear / world)?

_____

_____

What small experiment could this person try before deciding?

_____

_____

What might they learn from that experiment?

_____

_____

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Part B

Critical thinking checklist

Before making a big decision, ask yourself:

1. Am I deciding from calm or from pressure?

2. What facts do I have? What am I assuming?

3. What would I think if I had more time and felt less overwhelmed?

4. What advice would I give a friend in the same situation?

5. Is this decision urgent, or does it only feel that way?

6. What small experiment would give me better information before I decide?

7. Have I separated my own voice from family and fear?

WORKSHEET 4: MY CAREER COMPASS PLAN

Complete these sentences.
You only share what feels safe.

My energy clues

Things that give me energy and might point to a direction:

_____
_____

My elimination list

Things I know I do not want in my work or study:

_____
_____

The loudest voice right now

The influence shaping my thinking most right now is: (circle one)

my own voice fear

family/others the world of opportunities

My next small experiment

One concrete thing I can try in the next month to explore a direction:

_____

_____

My support person

One person I can talk to about this:

_____

_____

My decision question

Before I make an important career decision, I want to ask myself: How is stress or overwhelm currently affecting my ability to think clearly about this decision.

_____

_____

"Am I deciding from calm or from pressure?"

_____

_____

Another question I want to remember:

_____

_____

If I feel stuck for a long time

If I feel lost or overwhelmed about my future for more than a few weeks, I can:

Talk to:

_____

Contact:

_____

Ask for help from:

_____

"You do not discover the right path.
You build it – one step at a time."

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20 SLIDES / WORKSHEETS STRUCTURE

Slides 1-5: Introduction and framing

- Slide 1: Title – MindShift: Navigating Life Choices and Career
- Slide 2: Session goals – Today we will explore what shapes our choices, how to separate our own voice from pressure, and how to take the next step even when the picture is not clear.
- Slide 3: Group agreement – Respect, voluntary sharing, no judging, no right or wrong answers about career.
- Slide 4: Career choices are not discovered – they are built through action, not found by thinking alone.
- Slide 5: Energy Tracker – instructions for the individual writing exercise.

Slides 6-11: Tools for finding direction

- Slide 6: Tool 1 – The Elimination Method. Start with what you do not want.
- Slide 7: Tool 2 – The Next Step Rule. You do not need to know the destination. Just the next step.
- Slide 8: Tool 3 – The Career Suitability Triangle. Good at + enjoy + world opportunities.
- Slide 9: Tool 4 – Try → Learn → Decide – career as a journey, not a one-time decision.
- Slide 10: Career myths – the common assumptions that hold people back.
- Slide 11: Cross-reference: how stress narrows our thinking and options. (See: Mental Health session.)

Slides 12-16: Influence Map station work

- Slide 12: The Influence Map – four forces shaping career thinking.
- Slide 13: Station 1 – My own voice. What do I actually enjoy and value?
- Slide 14: Station 2 – Family and others. Helpful expectations vs. pressure.
- Slide 15: Station 3 – Fear. What am I avoiding because it feels risky?
- Slide 16: Station 4 – The world. What small experiment can I try?

Slides 17-20: Application and transfer

- Slide 17: Failure reframe – failure is not a setback. It is part of the process. Every failed attempt gives you real information.
- Slide 18: Career Decision Scenario – choosing under pressure.
- Slide 19: My Career Compass Plan – energy clues, next experiment, support person.
- Slide 20: Closing reflection – "You do not discover the right path. You build it – one step at a time."

Possible variations

For groups of 30+

Use smaller groups of 5-6 and reduce full-group sharing. Ask each group to share only one insight from the Influence Map stations. You can also do a gallery walk: groups write their key insights on sticky notes and post them on the wall under the four station headings.

For a quieter group

Use more individual writing and less open sharing. Participants can complete the Influence Map worksheet individually and then share only one thing with a partner.

For younger participants, ages 15–17

Use examples connected to school and immediate choices:

- choosing school subjects
- joining a club or team
- deciding whether to take a part-time job
- choosing between two options for a school project
- social media pressure about what success looks like

For older participants, ages 20–25

Use examples connected to adult transitions:

- choosing between job offers
- deciding whether to change field or study path
- moving away from home for work
- early signs of burnout in a chosen career

For a 45-minute version

Note: this version replaces the embodied, movement-based station rotation with individual written reflection. This trades physical engagement for time efficiency – use only when room or time genuinely does not allow the full rotation, not as a default choice.

Use only:

- Intro and group agreement, shortened (5 minutes).
- Energy Tracker (5 minutes).
- Tool 1 – Elimination Method (5 minutes).
- Try → Learn → Decide cycle, brief explanation only – no Next Step Rule or Triangle (3 minutes).
- Influence Map, individual (10 minutes).
- Career Decision Scenario, Part A only, in pairs (10 minutes).
- My Career Compass Plan – one next step (5 minutes).
- Closing checkout, one sentence (2 minutes).

Skip: full station rotation, Next Step Rule, Career Suitability Triangle, myths cross-reference, Worksheet 3 Part B checklist.

Facilitator notes

What to avoid

Avoid saying:

- "You should figure out your career direction now – time is running out."
- "Other people your age already know what they want."
- "Just follow your passion and everything will work out."
- "Your parents know best."
- "Be realistic – not every interest becomes a career."

What to avoid

Use:

- "Not knowing is a normal starting point."
- "What is one small thing you could try to find out more?"
- "What does this option give you that the other does not?"
- "Who could you talk to this week about this direction?"
- "You do not have to decide today. But you can take one small step."
- "Clarity comes through action, not before it."

Connecting to the other sessions

If participants bring up anxiety or stress about their future, acknowledge it and point to the MindShift session. Key message from MindShift: when we are overloaded, our thinking becomes narrower and more fearful – and that is not a good state for making important career decisions. Grounding first, decisions second.

If participants question assumptions about what a career 'should' look like, point to the Critical Thinking session. The same skill of identifying and questioning assumptions applies directly to career planning.

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Simple evaluation questions

At the end, participants can answer anonymously:

Statement	1-2-3-4-5
I know at least two tools I can use when I feel lost about my direction.	1-2-3-4-5
I can name the main influences shaping my career thinking right now.	1-2-3-4-5
I understand the difference between my own voice and external pressure.	1-2-3-4-5
I have a concrete next small step I can take this week.	1-2-3-4-5
I understand how stress can affect career decision-making.	1-2-3-4-5
I am eager to try new things, learn from them and then redirect my path if necessary.	1-2-3-4-5

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One thing I take from this session is:

_____

_____

"You do not discover the right path.
You build it — one step at a time."

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THANK YOU FOR USING THE MINDSHIFT LESSON PLAN WITH YOUR GROUP!

We would also really appreciate your feedback as the facilitator. Your experience helps us understand what worked well, what could be improved, and how useful the lesson plan was in practice.

Facilitator / teacher feedback form

We would also be very grateful if you could share the short participant feedback form with the young people who attended the workshop.

Their feedback helps us understand how the activities worked from their point of view, what they enjoyed, what they found useful, and what we could improve in the future.

Participant (young person) feedback form

Both forms are short and take only a few minutes to complete.

Thank you again for using MindShift and for helping us improve the materials based on real experience from practice.