

G-GUIDANCE TRAINING AND USERS' MANUAL



G-Guidance

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Table of Contents



Training and Users' Manual's Objectives.....	5
Brief Overview of Theoretical Bases of G-Guidance Career Guidance	9
G-Guidance Career Guidance Main Principles	10
Theoretical bases: from concepts to actions.....	10
Methodological Bases: Method and Tools.....	13
Institutional and Organizational Conditions for a Successful Implementation	14
Quality of implementation.....	16
Career Guidance Process	19
Methodological tools	19
Roles & Functions	22
Psychologists' role and functions	22
Teachers' role and functions.....	24
Students' role and functions.....	26
Implementation of the Career Guidance Program session by session	29
General information about the implementation process and session overview	30
Session 1.....	35
Session 2.....	40
Session 3.....	44
Session 4.....	48
Session 5.....	52
Session 6.....	56
Session 7.....	59
Session 8.....	63
Session 9.....	66
Session 10	69
Session 11.....	72
Session 12.....	74
Session 13.....	77
G-GUIDANCE DIGITAL PLATFORM	79
Objectives: what is for?.....	80
How does it work?	81
Administrators' area (School Psychologist & Teachers):.....	85
Super Administrators' area (School Psychologist & Technical Staff)	108
Students' Area (Students)	115

List of Tables and Figures



List of Figures

Fig. 1. General Career Guidance Process	19
Fig. 2. Career Guidance Methodology Assessment Model	20

List of Tables

Table 1. General and specific objectives of the Training Manual	8
Table 2. Vocational Profile Researcher	12
Table 3. Vocational Profile Creator	17
Table 4. Phase 2 checklist: Creating a structure for implementation	18
Table 5. Phase 3 checklist: Ongoing structure once implementation begins	18
Table 6. Phase 4 checklist: Improving future applications	18
Table 7. Description, purposes and procedure for the tools of G-Guidance program	21
Table 8. Summary of each agent participation in the G-Guidance Career Guidance Program	27
Table 9. Overview of G-Guidance Career Guidance Program' Sessions.	32

Introduction



One of the main goals of G-Guidance project is to train and support school psychologists and teachers, on different levels and with different roles, on the use of a digital web-based and gamified platform as a tool to actively participate and contribute to youths' career guidance, vocational and personal development. Accordingly, the general aim of the Training and User's Manual is to ensure the correct and consistent implementation of the G-Guidance career guidance process, which includes the use of a digital platform across sessions. The inclusion of all agents of any school context, namely psychologists, teachers, youths and parents/caregivers, as role players in the career guidance process is an important feature of our methodology. Based on theoretical and empirical evidence we believe that it's essential for any career guidance to be effective and significant to actively include everybody in the process. This fact is a distinctive and innovative trait of G-Guidance when compared with other career guidance methods. The training manual, that should be used in tandem with "G-Guidance Career Guidance Methodology Manual", describes in detail how to implement the career guidance process, from the important issues related to preparation, to the effective use of G-Guidance's digital platform. As a result, the manual contains a detailed description of how to train psychologists, teachers, parents/caregivers and students, accordingly with each agent's role on the career guidance process, in the use of the platform, and on the objectives, expectations and goals of their role on the general process, as well as across each session. The training manual can be used, in any educational context, as a base for designing ecologically and culturally valid, well-adjusted, career guidance processes using the resources available on the platform, as well as training psychologists to do career guidance, including the correct and more effective use of the platform.

We expect that this innovative trait of G-Guidance will cause a positive impact in all the referred agents, in terms of higher levels of en-

agement in career guidance activities, which will promote continuity between career guidance activities performed at school to family and community contexts. Another dimension of the expected impact of the training manual is allowing that all the participants of G-Guidance, in particular the schools' psychologists, follow the same training guidelines, which, in turn, is expected to positively impact on the consistency of implementation and assessment of the project across schools in every country and culture.

Getting to know the theoretical roots of G-Guidance career guidance method, understanding the logical connection between methodological framework and technique (e.g., career guidance sessions and activities), learning and training to use the digital platform, as well as getting familiar with all the materials and contents developed by and for the project, is essential for professionals to know how to use, adjust and incorporate all these resources into their own career guidance practices and educational settings. Thus, G-Guidance provides training on the career guidance method (directed to psychologists) and how to use the platform for career guidance (directed to psychologists, teachers and youths), using the present manual and the "G-Guidance Career Guidance Methodology Manual". This training manual has been developed to be used on training activities that were conducted as a part of the implementation phase of the project, but also to serve as a tool to perform further training to career guidance professionals, after the end of the project. The training of career guidance participants should take place previously to the implementation program, to allow time to address eventual barriers, difficulties and insufficiencies detected during training. An important point to keep in mind is that this manual should be used in conjunction with the Career Guidance Methodology Manual, since many contents of this manual are related to the process of the G-guidance method, its theoretical and, especially, methodological bases.

This manual is organized into two parts: (1) training manual and (2) user's manual. The first part of the manual focusses on establishing a bridge between G-guidance career guidance methodology and practices or, in other words, how career guidance concepts materialize into sessions, activities, contents and practices. The second part of the manual focusses on the use and functions of the G-Guidance digital platform, to help professionals to learn how to use and get the best results from the digital tools created for the project.

Concerning the first part of the manual, different sections are included that cover the objectives of the training, an overview of the career process method (e.g., brief description of theoretical and methodological bases), a mention of the school context key elements, with highest importance for the implementation, including organizational issues (e.g., consents, places, infrastructures) and definition of the roles and functions of each participant. Also included in the first part of this manual is a detailed description of G-Guidance career guidance program, session by session, with all activities, resources needed and the role of each participant on each activity.

The second part, focused on the digital platform, includes important information about how participants (especially students) access and interact with the platform, share information, how the platform works (e.g., functionalities and features designed for each participant, accordingly with their roles). Psychologists and teachers, who are the most important agents in the implementation of G-Guidance career guidance process, are advised to read and study this manual, simultaneously exploring the digital platform and testing its functionalities, trying out activities and assessing the adequateness of career guidance materials and content. This will allow them to efficiently adapt the method and materials to their own ecological setting, having in mind the characteristics of their schools, students, families, and communities, including

creating and integrating new materials, contents, and activities. The digital platform has been provided with many resources, related to career guidance, that should be used in conjunction with the Professions Guide as well as the Career Guidance Methodology Manual, but it also allows professionals to create new materials and activities, using a special feature of the digital platform. In our perspective career guidance should always be adapted to the needs of its participants, especially youths/students, and social and cultural context, so the development of the digital platform always had in mind the possibility of professionals, namely psychologists, to adapt and expand its resources to fit the needs.

The present manual is available to all interested, so it can be used to guide and train psychologists, teachers, parents/caregivers, and youths in each school and national context. Additionally, and with the objective of expanding the implementation of G-Guidance to other schools and countries in the future, the English version of the manual, beside the national versions, will be available, in open-source format, in the platform as well as in the project's website.

Training and Users' Manual's Objectives



This manual has one main objective that can be divided into three secondary objectives (c.f., Table 1). The main objective of this manual is to ensure the correct and consistent implementation of G-Guidance's career guidance process, heavily based on the use of materials and contents available on G-Guidance Professions Guide and our digital platform. Implementation of career guidance implies training psychologists, teachers, students and parents/caregivers, accordingly with each actor's role on the process, namely in the use of the platform, how to engage in the career guidance activities, and how they can contribute to achieve each session's (and global) objectives. This training should include a clear definition of their role, including goals, expectations, investment (e.g., personal time and economic), barriers/limitations and compromise in the general process.

Deriving from the main objective, this manual has three secondary objectives. The first one is ***to provide the tools necessary for training on career guidance methodology/process, according to each participant's role.*** For this purpose, the project developed the G-Guidance Career Guidance Methodology Manual (this manual is available in paper and digital versions, on G-Guidance project website at <https://g-guidance.eu/language/en/>), which is, essentially, a tool to help optimize career guidance services at schools, benefiting students' vocational development and career management skills. It contains the most accepted and scientifically validated career guidance models and practices and should be used as a framework to guide professional to understand the base and main concepts of G-Guidance career guidance process. Thus, combining the use of the G-Guidance Career Guidance Methodology Manual with the Training and User's Manual, it's possible to provide professionals with the understanding, the skillset and carefully selected career guidance activities that will materialize methodological concepts into real activities that they can execute with youths/students.

In this regard is important to underline that school psychologists, teachers, youths/students and parents/caregivers have different roles, responsibilities and functions. While the school psychologist and teachers are responsible for implementing and managing activities and information, youths/students should focus on engaging actively with career guidance activities, content and materials, and parents/caregivers' most important tasks relate with actively providing support and feedback for the career guidance activities that their children are engaged in. All these agents are important for the success and meaningfulness of career guidance, and should be involved in the career guidance activities, each of them in their way. These different roles are complementary, and their coordinated execution greatly contribute for the success of the implementation of the career guidance process, and consequently for its (good) results. The specific roles and functions of each participant in G-Guidance career guidance is addressed, in more detail, in the third chapter of this manual, and the career guidance are thoroughly presented in the fourth chapter of this manual.

Another secondary objective is ***to provide training for the use of the digital, web-based (G-Guidance) platform, according to each participant's role in career guidance.*** Our digital platform is one of the more innovative and important tools that G-Guidance team developed to improve and expand career guidance. There are different reasons that support this statement, namely:

(a) all career related contents created and compiled by the project's team/partners are available in the platform, easily accessible for youths/students, whether in or outside school and career guidance sessions. Every material, from activities (e.g., articles, quests and inquiries), to career information (e.g., Professions Guide), or career-related web-based resources (e.g., links to useful websites about career paths), are continuously available for any par-

ticipant registered in the G-Guidance platform, through a computer, tablet or smartphone. Additionally, and due to the design of the digital platform, this information is provided to youths/students organized accordingly with their specific vocational profile, making it more useful and interesting to them.

(b) its digital and gamification orientation and features makes career guidance more appealing, motivating and useful for youths/students. By using their preferred means of gathering information, interacting and learning, the digital platform empowers and engages them in their self and career exploration and development, and thus with higher chances of causing positive impact in short, medium and long term. Also, by its design, the platform is a tool that allows career guidance experts and educators to reach a wider range of youths, especially those less engaged, more absent and at risk of dropping out, because it makes use of the familiarity that digital natives have with multimedia, gamification and digital tools.

(c) it allows youths/students, psychologist and teachers to interact directly and easily throughout career guidance activities and process, thus helping to make career guidance more dynamic, interactive, participative and motivating. This network around career guidance promotes higher levels of communication about career paths, participation, feedback and support from psychologist and teachers about the students' career development, which will ultimately contribute greatly to the quality and success of career guidance in schools.

For all these reasons, one of the secondary objectives of the training manual is to provide the information that will give the school psychologist firstly, and teachers secondly, the necessary understanding of the digital platform's capabilities and potential, to help them to use and manage it in the most efficient way and get the best results possible from its use

on career guidance.

The third secondary objective is to familiarize professionals with all the materials and content developed for the project. Providing the professionals with the opportunity to have an in-depth understanding of not only the materials in themselves, but also the why and how they are being included in the career guidance process, it's important because it will greatly increase their ability to use them efficiently. G-Guidance materials and contents are the building blocks through which we materialize the implementation of the program. It includes tools (e.g., career guidance method, web-based platform, professions guide), which in turn also include activities, career related information, knowledge about the use of technology, technological solutions for education, social networks and gaming, and knowledge of meaningful learning theories, as well as training and resources co-developed and tested by the professionals for whom they are being created (e.g., teachers, psychologists).

Summing up, the training manual tries to familiarize the different actors according to their role and functions. Specific materials and contents are for psychologists, teachers, parents and students. Each of them should have access and knowledge for their materials and contents. It also facilitates to coordinate all the career guidance process among the actors.

Table 1. General and specific objectives of the Training Manual

General objective of the Training Manual

- to ensure the correct and consistent implementation of G-Guidance's career guidance process, heavily based on the use of materials and contents available on G-Guidance Professions Guide and our digital platform

Specific Objectives of the Training Manual

- to provide the tools necessary for training on career guidance methodology/process, according to each participant's role
- to provide training for the use of the digital, web-based (G-Guidance) platform, according to each participant's role in career guidance
- to familiarize professionals with all the materials and content developed for the project



Brief Overview of Theoretical Bases of G-Guidance Career Guidance



G-Guidance Career Guidance Main Principles

G-Guidance proposes an innovative career guidance methodology that schools, mainly through their school psychologist, can use to help students build their careers. Our method focuses on taking advantage of technology to enhance career guidance. The main tool of this program is a web-based, gamified, digital platform that make career guidance more appealing, motivating and engaging for students with ages between 13 and 17 years. The platform was designed to be a digital tool for school psychologists, together with teachers and parents/caregivers, to promote student's self-development and career development and management. The methodological approach of this program is also intended to be inclusive, using student's interest and familiarity with technology and gaming, to involve the most unmotivated of them in building a vocational path.

Psychologists, teachers, and parents, also beneficiaries of G-Guidance, will get specialized training with the help of these manual, tools and resources provided by the program to be able to actively support youths in their vocational guidance process, using the platform, thus actively participating in the whole process. Their gain is both focused on giving some extra help to students on their career guidance process, and on having more information about their career development and how to best help adolescents to achieve their goals.

So, school psychologists and teachers can make use of all the necessary information available on G-Guidance digital platform and website, as well as all the other materials created for the project (e.g., G-Guidance Career Guidance Methodology Manual), to be prepared to implement the twelve sessions projected in our program, with the following goals:

- Promote students' career construction

skills, by focusing on their self-exploration, reflection and (self) assessment.

- Allow students to work on five essential dimensions for vocational development, throughout the career guidance process: (1) self-awareness, (2) vocational profile, (3) career exploration, (4) project building and decision making, and (5) career maturity and adaptability.
- Increase students' career success and satisfaction.
- Encourage students to develop their self and adopt certain behaviours to build their own professional careers (motivation for career construction), adjusting their career decisions to their lives, interests and activities.
- Create and develop activities, tasks and resources that allows students to construct their self and their vocational profile as active learners and authors of their lives.
- Increase the active participation and engagement of parents/caregivers, and families in general, on students' career guidance.
- Increase communication and sharing of knowledge, experiences and feedback about career construction activities, with the objective of empowering students and validating their career guidance, choices and paths.

Theoretical bases: from concepts to actions

The theoretical bases of the G-Guidance include three main models that are combined from a comprehensive perspective:

Bronfenbrenner's Ecological Systems Theory of Development (Bronfenbrenner 2005). This theoretical framework helps to contextualize career guidance in terms of the impact

that contextual factors (e.g., family) had, have or will have over an individual's profile, interests and choices. It seems important to contextualize career guidance within the different systems or contexts (e.g., culture, family, neighborhood) that affect a person's profile, interests and choices. From this approach, vocational development is a product of multiple levels of influence characterized by an interpersonal and multi-communicative, multi-interactive, and multi-contextual system. This ecological model is reflected on the vocational development with the following principles: (a) the more you communicate the better; (b) the more you interact the better; (c) the more life contexts you interact with, the better; (d) the more quality you have on your relationship with others, the better; (e) our (vocational) development is a product of many levels of influence since every person and context counts.

Holland's Theory of Career Choice – RIASEC Model (Holland, 1996). This model provides a well-know, accepted and widely used framework to create students' prelaminary vocational profile, from which a career project or path starts to be co-constructed between psychologist and student. The personality profile (e.g., traits, skills, values) affects the choice of a profession. Job satisfaction and stability will depend on the degree of congruence between personal and professional profiles. Based on the premise that personality factors underlie career choices, Holland's theory proposes that people project their self, as well as their views about the world of work onto courses, careers, jobs, etc., and make career decisions that satisfy their preferred personal orientations. People search for environments that allow them to use their skills and abilities, express their attitudes and values, and assume agreeable circumstances and roles.

Considering the Holland's Vocational Choice Model, G-Guidance has designed six basic vocational profiles: Maker (related to Hollingshead's "Realistic type", R), Researcher (re-

lated to Hollingshead's "Investigative type", I), Creator (related to Hollingshead's "Artistic type", A), Helper (related to Hollingshead's "Social type", S), Leader (related to Hollingshead's "Enterprising type", E) and Organizer (related to Hollingshead's "Conventional type", C). These six vocational areas are the beginning of G-Guidance career guidance process, from which students begin their mission towards gaining knowledge and skills, that will allow them to build their career path or project, by performing activities proposed by the platform and the school psychologist. G-Guidance Questionnaire aims to access student's most scored vocational areas and it is the first platform activity that students will carry. A description in more detail of the different vocational profiles is included in appendix 1. They are also covered with more information and detail in the Career Guidance Methodology Manual.

Savickas' Life Design Theory (Savickas et al., 2009). Offers an approach to career guidance based on self-development and designing a career path to fit one's profile, ideal to prepare students to deal with modern day career barriers. It is based on self-development and construction of one's own professional career that best suits one's profile and the difficulties and challenges of the context. According to this approach: (a) the most efficient way to help students on building their careers, from pre-school to university and beyond, is to promote the awareness and use of processes and tools that will allow them to make choices that express their self-concepts and thus building meaningful career paths; (b) the skillset and knowledge (about careers and self) that students can acquire through career guidance will give them career adaptability, which will allow them to build their career always adjusting to life events, contextual barriers, and self-development, among other variables.

The main goals of Life Design are:

1. Adaptability, thus is, help students to develop their capabilities to anticipate changes and their own future in changing contexts. Also, help them find ways to achieve their expectations through their involvement in different activities. Different capacities need to be developed to reach this adaptability: concern – foster optimism, control – self-regulate to adapt to context changes, curiosity – about my skills, where to apply them and how can I get there, confidence – learn how to deal with barriers with strategies, commitment – built a life project and NOT a particular job.
2. Development of students’ own voice. Help students to define their vocational identity in their own words or, in other words, help them express how they see themselves, other people, their life contexts and the roles they play in them (e.g., student, athlete, friend, etc.). Once students identify their roles, they can think about which one is more important for them. Different adaptive behaviors and actions can be promoted to develop the own voice such as activity (e.g., motivate students

to engage in diverse activities, because individuals come to learn which abilities and interests, they prefer to exercise, interact with people, receive feedback, and consequently get to know themselves better) and intentionality (e.g., anticipating what will happen in the future, in student’s careers, based on what was their vocational past and future). These actions will allow students to predict what will be their biggest career challenges and plan accordingly.

Table 2 below shows the practical implications of the Ecological model, Holland’s model and Savickas’ Life design approach, for career guidance planning, development, and implementation. The theoretical principles, including practical actions, have been translated into career guidance sessions and activities in the G-Guidance program. This means that all the sessions’ organization and all activities created for the G-Guidance career guidance program were set and based upon the most important concepts and good practices included in each of the theoretical models that were chosen to be the base of our work.

Table 2. Vocational Profile Researcher

Bronfenbrenner’s Ecological Model	Holland’s Model	Savickas’ Life Design
<p>Collecting ecologically relevant information from students, family environment, social environment (e.g., identify aspirations, vocational history, interests)</p> <p>Including the participation of parents, peers, and other relevant figures for increase students’ motivation in career guidance as much as possible (by our platform or by schools’ social media private accounts)</p> <p>Promoting activities that make students explore different contexts (e.g., museums, universities, sports clubs, among others)</p> <p>Promoting interaction with vocationally relevant people (e.g., role models).</p> <p>Attending to the macrosystem variables, such as vocational stereotypes and cultural or social prejudices, economic and professional realities</p> <p>Promoting motivation (for career guidance) by facilitating a supportive attitude from key elements from students’ life context (e.g., parents)</p>	<p>Holland’s professional profiles inspire contents and programme’ structure</p> <p>Holland’s vocational areas are the beginning of G-Guidance career guidance process</p> <p>Students identify their preferred vocational areas, created considering Holland’s Theory (Maker, Researcher, Creator, Helper, Leader, Organizer)</p> <p>Program and activities are organized by different professions and vocational profiles</p> <p>Program proposes to explore the skills, traits, own interests (self-knowledge) in relation to professional profiles</p>	<p>Program organizes activities in the 5 phases to design students’ career project: self-awareness, vocational profile, career exploration, project building and decision making, career maturity and adaptability</p> <p>Focusing on personal projects and not jobs.</p> <p>Promoting interpersonal interaction and communication to build youths thoughts and ideas (e.g., group discussions, debates)</p> <p>Promoting activities focused on self-awareness and self-development</p> <p>Creating an environment of safety, comfort and respect in career counseling sessions</p> <p>Promoting activities that will allow students to project themselves in the future</p> <p>Motivating students to do career exploration activities outside school context</p> <p>Discussing extra-curricular activities with students, motivating them to engage in some, and connecting them to career paths</p> <p>Creating dynamic research tasks, designed for students to find out where personal characteristics (or vocational profile) fit better</p>

Methodological Bases: Method and Tools



Institutional and Organizational Conditions for a Successful Implementation

From the beginning, it's essential to have a high level of support and commitment from the entire school/educational community. From the school's management team to the school psychologists/counselor, in charge of career guidance, not forgetting the teachers, it's of paramount importance that every educational agent is aware, engaged and motivated to facilitate and/or participate on career guidance activities. To this end, the educational organization should try to inform and help to clarify and overcome any barriers, doubts or difficulties that any educational agent might have before the career guidance program is implemented, as well as motivating them to actively participate in career guidance. This means explaining the relevance and objectives of the program, the chosen methodology and tools, the different roles to be played by every agent, what can be expected from the implementation of the program (and from each agent), and what are the (e.g., time) costs of participating on the program and what conditions and resources the educational organization is willing to provide the participants for them to be able to participate in a fully committed fashion. Concomitantly, the educational organization must also seek the same level of involvement and commitment from families and students, providing the same level of information, motivation and conditions/resources, to increase the likelihood of high rates of participation in the career guidance program. Maintaining a clear, close and continuous communication among all the participants it's an important part of setting the career guidance program on a route of success. High levels of commitment and engagement will mean less resistance from participants, less barriers to overcome during the implementation, and lower probability of dropout from any participants due to frustration or unmet expectations.

Another sine qua non requirement to increase the likelihood of a successful implementa-

tion of the innovative methods proposed by G-Guidance career guidance program is a positive organizational climate. This means promoting a healthy school climate, where students can explore and build their career paths, making consistent vocational choices, provided with individual freedom, respect and safety. This means that all practices must comply with ethical standards and good practices, that will allow students to work feeling safe, respected and supported. In addition, it is necessary to ensure the protection of students' personal data and obtain the informed consents from families/legal tutors, if appropriate, namely because students will be asked to complete several questionnaires throughout the program, which along with the information on their activities stored on the platform constitute sensible and private information. The information collected through the questionnaires and platform activities will be used to build students' (personal) vocational profiles, by the school psychologist, and to provide relevant feedback to them and to their families, about their career paths and decisions. In this matter, it's important to note that G-Guidance career guidance program is set to be managed/coordinated by the school psychologist/counselor, as the only person with access to the students' personal information, precisely because these professionals have professional orders/organizations that have ethical and deontological guidelines, that supervise good practices and oversee their implementation by all registered professionals. Besides being the only professionals in school/educational contexts technically trained and qualified to implement and oversee career guidance programs. By ensuring that a school psychologist/counselor is the main coordinator/manager of the career guidance program we ensure that the entire process is going to be adequately implemented with respect for ethical and deontological rules.

Concerning organizational capacity, it's essential to have a minimum number of human resources available to be involved in the im-

plementation of the career guidance program. First among them, as mentioned before, is the school psychologist/counsellor, along with a team of teachers (also referred as tutors in G-Guidance career guidance program). After carefully reading the Career Guidance Methodology Manual, it will be important to assess whether the school psychologist and the teachers require any minimum prior training on Vocational or Career Guidance before starting the implementation. It's important to underline though, that the school psychologist and the teachers will have different, but complementary, roles to play on the implementation of career guidance, due to their scientific and technical training and qualifications. We recommend that each class/group of students has, at least, two teachers working alongside the school psychologist in the implementation of career guidance. This will improve the work dynamic and rhythm of the sessions, as it will be easier to support students in any barrier or difficulties they might be facing while performing the career guidance activities. Also, the participation of teachers (tutors) in career guidance will validate its relevance and importance for students, as teachers are role models and important significant figures for them, as well as the results and progress made throughout the program.

Naturally, and following the program's ecological nature, it will also be necessary to foster and ensure close cooperation with the families, as they are an important part of making career guidance more significant and useful for students. So, they should be informed before the implementation of career guidance starts, not only to provide feedback and obtain their informed consent, but also to promote their active involvement, explaining how they can participate and to what end. We recommend scheduling an introductory session before implementation and then continue to

closely engage and communicate with parents/caregivers using digital, web-based resources, that parents already use, namely WhatsApp, Instagram or Facebook, to promote their active participation on students' career guidance without any major effort or difficulty.

Secondly, a minimum of material resources and infrastructure must be guaranteed. First, schools that want to implement G-Guidance career guidance program must have a local server to host the G-Guidance digital platform, as well as a qualified technician (or a teacher) to install the platform and deal with any technical problem or difficulty that might occur with the platform. Also important is the choice of the classroom where the G-Guidance Program's gamified platform will be used. This classroom can be a computer room, or simply an ordinary classroom where each student can have access to a computer or tablet with internet connection. It is also possible for students to use their smartphones to perform certain career guidance activities, involving the G-Guidance platform, although some features of the platform might not work as well in mobile devices, for technical development reasons.

Thirdly, to ensure the feasibility of the implementation, it is necessary that the school psychologist and the school management team study the explicit integration of the program into the educational plan (curriculum and annual schedule) of the school, ensuring the necessary timeline. For this purpose, it is also convenient the consideration of whether any adaptation of the program is necessary for its successful implementation according to the particularities of each educational institution, and accordingly with each national or local academic calendar. Finally, to be cautious, the school should make careful and strategic decisions about which group of students will participate on the program during the first

implementation, as well as what time of the school year should be the most appropriate to begin. On the first time that a new intervention program is implemented in school, as in the case of the G-Guidance Program, it is advisable to do so in conditions that are as controlled and manageable as possible, to ensure success and understanding of the strengths and weaknesses of the experience before extrapolating the implementation to all potential classrooms. Optionally, it is advisable to plan some extra-school excursions (complementary to the G-Guidance Program) to different work environments where students can observe and interview different examples of professionals from different circumstances and educational backgrounds.

Quality of implementation

Once it has been ensured that the minimum requirements outlined above are met, it is appropriate to consider, in a collegial manner, to what extent quality implementation can be guaranteed. To this end, in Tables 3 to 6 are presented a series of recommended checklists of 15 critical steps relevant for the implementation of the G-Guidance Program, together with important questions to answer at each step under the Quality Implementation Framework. These tables have been adapted from Meyers et al. (2012)[1]. These 15 critical steps are organized into four major implementation phases:

1. Initial considerations regarding the host setting (our school) (PHASE 1)
2. Creating a structure for implementation (PHASE 2)
3. Ongoing structure once implementation begins (PHASE 3)
4. Improving future application (PHASE 4)

The school psychologist/counsellor, together and with the cooperation of the management team, should:

- a. Read the full checklists (from Phase 1 to Phase 4)
- b. Discuss on their response to each question in phases 1 and 2, before starting the process of implementing the G-Guidance Program in their school.
- c. Later, during implementation, they should do the same with the checklist of phase 3, together with the tutors.
- d. And, finally, after the full implementation, all participants, together with some representation of students and families, should discuss the response to questions of phase 4, and make decisions for the next applications of the G-Guidance Program.

Table 3. Vocational Profile Creator

PHASE 1: INITIAL CONSIDERATIONS REGARDING THE HOST SETTING	There is a clear consensual response		Main notes
Step 1. Needs and resources assessment:			
1. Why are we doing this?	Yes	No	----
2. What problems or conditions will the G-Guidance Program address?	Yes	No	----
3. What part(s) of the organization and who in the organization will benefit from improvement efforts?	Yes	No	----
Step 2. Conducting a fit assessment:			
4. Does the G-Guidance Program fit the setting?	Yes	No	----
5. How well does the G-Guidance Program match the:			
a. Identified needs of the organization/community?	Yes	No	
b. Organization's mission, priorities, values, and strategy for growth?	Yes	No	----
c. Cultural preferences of groups/consumers who participate in activities/services provided by the organization/community?	Yes	No	
Step 3. Conducting a capacity/readiness assessment:			
6. Are we ready for this?	Yes	No	----
7. To what degree does the organization/community have the will and the means (i.e., adequate resources, skills and motivation) to implement the G-Guidance Program?	Yes	No	----
8. Is the organization/community ready for change?	Yes	No	----
Step 4. Possibility for adaptation			
9. Should the G-Guidance Program be modified in any way to fit the host setting and target group?	Yes	No	----
10. What feedback can the host staff offer regarding how the G-Guidance Program needs to be changed to make it successful in a new setting and for its intended audience?	Yes	No	----
11. How will changes to the innovation be documented and monitored during implementation?	Yes	No	----
Step 5. Obtaining explicit buy-in from critical stakeholders and fostering a supportive community/organizational climate:			
12. Do we have genuine and explicit buy-in for this innovation from:			
a. Leadership with decision-making power in the organization/community?			
b. From front-line staff who will deliver the G-Guidance Program?			
c. The local community (if applicable)?			
13. Have we effectively dealt with important concerns, questions, or resistance to the G-Guidance Program?			
14. What possible barriers to implementation need to be lessened or removed?			
15. Are there one or more individuals who can inspire and lead others to implement the G-Guidance Program and its associated practices?			
16. How can the organization/community assist the leader in the effort to foster and maintain buy-in for change?			
Step 6. Building general/organizational capacity:			
17. What infrastructure, skills, and motivation of the organization/community need enhancement in order to ensure the G-Guidance Program will be implemented with quality?			
Step 7. Staff recruitment/maintenance:			
18. Who will implement the G-Guidance Program?			
19. Who will support the practitioners who implement the G-Guidance Program?			
20. Might roles of some existing staff need realignment to ensure that adequate person-power is put towards implementation?			
Step 8. Effective pre-innovation staff training:			
21. Can we provide sufficient training to teach the why, what, when, where, and how regarding the G-Guidance Program?			
22. How can we ensure that the training covers the theory, philosophy, values of the G-Guidance Program, and the skill-based competencies needed for practitioners to achieve self-efficacy, proficiency, and correct application of the G-Guidance Program?			

Table 4. Phase 2 checklist: Creating a structure for implementation

PHASE 2: CREATING A STRUCTURE FOR IMPLEMENTATION	There is a clear consensual response		Main notes
Step 9. Creating implementation teams:			
23. Who will have organizational responsibility for implementation?	Yes	No	----
24. Can we develop a support team of qualified staff to work with frontline workers who are delivering the G-Guidance Program?	Yes	No	----
25. Can we specify the roles, processes, and responsibilities of these team members?	Yes	No	----
Step 10. Developing an implementation plan:			
26. Can we create a clear plan that includes specific tasks and timelines to enhance accountability during implementation?	Yes	No	----
27. What challenges to effective implementation can we foresee that we can address proactively?	Yes	No	----
Step 11. Developing an evaluation plan:			
28. Is there a plan for systematic pre- and post- intervention evaluation?	Yes	No	----
29. Is there a selection of data collection instruments to evaluate each of the sessions and the implementation process?	Yes	No	----

Table 5. Phase 3 checklist: Ongoing structure once implementation begins

PHASE 3: ONGOING STRUCTURE ONCE IMPLEMENTATION BEGINS	There is a clear consensual response		Main notes
Step 12. Technical assistance/coaching/supervision:			
30. Can we provide the necessary technical assistance to help the organization/community and practitioners deal with the inevitable practical problems that will develop once the G-Guidance Program?	Yes	No	----
Step 13. Process evaluation			
31. Do we have a plan to evaluate the relative strengths and limitations in the G-Guidance Program's implementation as it unfolds over time?	Yes	No	----
Step 14. Supportive feedback mechanism:			
32. Is there an effective process through which key findings from process data related to implementation are communicated, discussed, and acted upon?	Yes	No	----
33. How will process data on implementation be shared with all those involved in the G-Guidance Program (e.g., stakeholders, administrators, implementation support staff, and front-line practitioners)?	Yes	No	----

Table 6. Phase 4 checklist: Improving future applications

PHASE 4: IMPROVING FUTURE APPLICATIONS	There is a clear consensual response		Main notes
Step 15. Learning from experience:			
34. What lessons have been learned about implementing this innovation what we can share with others who have an interest in its use?	Yes	No	----
35. How sustainable is the implementation of G-Guidance Program for the next years?	Yes	No	----

[1] Meyers, D. C., Durlak, J. A., & Wandersman, A. (2012). The quality implementation framework: a synthesis of critical steps in the implementation process. *American journal of community psychology*, 50(3), 462-480.

Career Guidance Process

Career guidance process is shown as a journey through which students will transit through five stations (c.f., Figure 1) supported by the psychologist, peers, teachers and family, being them: (1) self-awareness/knowledge, (2) vocational profile, (3) career exploration, (4) project building and decision making, (5) career maturity and adaptability. The G-Guidance platform will provide the roadmap for this journey, by setting the activities and tasks, and providing the necessary resources, by which students can acquire the knowledge and the skills to achieve the final goal. A complete description of every station of this journey is covered in the Career Guidance Methodology Manual.

Assessment Model and measures are covered in the Career Guidance Methodology Manual (c.f., Figure 2).

Methodological tools

G-Guidance has four main methodological tools to help agents through the implementation of its career guidance program (Table 7):

1) **Professions Guide.** This guide is a multimedia professions guide, with information about professions that students are more interested in, namely about the main features, pros and cons, necessary courses or training, among other useful information. This information has been organized in a multimedia format to make it more appealing and interesting, which

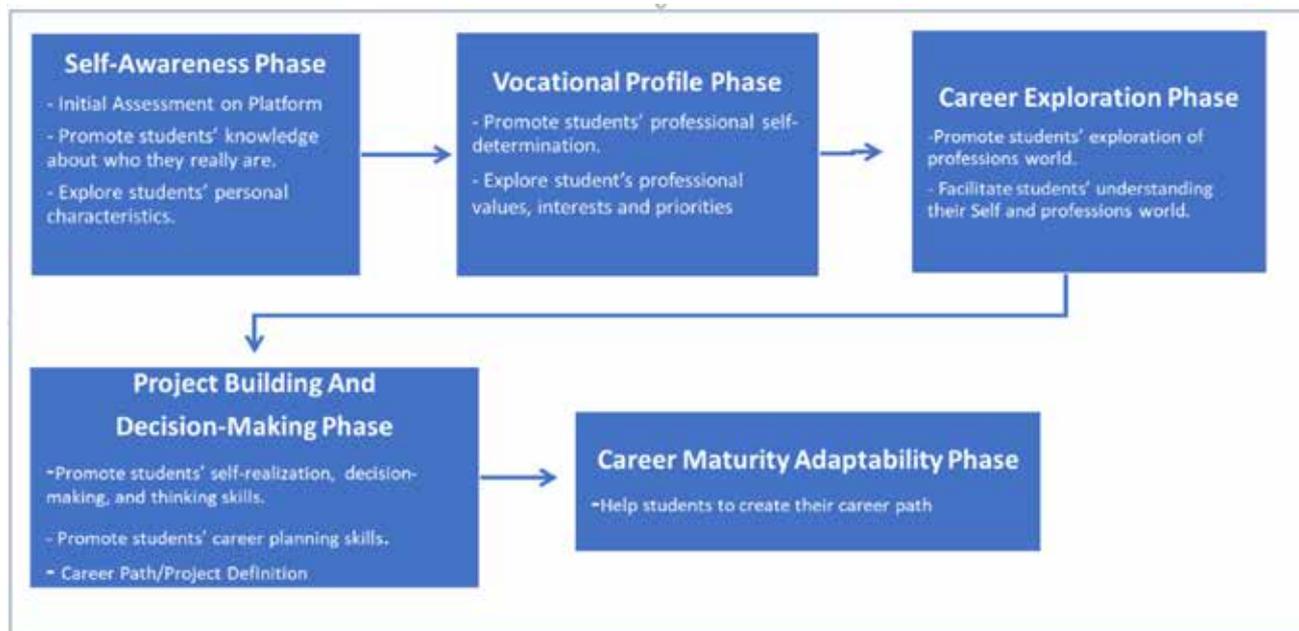


Fig. 1. General Career Guidance Process

Along this process, some measures of psychological assessment are recommended to support our approach to career guidance, helping to collect important information to guide psychologists on their work, help students to gain awareness and self-knowledge on their journey, and to assess the career guidance efficacy in terms of student's career adaptability, decision-making skills and career construction skills. Career Guidance Methodology

means that each profession on the guide has a video interview, accessible through a QR code, with a professional talking about his/her professional experience, besides basic information. This guide is available at the G-guidance website <https://g-guidance.eu/>, as well as in the G-Guidance digital platform, and all interviews are stored in our YouTube channel, available for anyone interested in viewing them, at <https://www.youtube.com/channel/UCJeM7AHsHtQ9ZX7LevUVKMQ>

2) **Digital, Web Based Platform.** The platform contains the most relevant information on the professions guide available for students, psychologists and teachers, as well as wide variety of gamified activities for students to explore and play with. The platform also allows psychologists to gather useful information from the students, about their vocational profile and use it to help them to make career choices, decisions, and ultimately building a career path. The platform tries to serve simultaneously as career information and resource centre, as well as a tool for educators (namely psychologists and teachers) to participate and cooperate in youth's career guidance. The second part of this manual provides detailed information for the use of the platform.

wider range of kids, especially those less engaged, more absent and at risk of dropping out school. The theoretical and methodological bases of this method have been described before. The career guidance method and the platform have been designed as a tool to be used mainly by school psychologists to enhance and complement their work on career guidance. This Guide is also available at the G-guidance website <https://g-guidance.eu/>

4) **Training and Users' Manual.** This manual tries to be of great value to ensure the correct and consistent implementation of the career guidance process (which includes the use of the platform in its second part) across the participation, as it contains a detailed de-

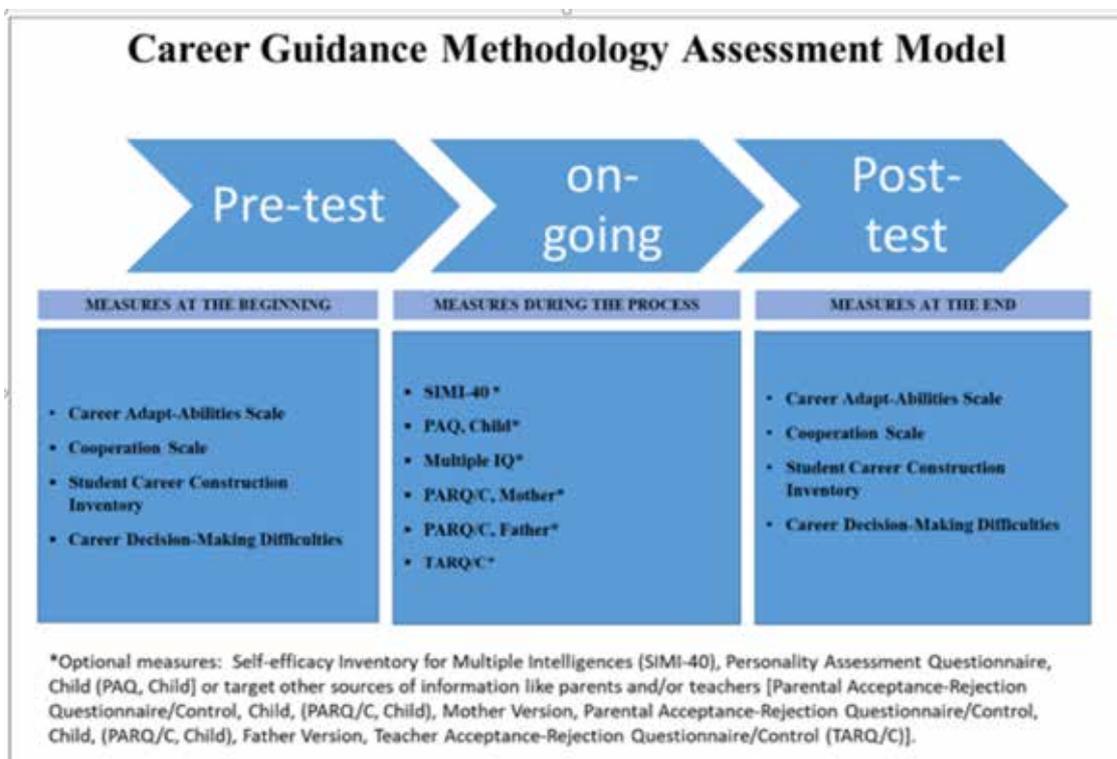


Fig. 2. Career Guidance Methodology Assessment Model

3) **Career Guidance Methodology Manual.** To maximize the potential of all the vocational information and the platform, a holistic, integrated and technology supported method of career guidance has been developed. This career guidance method is based on the most validated and well accepted models of career guidance by Psychologists and researchers. Its gamification orientation will make career guidance more appealing to reach a

description of how to train psychologists, teachers, parents/caregivers and students, accordingly with each actor's role on the career guidance process. This training and user's manual is available at the G-guidance website <https://g-guidance.eu/>

Table 7. Description, purposes and procedure for the tools of G-Guidance program

PROFESSION GUIDE		
What can we find in this tool? (Description)	For what can we use this tool? (Aims/Purposes)	How can we use this tool? (method/procedure)
<ul style="list-style-type: none"> -Information about main features of professions, how to get there (degree and training) and what to expect when planning a career leading to a profession. -Information is provided in various formats with video interviews and photos with Professionals in their contexts, sound samples associated with professions, main activities included in everyday practice, their work environment, workload and typical schedules, average salary and also features they like and dislike about their profession. 	<ul style="list-style-type: none"> For a multimedia database with vocational and career-related information on the main features of professions - For displaying and using gamified activities on the G-Guidance platform. - For a starting point for vocational and career exploration for youths, to be used as an initial reference from which a career path can be sought and built. 	<ul style="list-style-type: none"> As a general common resource for anyone interested in career-related information -To connect information to multimedia material available on the G-Guidance platform -To motivate students to look for more detailed information that can fully meet their needs, curiosity, and expectations -To add new information in all the sections presented in the guide, including the possibility of uploading photos, videos, text, etc.
DIGITAL, WEB BASED PLATFORM		
What can we find in this tool? (Description)	For what can we use this tool? (Aims/Purposes)	How can we use this tool? (method/procedure)
<ul style="list-style-type: none"> -Relevant information on the professions guide and vocational profile of Students -Variety of gamified activities and materials. -Activities relates with what is to be applied in career guidance sessions. -Information about participation, progress and outcomes of the career path of Students. 	<ul style="list-style-type: none"> - As as career information and resource centre - As a tool for teachers and psychologists to participate and cooperate in youth's career guidance. - Allows psychologists to gather useful information from the students and teachers, about each student's vocational profile - To help students making career choices, decisions, and ultimately building a career paths. 	<ul style="list-style-type: none"> -To work with students, to explore and play using the information in the professions guide -To implement all activities in the Career program -To get information and check the progress and participation of students. -To give feedback to students about their progress.
CAREER GUIDANCE METHOD		
What can we find in this tool? (Description)	For what can we use this tool? (Aims/Purposes)	How can we use this tool? (method/procedure)
<ul style="list-style-type: none"> - Base theoretical models of our methodology - The planning, organization, modules, and activities of career guidance - The use of the G-Guidance platform - Bridging between the structure of the process and the sequence of phases to follow in intervention and evaluation, which represents the path that students undergo throughout career guidance - Career guidance techniques, with a technological twist - Recommended measures of psychological assessment to support our approach to career guidance and to assess the career guidance efficacy. - Methodological guidelines and suggestions for school psychologists to work with the toolkit developed by the G-Guidance platform. 	<ul style="list-style-type: none"> - To create a framework to support the integration of technology and career guidance in a consistent and useful way. - To provide school psychologists with updated and useful tools to perform, enhance and complement career guidance with current day students 	<ul style="list-style-type: none"> -As a holistic, integrated and technology supported method -To know the theoretical and methodological bases of the program - To know the process of career guidance -To get career guidance techniques and measures to support the career guidance process

TRAINING AND USERS' MANUAL

What can we find in this tool? (Description)	For what can we use this tool? (Aims/Purposes)	How can we use this tool? (method/procedure)
<ul style="list-style-type: none"> - A detailed description of how to train psychologists, teachers, parents/caregivers and students, accordingly with each participant's role on the career guidance process. - Description of the G-guidance program session by session. -Description of the Platform, including features, functions, tools, activities, among other details. 	<ul style="list-style-type: none"> - To ensure the correct and consistent implementation of the career guidance process and the use of the platform 	<ul style="list-style-type: none"> - Getting information and training about the structure of sessions, namely their aims, procedures, activities and resources - Getting information and training about the platform and how to use it.

Roles & Functions

The participants in the program will be the actors (psychologist, teachers, youths, and parents/caregivers) involved in school community life. All of them and specially students should be selected from an inclusive perspective and following ethical standards of no discrimination, consent, and assent information. In this section, each role players on career guidance process are going to be clearly defined, with the objective creating a positive setting, built upon trust, good communication, cooperation, and empathy between all the persons involved, which we believe will promote higher levels of engagement in career guidance activities, as well as a continuity effect between career guidance activities performed at school to family and community contexts. Furthermore, this training manual and the definition of roles and functions (especially for schools' psychologists) should follow the same training guidelines across schools, which in turn, is expected to positively impact on the consistency of implementation and assessment of the program across communities and countries. .

Psychologists' role and functions

Preferably, the school psychologist should be in charge of the program, following the reasons explained previously in this manual, namely, to assure the ethical management of private information. If the school where the career guidance program is going to be implemented doesn't have a psychologist, one should be recruited specifically for the program in accordance with one or more of the following criteria: (a) training in school and educational psychology; (b) work experience in school/educational setting; (c) training and/or proficiency in vocational psychology and career guidance; (d) in-depth knowledge and minimal proficiency with project based learning and meaningful learning theories; (e) advanced knowledge and proficient use of technology, technological solutions for education, social networks and gaming or impact assessment of technology on education.

The career guidance method and the platform have been designed as a tool to be used mainly by school psychologists to enhance and complement their work on career guidance and should not be seen as a substitute of that work. It is important to note that the platform will be more efficient and useful if it is used, coordinated, and controlled by a certified or specifically trained psychologist in the G-Guidance method. In turn, school psychologists will contribute to the development of the information/training of teachers, parents/caregivers and students.

Considering the previous issues, psychologists that participate in G-Guidance career guidance program have the following functions and objectives:

1. Coordinate and work with school administration and technical staff to ensure that all necessary organizational and technical conditions are met to start implementation.
2. Use, manage and oversee the correct and more effective use of the G-Guidance digital platform.
3. Create, supervise and manage the program's social media channels, with the close cooperation of teachers participating in the implementation.
2. Acquiring an in-depth knowledge of all the materials and content developed for the project, with the objective of coordinating all the career guidance activities and process.
3. Coordinate and participate in the implementation of the career guidance activities, accordingly with their specific role in each one of them.
4. As a career guidance specialist, contribute for the development, correction and/or update of the Professions Guide and the Digital-Web Based Platform,
5. Provide feedback for future update and development of the Career Guidance Methodology Manual, and the Training and Users' Guide
6. Provide feedback about the barriers and necessary adjustments for the implementation of the proposed methodology to the reality of each specific school context.
7. Ensuring the quality of the career guidance program implementation, technically and ethically, as well as its full execution along the school year.
8. Provide feedback about the progress of students in career guidance to all relevant agents, namely students themselves and parents/caregivers, as well as feedback about the

progress of the implementation of the program, to all participants, to allow for eventual corrections or adjustments to the initially planned program.

9. Participate in on-line and/or face-to-face meetings and training activities to inform, manage, supervise, follow-up, and provide feedback to all participants, namely:
 - a) Explain the career guidance program ("journey") to students, teachers and parents, clarify ideas and expectations about the results of career guidance, promote attitudes towards career choice, define work settings and dynamics.
 - b) Give information about the platform and how it works (e.g., registration, technical issues, among others).
 - c) Follow-up with students at least once per month, meeting with the whole group, in small groups or individually, depending on students' interests and needs, to assess progress, consolidate learning and solve potential problems that students' might be experiencing in their participation.
 - d) Manage, supervise and eventually provide extra training to teachers concerning career exploration activities, their role on them and how their work is progressing, at least once per month.
 - e) Providing feedback on career guidance tasks and activities progress to students.
 - f) Providing feedback on career guidance tasks and activities to parents as a follow-up, at least in the middle and end of the program, as well as collecting feedback from parents about their perspective on how career guidance is progressing and potential difficulties, they might be experiencing in participating.
 - g) Summarize, consolidate and validate career guidance results through a final event/meeting/conference, with the participation of all people involved, namely students, teachers and parents.

Teachers' role and functions

Teacher's role is a big part of career guidance success, as they are significant figures for their students. Their support and engagement in career guidance activities will help validate the process in itself, as well as the students themselves, in terms of vocational and career development. Reinforced by their teachers' engagement, they will feel more empowered, confident, engaged and motivated to work harder on their career related and academic tasks.

Teachers assigned to work with students on their career guidance should be teachers that are already, or will be working with them academically, throughout the academic year. And preferably teachers with whom the youths have already worked in the past, and thus have a personal connection, as well as a willingness to participate in project-based learning programs like G-Guidance. This personal connection and mutual knowledge can greatly benefit a successful implementation of the career guidance process. To increase the probability of a successful implementation, school must choose teachers that show good levels of motivation and availability in the long run, as G-Guidance career guidance program is set to last a full academic year.

Teachers, preferably, should be recruited in accordance with one or more of the following minor criteria:

(a) knowledge and a minimum of proficiency in the use of technology, technological solutions for education, social networks, and gaming.

(b) knowledge and minimal proficiency with project based learning and meaningful learning theories.

Accordingly, to our project's theoretical models (as well as scientific research on career guidance), teachers are important co-constructors of student's career paths, in three important dimensions:

- Enabling (help making things easy for students to participate).

- Motivating (Keep students active and engaged in tasks).
- Providing feedback (reinforce student's work, compliment effort and provide opinions)
- Problem solving (help students to overcome barriers, brainstorm solutions)

Teachers have an important role on G-Guidance implementation program, as they will help the school psychologists to guide students in their career guidance process and, not only in terms of using the platform, but also in the career guidance activities. More specifically, teachers will oversee, and assist when and if necessary, student's work on career guidance tasks, whether they are executed inside schools or outside, in the community. Each one of these dimensions are essential for students to be more active and motivated towards career guidance, to have more valid information, to feel more supported while they struggle with barriers and, very importantly, to provide feedback about their expectations, work, expectations and opinions. This last function is of great importance in terms of motivation and validation of career guidance results.

More specifically, and based on what it has been explained above, the tasks associated with teacher's expected role in G-Guidance career guidance are the following:

1. Participate on career guidance sessions, helping students with activities and using the platform, translating any material, if necessary, as well as solving any technical problem that arises.
2. Help psychologists to plan, organize and implement career guidance activities.
3. Help students and psychologists to disseminate student's career guidance activities on the project's social media, thus providing information for parents to follow and participate.
4. Help the school psychologist managing social media and dissemination of career guidance activities.

5. Receiving training on the use of the web-based platform, as well as being familiarize with all the materials and content developed for the project, and on how to adjust and incorporate career related information and the use of the web-based platform in regular classes, with the final objective of contributing actively to their students' career guidance.
6. Provide updated information and contribute for the development of the Professions Guide, the Digital Web Based Platform, and Training and Users' Guide.
7. Design materials for the project, and test, enrich and update continuously, including courses, presentations, worksheets, interactive exercises, and multimedia applications such as video tutorials and simulations.
8. Publishing articles and sharing resources about the students' career guidance, working in close cooperation with school psychologists and parents/caregivers.
9. In accordance with the activities planned and executed in the sessions, teachers can work as mediators (e.g., helping students to obtain information to complete a task), facilitators (e.g., helping students to travel to a certain workplace, so they can interview a specific professional) and/or agents (e.g. volunteering to be interviewed as a professional).

Parents/caregivers' role and functions

The role of parents (families) in G-Guidance Program is primarily one of support, feedback and mediation. Many of the activities included in the G-Guidance are planned to be executed outside school, as a kind of homework, and on these occasions it is especially convenient and important that students could discuss the execution and results of such activities with his/her family. This way he/she can deepen his/her understanding of (vocational) reality, receiving, for example, different points of view, everyday examples or life stories, that allow vicarious learning from the journeys and careers of different people, more or less known

by the family and the student.

It is vital important to note that parents work is non-directive, this means that it is more a reaction to the students' needs for attention and sharing, than directing the students towards a particular point or result. Most importantly, parents should allow their children to explore without coercion, various vocational and career options they may end up choosing in the near or distant future. It is important to help them learn, firstly, about the greater diversity of careers, and then to consider the various personal and professional advantages and disadvantages of those careers. It is also vital that parents help their children in their process of self-knowledge, encouraging them to trust in their potential, always mediated not only by their talent and current skills, but especially by their efforts to improve, study and work.

Among the main functions of parents, we can highlight the convenience of regular monitoring of the G-Guidance activities, through questions that make their children see that they are interested in, their thoughts and motivations about the different vocational options available to them. Be careful to not overwhelm them with questions. It is a matter of making yourself available to talk about the subject whenever they need to, and even helping them to find information when necessary or when circumstances are favorable. For example, watching a film together that features certain careers they are interested in, or visiting a workplace they are curious about.

Parents must understand that their children's vocational decisions will not be definitive, that they can constantly change and adjust, but the important thing is that these adjustments are decided freely by adolescents themselves, in the light of reliable, realistic information about themselves and about the current and future academic and professional environment.

To help parents fulfill their role on career guidance, G-Guidance program recommends

that closed and thoroughly supervised and managed social media channels (we recommend Instagram, Facebook and WhatsApp), namely by the school psychologist and teachers, should be created at the beginning of implementation, with the participation of all the parents of the students. Through these social media channels, parents can make an important contribution to motivate their children to (continue to) participate in career guidance, as well as validating their work and results, by viewing the students' work, shared by the administrators (school psychologist and teachers) and giving instant feedback through likes and positive comments. Just by using their smartphones and their usual social network tools, parents can actively contribute to the design of their children's career path.

Students' role and functions

The main protagonists of the G-Guidance Career Guidance Program are the students, and their autonomous work with the resources in and around the digital learning platform. Therefore, their role as active learners must be enhanced, not only so that they carry out each learning task with the necessary concentration and involvement, but also so that they continue to navigate and the platform and explore and reflect, alone and with their social support network (parents, friends, teachers), about the various vocational and career options.

It is important that students feel that vocational and future career decisions are and will always be their responsibility, as vocational choices are and will be part of their life design, the kind of life they want to build. For this reason, their sense of agency, their confidence and conviction that they are the authors of their own vocational path, designers of their own career and life towards adulthood, must be strengthened.

The G-Guidance Program not only provides them with information and resources to get to know themselves and their academic and professional environment better, but also encour-

ages them to reflect on how their strengths, weaknesses and motivations that fit with the opportunities available to them. Among their tasks, students must complete online questionnaires about their interests, motivations and knowledge of themselves and the world of work, and then receive feedback on their answers, including an estimated vocational profile, which should always be interpreted in an approximate way and be subject to modification as they change and mature.

As a final goal of the program, each student should choose a professional field in which they need to deepen their knowledge a little more, as well as they must build a personal plan to continue training and maturing their vocational choice towards that particular field.

In order to obtain the greatest benefit from the G-Guidance Career Guidance Program, students, in addition to completing the tasks scheduled in class and at home, have to navigate through the G-Guidance platform and resources to check the multiple documentary resources (textual, multimedia and audiovisual) with rich information to approach the characteristics of the different professions of current day work market. For example, a great resource is the bank of 10 minutes' video interviews of professionals, who may clarify some doubts or even be potential role models for students.

At home, students will share their learning process with their families, reinforced by the sharing that the school psychologist and teachers make of the students' work results through social media (e.g. an interview done by a student, a photo taken, etc.). Students are encouraged by the school to consult their parents on different aspects that will be worked on during the program, as well as to show them some of their activities, ask them for help at times, and talk to them about their interests and vocational motivations at different times.

Table 8. Summary of each agent participation in the G-Guidance Career Guidance Program

	ROLE	FUNCTIONS	SKILLS
STUDENTS	Active learner (agent)	<ul style="list-style-type: none"> Exploration Introspection (self-knowledge) Critical reflection Expressing and sharing concerns, doubts, hopes and expectations Constructing life design 	<ul style="list-style-type: none"> Search in Internet (e.g., Google and YouTube) Curiosity Proactivity
PARENTS	<ul style="list-style-type: none"> Support Feedback Motivation 	<ul style="list-style-type: none"> Support, mediation, motivation Asking for each day activities Commenting video interviews from the G-Guidance YouTube channel Point out role models Extending information and providing new examples and experiences in real life settings 	<ul style="list-style-type: none"> Non-directive dialogue Active listening Empathy
TEACHERS	<ul style="list-style-type: none"> Mediation Support Motivation Coaching Feedback 	<ul style="list-style-type: none"> Assisting in G-Guidance Program career guidance activities Assisting in managing the programs social media Showing and explaining the platform Encouraging exploration and reflection Following the work process of each student Assisting in the vocational choice process 	<ul style="list-style-type: none"> Digital competence Interpersonal motivation
PSYCHOLOGIST	<ul style="list-style-type: none"> Coordination Counseling Support Motivation Feedback Overall Coaching 	<ul style="list-style-type: none"> Directing the G-Guidance Program career guidance activities Leading the teachers Interpreting the vocational profiles Personal interviews with students Feedback to administration, teachers, students and parents Provide support for career choices and career path definition Conduct the psychological assessment and providing feedback to students Creating and managing the programs social media 	<ul style="list-style-type: none"> Digital competence Communication skills



Implementation of the Career Guidance Program session by session



General information about the implementation process and session overview

G-Guidance career guidance session plan includes a total of 13 sessions, to be distributed across the school year, accordingly with the schools' internal organization and national school year schedule. Even so, there will be a common time period for the sessions to be implemented, for reasons associated with the assessment process and the end of the school year. The recommended number of sessions can be adjusted and adapted to better fit the characteristics of each school that will implement G-Guidance career guidance program and it's not a sine qua non condition for the program to be applied successfully. Nevertheless, it's important to note that implementation efficiency will tend to decrease if radical changes are made to the proposed structure. G-Guidance team of psychologists cannot guarantee the same efficiency and results if the program's structure is radically altered from its original build.

Every session will be implemented and coordinated by the school psychologist, preferably assisted by, at least, one teacher, for purpose of support and to comply with G-Guidance's career guidance methodology, which underlines the importance of the role that teachers play on students' career guidance. Every session will have, at least, one activity that implies that students interact with G-Guidance digital platform, as the platform is an important part of our program's innovative approach to career guidance. The exception to this are the first and last sessions, that although the platform is referred, students probably won't get to interact with it.

Each session will have a duration of a maximum of 1h30min, taking in consideration that the time of student engagement should be 1h, with 30 minutes to compensate possible delays on the session's progress. Concerning the periodicity of the sessions, G-Guidance team

recommends distributing sessions accordingly with each school's characteristics, namely in terms of the students and families that will participate in the program and the school year calendar. As it's impossible to predict every factor that might invalidate a suggestion from us about the periodicity of sessions, we abstain from making that recommendation. Our only recommendation is for sessions, preferably, not to be too far apart from one another in time, meaning more than one month.

Career guidance sessions will have different objectives, taking in consideration Savická's model of career construction, which can be SELF-AWARENESS ACTIVITIES, in the case of activities that have as a main goal to help students know themselves better and thus being more prepared to make adequate career choices, which are the ones that best fit my real characteristics. There are also INTERPERSONAL ACTIVITIES, which aim to receive feedback, relevant information and validation from other people about myself, my characteristics and what I can best direct them vocationally. CAREER EXPLORATION ACTIVITIES are designed to increase student's knowledge about professional paths, including, courses, professions, professional contexts, among other useful vocational information. The career guidance process also includes PROJECT BUILDING ACTIVITIES, which aim to prepare students to connect personal features, career paths and realistic information about professions, as well as be aware of the obstacles to overcome, skills to develop and resources to use.

Career guidance activities also have different types, which is to say, they are executed in different formats, that demand different kinds of skills from students to accomplish them, providing different stimulus, which makes career guidance more interesting, dynamic and engaging. We have PLATFORM ACTIVITIES, which allows for students to receive feedback and rewards for their work on the activities, as well as giving easy access to relevant ca-

reer information and what their classmates are doing in the same way. Platform activities also gives the psychologist all the information about the student's work and information to use on future career guidance sessions and an easy way to motivate, validate and answer questions from the students concerning career guidance. MULTIMEDIA ACTIVITIES, are the ones that will prompt students to use their favorite way of communicating, interact and learn (obtain information), making career guidance activities more interesting and updated for them. In the case of EXTENSION ACTIVITIES, these activities have two important objectives, one of them being engaging parents to participate on their kids' career guidance, and the other to take career guidance outside school and into the community or, in other words, real life. This means that extension activities will ask students to get a more realistic view about careers, professions and vocational paths, with the help, supervision and participation of their parents.

Table 9 bellow offers an overview of G-Guidance career guidance sessions, before the detailed description of each session, presenting the objectives of each session and the career guidance activities planned to achieve them. Through this overview its also possible to connect each activity with the type and its purpose in terms of vocational development, as described above.

After the overview of the career guidance sessions, the next section of this manual presents a detailed description of every session, including information about general description, objectives, activities, resources, roles performed by each participant, and practical recommendations. Descriptions of sessions and activities have been included in separate boxes to facilitate its use in the implementation of the program.

Table 9. Overview of G-Guidance Career Guidance Program' Sessions.

SESSION	OBJECTIVES	SHORT ACTIVITY DESCRIPTION
1	<p>Showing the G-Guidance program for having an overview of the g-Guidance method process: time, schedule, activities</p> <p>Setting the rules and exploring the expectations for the career guidance program</p> <p>Reach an agreement and consent for acceptance and assent to participate in the program.</p> <p>Establishing the channel (e.g., teams, social network...) to be in touch among students, parents/ caregivers, psychologists and teachers to share and disseminate activities of the program</p>	<p>Introducing the career guidance project to students</p> <p>Presentation and discussion of rules and expectations for career guidance</p> <p>Presentation of G-Guidance Platform (without interaction)</p> <p>Signing the informed consents (for students)</p> <p>Create class account of Instagram, Facebook and WhatsApp to disseminate results for parents. [MULTIMEDIA ACTIVITY]</p>
2	<p>Exploring and knowing the main vocational areas and profiles</p> <p>Increasing the self-awareness about their own vocational profile and the</p> <p>To discuss and analyse the expectations about the career achievements in their vocational field</p>	<p>Start interaction with the platform, answering G-Guidance career guidance questionnaire. [PLATFORM ACTIVITY]</p> <p>Presentation and discussion of G-Guidance Vocational areas: <u>Maker</u>, <u>Researcher</u>, <u>Creator</u>, <u>Helper</u>, <u>Leader</u>, <u>Organizer</u></p> <p>Analyze and discuss vocational profiles and ask students to reflect on their profile (results from questionnaire), talking about how much they relate to their profile [INTERPERSONAL ACTIVITY] [SELF-AWARENESS ACTIVITY]</p> <p>Create groups according with vocational profile, discuss and share expectations and what they think they will accomplish career wise in that vocational field. As a result, each group should make a video with their smartphones (or with the computer camera) to upload to the platform and share on social media. [MULTIMEDIA ACTIVITY] [PLATFORM ACTIVITY]</p>
3	<p>To increase the self-knowledge of the students.</p> <p>To become aware of their goals, needs, interests, priorities, qualities and personal traits of themselves.</p> <p>To have an increased knowledge of one's own strengths and weaknesses in vocational terms</p> <p>To reflect on the things that we can do well</p> <p>To reflect on how we can overcome our weaknesses and turn them into strengths</p>	<p>Self-awareness activity: Who am I? What are (vocational) strengths and weaknesses? For what do I think they are good for? Fill in this information on the platform questionnaire, make a pitch to the class and get feedback from classmates, teachers and psychologist. [PLATFORM ACTIVITY] [INTERPERSONAL ACTIVITY] [SELF-AWARENESS ACTIVITY]</p> <p>[EXTENSION ACTIVITY] (at home, between sessions): make a description of yourself as a professional 10-15 years in the future and express it as you prefer, through a drawing, photo composition, collage, an essay, a video and upload it to G-Guidance platform. [PLATFORM ACTIVITY] [MULTIMEDIA ACTIVITY]</p>
4	<p>To think and reflect about yourself as a professional 10-15 years in the future</p> <p>To explore students' professional values and connect them to career decision making</p> <p>To explore student's personal interests, past and present and connect them with career decision making</p>	<p>Viewing and discussion about the extension activity of the previous session, moderated by the school psychologist and teachers. [INTERPERSONAL ACTIVITY] [SELF-AWARENESS ACTIVITY]</p> <p>Exploring students' professional values and connect them to career decision making. [SELF-AWARENESS ACTIVITY] [PLATFORM ACTIVITY]</p> <p>Exploring student's personal interests, past and present and connect them with career decision making. Each student chooses a video, a website, a photo or other information they feel represents their personal interests. He/She uploads the information on the platform and after all finish, the result is presented to class and discussed, moderated by school psychologist and teachers. Psychologist and teachers should help make the connection between interests, skills and vocational development and areas [PLATFORM ACTIVITY] [MULTIMEDIA ACTIVITY] [CAREER EXPLORATION ACTIVITY]</p>
5	<p>To show a description of the national school/ educational system with its main characteristics and academic and professional itineraries.</p> <p>To connect the main educational pathways with the vocational areas of G-Guidance (Manual, Researcher, Creator, Helper, Leader, Organizer).</p> <p>To connect one's own vocational profile resulting from the G-Guidance questionnaire and its correspondence with the educational and professional itineraries.</p> <p>Explore professional myths and stereotypes, reflect and discuss them.</p> <p>Explore the different professions to obtain more information about them and identify their vocational preferences according to the student's vocational profile.</p> <p>Expand opportunities for students' professional development and career choice.</p>	<p>School psychologist makes a presentation with a description of the national school system, it's main features and paths, connecting them to G-Guidance vocational areas (different one for each country) [CAREER EXPLORATION ACTIVITY]</p> <p>Exploring professional myths and stereotypes by answering a true or false questionnaire in the platform and debating the results in session. [PLATFORM ACTIVITY]</p> <p>[EXTENSION ACTIVITY] (at home, between sessions): ask students to complete 3 WebQuests in the platform, accordingly with their vocational profile. One WebQuest for each of the 3 highest rated areas of their vocational profile. [PLATFORM ACTIVITY] [CAREER EXPLORATION ACTIVITY]</p>
6	<p>Explore the different professions to obtain more information about them and identify their vocational preferences according to the student's vocational profile.</p> <p>Expand opportunities for students' professional development and career choice.</p>	<p>Exploring the world of careers. Start working with the Professions Guide. Ask students to go through the professions listed in the guide and, accordingly with their vocational profile highest rated area (as displayed in the platform) and ask them to choose the top 5 professions they felt more identified with, after reading about them and watching the videos. The list should be uploaded into the platform in the end of the task. [PLATFORM ACTIVITY] [MULTIMEDIA ACTIVITY] [CAREER EXPLORATION ACTIVITY]</p> <p>Using the information from the professions guide and research online, students should complete the "Professions Network" activity. This activity should be supported by the psychologist and teachers. [CAREER EXPLORATION ACTIVITY] [PLATFORM ACTIVITY]</p>

7	<p>To meet a professional in your chosen profession</p> <p>To become aware of the needs, priorities, qualities and personal traits required for the chosen profession</p>	<p>School Psychologist works with students to build an interview script with 5 relevant questions they would like to ask to a professional from the one of the top 5 professions they chose in a previous session. After the interview is complete, students should work individually or in small groups, accordingly with which professional they chose, and with the help of teachers, colleagues, psychologist and parents, find a way to contact a professional to perform the interview. [CAREER EXPLORATION ACTIVITY] [INTERPERSONAL ACTIVITY] [PLATFORM ACTIVITY]</p> <p>[EXTENSION ACTIVITY] (at home, between sessions): students, working individually, or in groups, should make a video with the interview with the professional they chose. When the video of the interview is ready, students must upload it into the platform. [PLATFORM ACTIVITY] [CAREER EXPLORATION ACTIVITY]</p>
8	<p>To appreciate the degree of diversity or commonality of work environments in the chosen profession</p> <p>To identify the dress code, the main environment characteristics and the common and frequent work instruments used in the chosen profession.</p>	<p>Execute activity "Exploring Vocational Environments", an activity that aims to help students to learn more about professions by describing their dress code, physical environment and work instruments of their preferred professions. This activity can be done by photo album or videos, that are to be uploaded into the platform and shared in the class's social media. This activity can be executed using online research in session only or in a combined form between in-session activity and extension activity. [PLATFORM ACTIVITY] [CAREER EXPLORATION ACTIVITY] [MULTIMEDIA ACTIVITY]</p> <p>Ask students to complete 3 WebQuests in the platform, accordingly with their vocational profile. One WebQuest for each of the 3 highest rated areas of their vocational profile. [PLATFORM ACTIVITY] [CAREER EXPLORATION ACTIVITY]</p> <p>[EXTENSION ACTIVITY] (at home, between sessions): ask students to work individually, or in groups, and with the help of psychologists, teachers and parents, collect photos (for example: using their phones) of uniforms, instruments and workplaces, directly on their community.</p>
9	<p>To understand the motivations of different professionals to choose and continue in their work.</p> <p>To reflect on the degree to which traditions and values related to work are transmitted among family members.</p>	<p>All class watches the interview videos made by students (session 7 activity) with the interview to professionals and discuss the information about the reality of working in each profession. At the end, all class should choose the best videos and share them on the class social media. [INTERPERSONAL ACTIVITY]</p> <p>[EXTENSION ACTIVITY] (at home, between sessions): build a family tree of professions. Make a composition with information about family members and their professions, using sticky notes, drawings, photos, whatever material students prefer. In the end, they must take a photo of their work and upload it into the platform and/or make a video presentation of their work, explaining their family tree of professions. This information should have the close cooperation of parents and family, for more accurate information and elicit parental cooperation. [CAREER EXPLORATION ACTIVITY] [PLATFORM ACTIVITY]</p>
10	<p>The aim of this activity is to help students to become aware of the path towards becoming a professional, including connecting personal features and career paths, as well as be aware of the obstacles to overcome, skills to develop and resources to use.</p>	<p>Using the professions guide in the platform, online research and support from the psychologist and teachers, students complete the "Vocational Detective" activity. This activity aims to make students aware of the path they will have to walk from the present moment to professional status. The activity should be guided and supported by psychologist and teachers in session [PROJECT BUILDING ACTIVITY]</p> <p>[EXTENSION ACTIVITY] (at home, between sessions): ask students to complete 3 WebQuests in the platform, accordingly with their vocational profile. One WebQuest for each of the 3 highest rated areas of their vocational profile. [PLATFORM ACTIVITY] [CAREER EXPLORATION ACTIVITY]</p>
11	<p>Visualise a possible desired future.</p> <p>Recognise the sense of agency that each student has in the design of his or her life and vocational and professional career.</p>	<p>Career Identity under construction: Simulate a conversation between two classmates in which each represents their 35-year-old future selves who meet and ask each other about their lives and work.</p>
12*	<p>Recap learning experiences and assess their progress in the vocational decision-making process.</p> <p>To create a kind of personal portfolio that reflects the most important steps taken in each of the G-Guidance sessions.</p>	<p>Provide to students a reflection moment about the vocational exploration made through all the sessions</p> <p>Create an individual career moodboard for each student. Ask students to extract the most important learnings from each session and create a moodboard with short texts, quotes, images and other elements they find interesting. The idea is to keep a product of the sessions capable of showing them their evolution throughout the sessions, as well as possible vocational paths. [SELF-AWARENESS ACTIVITY] [PROJECT BUILDING ACTIVITY] [PLATFORM ACTIVITY]</p>
13*	<p>Consolidate learning and vocational development.</p> <p>Validate students' work throughout career guidance and motivate career choices and paths.</p> <p>Provide feedback to the school community.</p> <p>Engage every participant towards career guidance relevance and importance.</p>	<p>Organize a closing session where students' families and significant others can see the product of the work done during the vocational exploration. It could be a time for sharing ideas and/or clarifying doubts, as well as promoting the relationship between school and family in a possible vocational decision [EXTENSION ACTIVITY]</p>

* These last two sessions can be executed at the same time for time and resource saving purposes.



Session 1

OVERVIEW - SESSION 1
General Description
<p>This session focuses on the presentation of the G-Guidance program, introducing the career guidance to students, its rules and expectations, the platform, the way to use it and how share and disseminate the results on it.</p>
Objectives
<ul style="list-style-type: none"> • Showing the G-Guidance program for having an overview of the G-Guidance method process: time, schedule, activities. • Setting the rules and exploring the expectations for the career guidance program. • Reach an agreement and consent for acceptance and assent to participate in the program. • Establishing a channel (e.g., teams, social network...) to be in touch among students, parents/caregivers, psychologists and teachers to share and disseminate activities of the program.
Activities
<ol style="list-style-type: none"> 1. Introducing the career guidance project to students 2. Presentation and discussion of rules and expectations for career guidance 3. Presentation of G-Guidance Platform (without interaction) 4. Signing the informed consents (for students) 5. Create class account on Instagram, Facebook and WhatsApp to disseminate results for parents. [MULTIMEDIA ACTIVITY]
Resources
<p>Computer with internet access to the platform; power-point or other presentation-application; Informed Consent Format. Time: from 1h to 1h30min.</p>
Psychologist's Role and functions
<ul style="list-style-type: none"> • Prepare students' informed consents; • Check if the access and features of the platform are ready; • Create a class account into social networks (e.g., Instagram, Facebook, WhatsApp).
Teachers' role and functions
<ul style="list-style-type: none"> • Organize activities and encourage students to do it. Supervise all student's activities; • Do a presentation about G-Guidance project, including objectives, functions, activities and relevant information; • Do a presentation about G-Guidance platform, including its functions, activities and evaluation/feedback; • Prepare a list of rules about how to use the platform and how to participate in the program; • Prepare a script of questions to explore and analyse students' expectations about career guidance.
Parents' role and functions
<ul style="list-style-type: none"> • Check and share with their kids the class account on social networks; • Get information about the program and its tools, like Profession Guide, Digital Platform, Career Methodology Manual and Training and User's Manual.
Student's' role and functions
<ul style="list-style-type: none"> • Listening to the teacher's presentation about G- Guidance project; • Signing their informed consent; • Participating into the exploration of expectations; • Checking his/her access to the class account in the social network or alternative channel.
Tips and recommendations
<p>(Suggestions/potential difficulties)</p>

Suggestions

- Prepare all necessary materials for program's presentation (e.g. a script with questions for discussion and students' informed consents);
- Prepare a presentation in a power-point/audio/video format. It can be provided at the digital platform linked at G-Guidance YouTube Channel. Students and parents can access to the video and listen the presentation any time;
- Know if students check their access to the class account on social networks;
- Try to identify students with low expectations or low motivation to participate in the program;
- Set previously consequences for when students break the norms in the program.

Potential difficulties

- Parents do not want that students have access to social network account;
- Students do not sign the informed consent;
- Students show low motivation/expectation to participate in the program.

Detail description of each activity from session 1

1. Introducing G-Guidance project to students

Main objective	To obtain information and knowledge about the goals, method process, activities, and assessment of the G-Guidance program. Encouraging and motivating students to be active part of that.
Resources	Classroom. Computer. Internet access. Presentation about G-Guidance project and platform. 15 minutes
Way of performance	Group
Place of performance	Classroom with computers and internet access
Activity instruction	Do a presentation on power-point (or other application) including aims of G-guidance, process-method, sessions, activities, and evaluation.
Outcome	Students listen to the presentation and ask teachers doubts and questions about it.
G-Guidance platform link	In case teachers prepare a video presentation, it can be provided on the platform linked to the G-Guidance YouTube channel.
Activity description	This activity allows students to have an overview and first picture of the G-Guidance program. It will provide students basic knowledge about the program, method process, sessions, activities, schedule, tools, assessment-feedback, etc. For this, students should listen to the presentations and ask teachers for doubts and any other questions about the program. Teachers after this activity can ask students for any questions they have.
Notes for teachers	You should prepare and do a presentation. You should encourage and motivate students to recognize benefits (e.g., gamified activities, knowledge about the vocational career and professions, helping to make decisions ...) and positive expectations about G-Guidance program.

2. Presentation and discussion of rules and expectations for career guidance

Main objective	Let students define properly behaviors to adopt during G-Guidance sessions and full program (teachers should work as mediators); Explore the positive and negative expectations about the program and calibrate/adjust them to reality and promote students' motivation.
Resources	15 minutes Optional: students can create a poster or write a document and sign it. This will make them responsible and more aware of their behavior.
Way of performance	Group
Place of performance	Classroom

Activity instruction	Teachers discuss and negotiate with their students, the rules of participation. Teachers also ask students for their expectations and motivation.
Outcome	A list of rules and conditions accepted by all. Discussion and reflection about expectations: potential benefits and difficulties, advantages and disadvantages.
G-Guidance platform link	Optional: Teachers and psychologists can make a post in their profile with the established rules.
Activity description	<p>This activity involves discussing and negotiating rules of participation, in order to reach a consensus that motivates students to follow and comply with them. This will facilitate the smooth running of the activities. Teachers will explore students' expectations by encouraging them to express what they expect from this program and its possible benefits, advantages and disadvantages. Highlighting the advantages and benefits can contribute to students' motivation and involvement in the activities.</p> <ul style="list-style-type: none"> • A list of rules of conditions to students for participation can be: punctuality, active role, performing and completing activities, cooperating in the group, maintaining privacy, keep their user and password to access to the platform... • A script of possible questions to explore expectations/motivation is: <ul style="list-style-type: none"> ○ What do they expect from the program? ○ What benefits they expect to obtain? ○ Are students willing to assume this challenge? ○ Are students willing to participate? How hard will they work?
Notes for teachers	<p>You should have in mind some rules about students' participation (e.g., punctuality, active role, performing and completing activities, cooperating in the group, maintaining privacy, keep user and password...);</p> <p>You can use a script of two/three questions to explore expectations.</p>
3. Presentation about G-Guidance platform (without interaction)	
Main objective	To obtain information and knowledge about the platform and first picture about how to use it: functions-role, tools, sections, activities. Encouraging and motivating students to be active part of the platform uploading outcomes, participating and sharing information.
Resources	<p>Classroom Computer Internet</p> <p>Brief presentation (or video presentation previously recorded) or direct access to the platform</p> <p>Time: 10 – 15 minutes</p>
Way of performance	Group
Place of performance	Classroom with computer and internet access
Activity instruction	Do a presentation on power-point (or other application) including functions-role, tools, sections, activities... Teachers can directly access the platform in the classroom and show it to students by browsing and reviewing the different sections.
Outcome	Students listen the presentation and ask teachers doubts and questions about it.
G-Guidance platform link	In case teachers prepare a video presentation, it can be provided on platform linked to the G-Guidance YouTube channel.
Activity description	<p>This activity allows students to have an overview and first picture of the digital platform. It will provide students with basic knowledge about the platform, its different sections, functions, uses, features and applications. Students can see how to use it and how to work on it (access to activities, share information, browsing through the different sections, how being rewarded and evaluated...).</p> <p>For this, students should listen the teacher's presentations and ask him/her for doubts and any other questions about the platform. Teachers after this activity can ask students for any questions they have.</p>
Notes for teachers, psychologists and parents	<p>You should prepare and do the presentation. Important to know how to manage and use the platform.</p> <p>You should encourage and motivate students to identify the benefits (e.g., gamified activities, knowledge about the vocational career and professions, helping to make decisions ...) and positive expectations of the platform.</p>

4. Signing the informed consents (for students)	
Main objective	The main goal of this activity is to have consent and assent from students, regarding their participation in the program and share their information with teacher, psychologists, parents and classmates (in some cases) on the platform about themselves and their activities and outcomes with teacher, psychologists, parents and classmates (in some cases).
Resources	10 minutes Informed consent form Pen
Way of performance	Individual
Place of performance	Classroom or you can collect it by sending the informed consent to home previously.
Activity instruction	Teachers explain the reasons for an informed consent, read aloud it and ask students for any doubt or questions about it. Then, distributes the consents on paper for each student and ask them to return them signed with their name and surname.
Outcome	Informed consent signed by each student with all required data, in accordance with the general ethical principles of the Helsinki Declaration (World Medical Association), as well as other European and National Ethical and Deontological codes of conduct, as well as General Data Protection Regulation of the European Union. The informed consent should mention, at least, the objectives of the program, the role that students are supposed to play, the amount of time and effort that it will take, any eventual cost that will imply participating, information about the right of terminating their participation if they want to, as well as the expected results of their participation.
G-Guidance platform link	-
Activity description	This activity allows students to consent and assent their participation in the program. For this, teachers should explain the reasons for an informed consent, read aloud it and ask students for any doubt or questions about it. Then, distributes the consents on paper for each student and ask them to return them signed with their name, surname, and legal identification number. At the end, teachers will have the informed consent signed by each student with all required data.
Notes for teachers, psychologists and parents	Parents (or legal guardian or legal custodian) must pre-approve the student's participation and sign the parent informed consent to allow the student to participate. Teachers must prepare the informed consent in accordance with European and national legal regulations as well as the rules of the school institution. Psychologists need to know the parents who have rejected their kids' participation into the program. Also, this actor must inform teachers about the students who have not been authorized.
5. Create class account or Common channel	
Main objective	The main goal of this activity is to have a common channel to share information, being updated, getting feedback, disseminate activities and its outcomes with classmates, psychologist, parents and teachers.
Resources	Computer Smartphone (optional) Internet 10 minutes
Way of performance	Group
Place of performance	Classroom
Activity instruction	Psychologist or teacher creates the class account of the social network or other alternative common channel (e.g., Teams). Just in case it has been previously created, teacher shows the class account in class to all students, how to be part of that, get access and how they must personalize it.
Outcome	Class account in a social network, WhatsApp or another alternative common channel.
G-Guidance platform link	Teachers and psychologists can post on their profiles a link for students access to their class account. Other option is to create an article in the platform.

<p>Activity description</p>	<p>This activity consists in creating a class account or common channel like Instagram, Facebook, WhatsApp and/or Teams to disseminate results for parents, school and classmates.</p> <p>So, psychologists or teachers should create this account. Once the class account has been created, teachers can show it to students and explain how they can access and use it.</p> <p>This activity allows students to share information, disseminate activities and outcomes with their classmates, psychologist, parents, teachers and even with their school community. It is a way to provide feedback to students from all participants and increase motivation and participation in the program.</p> <p>The professionals responsible for the class account should encourage students and parents to give feedback and to be active participants. They should dynamize and suggest action for students and parents to share information and upload activities and outcomes related to the program.</p>
<p>Notes for teachers and psychologist</p>	<p>It is recommended to create the class account with the students, so they can feel that they are an active part of the process and relate to its content. By enabling them to create and personalize the social media account, we'll increase the likelihood of students identifying themselves with the account, thus increasing the probability of them using it and interacting about career guidance activities, as well as sharing relevant information.</p> <p>Encourage students and parents to use it just for the purpose of the program.</p> <p>Encourage participants to keep good practices in terms of respect and privacy.</p>

Session 2

OVERVIEW - SESSION 2
General Description
This session is focus on G-Guidance vocational areas (i.e., Maker, Researcher, Creator, Helper, Leader, Organizer) and it is designed to promote an analysis and discussion of the different vocational profiles and its relation to students' profile.
Objectives
<ul style="list-style-type: none"> • Exploring and knowing the main vocational areas and profiles. • Increasing the self-awareness about students' vocational profiles. • Discuss and analyse the multiples career paths and goals associated to each of the G-Guidance vocational areas, as well as what to expect, in terms of career achievements, from pursuing each one.
Activities
<ol style="list-style-type: none"> 1. Start interaction with the platform, answering G-Guidance career guidance questionnaire. [PLATFORM ACTIVITY] 2. Presentation and discussion of G- Guidance Vocational areas: <i>Maker, Researcher, Creator, Helper, Leader, Organizer</i> 3. Analyze and discuss vocational profiles and ask students to reflect on their profile (results from questionnaire), talking about how much they relate to their profile [INTERPERSONAL ACTIVITY] [SELF-AWARENESS ACTIVITY] 4. Create groups according with vocational profile, discuss and share expectations and what they think they will accomplish career wise in that vocational field. As a result, each group should make a video with their smartphones (or with the computer camera) to upload to the platform and share on social media. [MULTIMEDIA ACTIVITY] [PLATFORM ACTIVITY]
Resources
Computer with internet to access into the platform. Time: from 1h to 1h30min
Psychologist's role and functions
<ul style="list-style-type: none"> • Turn activities available into the platform. • Make possible for students to access G-Guidance platform, by creating new users accounts. • Prepare a script of questions to analyse and discuss students' vocational profiles, make a reflection about their profile (questionnaire results) and discuss how much they relate to their profile.
Teachers' role and functions
<ul style="list-style-type: none"> • Organize the activities and encourage students to do it; • Supervise the student's activities; • Do a presentation about the six vocational areas: Maker, Researcher, Creator, Helper, Leader, and Organizer. • Organize and create groups of students according to their vocational profile to discuss and share opinions; • Help students' groups to make videos and to upload it to the G-Guidance platform; • Promote the differentiation of each vocational profile, discussing and sharing with the group of classmates their expectations.
Parents' role and functions
<ul style="list-style-type: none"> • Parents will check and share with their children the results of the G-Guidance questionnaire, their vocational profile and together they should reflect about it; • Parents and their child together will watch the video that students uploaded into the platform or that was shared on G-Guidance social network account.
Students' role and functions
<ul style="list-style-type: none"> • Interacting with the platform, answering G-Guidance questionnaire. • Listening to the teacher explanation about G- Guidance Vocational areas/profiles and participate in the group discussion. • Participating in the analysis and discussion, answering to teacher's questions about the vocational profile obtained into the platform. • Making a video with their smartphones and uploading it to the platform.

Tips and recommendations (Suggestions/potential difficulties)	
Suggestions	
<ul style="list-style-type: none"> • Ask students to not share their profile and their video with people that they don't know; • Make sure that you have consent of all people who appear in the video, before you share it; • Ask students to keep their profiles and videos safe and to don't disseminate them out of the social network of school. 	
Potential difficulties	
<ul style="list-style-type: none"> • Consider student's vocational profiles are not always according to their expectations. Students can obtain a mix or confuse profile and it is important to support them; • Students who have a confused profile (e.g., all vocational profile score on the same way), after reviewing their answers need to explore in deep their vocational areas. They probably need extra vocational guiding. 	

Detail description of each activity from session 2	
1. Answering to G-Guidance Questionnaire	
Main objective	Students must obtain their own vocational profile according to the G- Guidance vocational areas Maker, Researcher, Creator, Helper, Leader and Organizer.
Resources	Computer Internet 20 minutes
Way of performance	Individual
Place of performance	Classroom with computers and internet access
Activity instruction	Go into the platform with your user and password and complete the G-Guidance career guidance questionnaire by answering the items.
Outcome	Students must know their vocational profile (i.e., scores on each vocational areas of Maker, Researcher, Creator, Helper, Leader, and Organizer) which appears automatically in their personal page after concluding G-Guidance questionnaire.
G-Guidance platform link	G-Guidance questionnaire must be available on the platform.
Activity description	This activity allows students to know and explore their vocational profile according to the different vocational areas of Maker, Researcher, Creator, Helper, Leader, and Organizer. For this, it is proposed to complete the G-Guidance vocational questionnaire available in the platform and check the final results on the graph provided by the platform. The professionals responsible for this activity should recommend to the students explore the results of the graph, and compare these results on the different vocational areas that he/she has obtained. At the end, students must have their profile in the graph automatically included in their page of the platform.
Notes for teachers and students	Teachers must check that all questions have been answered. Consider that the results of the student's profile may be unexpected and may not exactly match the expectations of the students. In this case, it would need more future exploration. Students can show and discuss their profile with their parents.
2. Presentation and discussion of G-Guidance vocational areas	
Main objective	Present, analyse and discuss the vocational guidance areas: Maker, Researcher, Creator, Helper, Leader, Organizer.
Resources	Computer Internet 15 minutes
Way of performance	Group
Place of performance	Classroom
Activity instruction	Students read and comment on each professional profile descriptions available on the platform. Teachers pose questions and doubts to students about the content of professional profiles.
Outcome	Reading and understanding different professional profiles. Solve doubts and comments.

G-Guidance platform link	G-Guidance platform has an article for each vocational profile.
Activity description	This activity focuses on the description of professional profiles and allows students to know and understand the different profiles and talk about them. To do this, students must read and comment on each of the descriptions of the professional profiles provided on the platform. The professionals responsible for this activity must pose questions and doubts to the students about the content of the professional profiles. At the end of this activity, students must know and understand the different professional profiles, answer questions and make comments.
Notes for teachers and students	Teachers show the material (Table-description or Audio/video-presentation with professional profiles) on the platform. Students can show and talk with their parents about the different professional profiles.
3. Analyse and discuss vocational profiles	
Main objective	Discuss and analyse the different vocational profiles and expectations about professional achievement in each professional field and how much they relate to their profile.
Resources	20 minutes
Way of performance	Group
Place of performance	Classroom
Activity instruction	Students must analyse, reflect and debate about the vocational profiles and in particular about their own profile obtained in the G-Guidance questionnaire, reflecting on how much they relate to their profile. Teachers must organize and create groups of students according to the vocational profile. Each group must answer the script of questions provided for the teachers.
Outcome	Discussion in groups and debate answering the questions provided for teachers. Students must upload in the platform their answers.
G-Guidance platform link	Answers must be upload in the student personal profile on the platform.
Activity description	This activity focuses on discuss and analyse the different vocational profiles and allows students to reflect on their expectations about their professional achievement in each professional field and how much they relate to their profile. For this, students must discuss with their classmates who have the same profile. Teachers must organize and create groups of students according to their vocational profile and each group must answer to set of questions, like: <ol style="list-style-type: none"> 1. What is the most prevalent vocational areas in your profile? c. Do you think is this profile according to your vocational preferences and expectations? 3. What are the professions associated with this vocational profile? At the end, students must upload their answers into the platform.
Notes for teachers and psychologists	Psychologists should prepare the guiding questions for the group discussion; Teachers must organize and create groups of students according to the vocational profile; Teachers must supervise the discussion and supervise if students upload their answers.
4. Vocational profile video	
Main objective	The main goal of this activity is for students to deepen their knowledge about the vocational profile with which they most identify.
Resources	30 minutes
Way of performance	Groups
Place of performance	Indoor at home or in class
Activity instruction	Form groups according to your vocational profile. The task is to create a video in which all group members discuss and share expectations about your vocational profile.

Outcome	Make a video with relevant information about the vocational profile with which they most identify.
G-Guidance platform link	The videos must be uploaded in the article of "Session n.º 2: Vocational Profile Video" Quest.
Activity description	<p>This activity allows students to learn more about the vocational profile with which they most identify. For this, it is proposed the creation of groups by vocational profiles and the making of a video about their profiles. The professionals responsible for the dynamization of the sessions can ask the following guiding questions to the students:</p> <ol style="list-style-type: none"> 1. What is the opinion of each member of the group about the characteristics of the people who are part of this vocational profile? 2. What do you think are the professions associated with this vocational profile? 3. What are your expectations as future professionals included in this profile? <p>At the end, students must upload the videos in the platform space dedicated to it. In addition, professionals can choose some videos to share on social media.</p>
Notes for teachers and students	<p>Teachers must organize and create groups of students according to the vocational profile. Teachers must supervise the process of the videos and the final result. Students should show their videos to their parents and talk about them.</p>

Session 3

OVERVIEW - SESSION 3
General Description
This session promotes students' self-awareness about their strengths (i.e., the positive internal factors that make us resilient and strong, including personality qualities and traits, talents, knowledge and skills) and weaknesses (i.e., the opposite of a strength, the personal characteristics that make it difficult to achieve goals and make us vulnerable). After this session, adolescents will be aware of their own advantages and know how to use them effectively.
Objectives
<ul style="list-style-type: none"> • To increase students' self-awareness; • To become aware of their goals, needs, interests, priorities, qualities and personal traits of themselves; • To better known one's own strengths and weaknesses in vocational terms; • To reflect on the things that they can do well; • To reflect on how we can overcome our weaknesses and turn them into strengths.
Activities
<ol style="list-style-type: none"> 1. Self-awareness activity: Who am I? What are (vocational) strengths and weaknesses? For what do I think they are good for? Fill in this information on the platform questionnaire, make a pitch to the class and get feedback from classmates, teachers, and psychologist. [PLATFORM ACTIVITY] [INTERPERSONAL ACTIVITY] [SELF-AWARENESS ACTIVITY] 2. Make a description of yourself as a professional 10-15 years in the future and express it as you prefer, through a drawing, photo composition, collage, an essay, a video and upload it to G-Guidance platform. [PLATFORM ACTIVITY] [MULTIMEDIA ACTIVITY] [EXTENSION ACTIVITY] (at home, between sessions)
Resources
Computer with internet access to the platform; Time: 1 hour
Psychologist's role and functions
<ul style="list-style-type: none"> • Pay attention to students who can't recognize any positive strengths and positive qualities, especially with students in special needs; • Should monitor students' outcomes and talk with them about it.
Teachers' role and functions
<ul style="list-style-type: none"> • Explain to students what is the meaning of strengths and weaknesses in an easy way; • Organize and supervise the upload of students' outcome into the platform; • Prepare a scrip to organize a class' discussion about strengths and weaknesses; • Be prepare to give feedback to their students.
Parents' role and functions
<ul style="list-style-type: none"> • Talk to their children about how they see themselves as a professional in 10-15 years; • Discuss, talk and give feedback to their children about the video, website, photo or other information children have made as self-portrait.
Students' role and functions
<ul style="list-style-type: none"> • Ask their parents how they see them as a professional in 10-15 years. They can incorporate that information into their self-portrait; • Discuss with their parents about the presented content in their videos, websites, photos or other information they have chosen.
Tips and recommendations (Suggestions/potential difficulties)

Suggestions

- Tell students that everybody has strengths and weaknesses.
- Create a secure environment where students are respectful and listening to their classmates' self-portraits;
- Prepare a brief introduction or explanation about the meaning of strengths and weaknesses of persons to facilitate these activities.

Potential difficulties

- It's possible that some students can't recognize any positive strengths and positive qualities;
- Sometimes, students can have difficulties to think about themselves.

Detail description of each activity from session 3

1. Who am I?

Main objective	<ul style="list-style-type: none"> • Promote students' self-awareness; • Help students to become aware of their goals, needs, interests, priorities, qualities, and personal traits of themselves; • Promote student's knowledge about one's strengths and weaknesses, in vocational terms; • Reflect about the things that students can do well; • Reflect about how students can overcome their weaknesses and turn them into strengths.
Resources	Computer with internet access to the platform. 1 hour
Way of performance	First individually (30-45 minutes) and then in group (30-15 minutes)
Place of performance	Classroom with computers and internet access
Activity instruction	Fill the questionnaire on the platform answering the questions: "Who am I?"; "What are (vocational) strengths and weaknesses?"; "For what do I think they are good for? Then, make a pitch to the class and get feedback from classmates, teachers and psychologist.
Outcome	Complete the questionnaire on the platform. Prepare a presentation and show it to the class.
G-Guidance platform link	Questionnaire will be available on the platform.
Activity description	<p>This session focuses on students' self-awareness about their strengths and weaknesses. Strengths refer to positive internal factors that make people more resilient and stronger, including personality qualities and traits, talents, knowledge and skills. Weaknesses are the opposite of a strength, and refer to personal characteristics that make it difficult to achieve goals and make people more vulnerable. It is important to emphasize with students that everyone has strengths as well as weaknesses, but it is important to be aware of them and to try to improve weaknesses and turn them into benefits. The most important thing is to focus on the student's strengths when planning a career, because they are crucial for professional success. Therefore, students should be aware of their own strengths and know how to use them effectively.</p> <p>To do this, students must answer "Who am I?" inquiry, available at G-Guidance platform. This inquiry has the following questions:</p> <ol style="list-style-type: none"> 1. Which vocational strengths do I have? 2. Which vocational weaknesses do I have? 3. For what do I think they are good? 4. Who am I? 5. Who am I at my loved one eyes? <p>(These questions can be adjusted to each school context. In this sense, school psychologists and teachers can remove or add new questions).</p> <p>Then, they must plan a brief presentation to the class and get feedback from classmates, teachers and the psychologist. The professionals responsible for this activity should encourage students to complete the questionnaire and prepare a short presentation on their self-portrait or self-description and show it to the class. Teachers should organize the group presentation of some students who voluntarily want to do it in front of the class and get</p>

feedback from the group. Teachers should guide the class discussion and may ask the following guiding questions to get the group's opinion:

- What personal characteristics do you highlight as the most important strengths and weaknesses?
- How do you think a person who has these weaknesses can improve in order to achieve professional success?

At the end, students must upload into the platform the short presentation they have prepared for the class.

In case of occurring some constraint, know that is possible to use a printable version of this activity.

Notes for teachers

Should explain to students what the meaning of strengths and weaknesses is, providing them an easy definition (see activity description).
Need to guide a debate in class and prepare a scrip to organize the discussion and feedback from the class to avoid potential rejection or negative feedback.

2. Future me

Main objective	To increase the students' self-awareness in vocational terms, and become aware of their goals, needs, interests, priorities, qualities, and personal traits of themselves
Resources	15 minutes
Way of performance	Individual
Place of performance	At home or between sessions
Activity instruction	Make a description of yourself as a professional in 10-15 years and express it as you prefer (e.g., through a drawing, a photographic composition, a collage, an essay, a video...) and upload it to the G-Guidance platform. Upload the description you have made to your profile on the G-Guidance platform.
Outcome	A self-description through a drawing, photo composition, collage, an essay or a video), as a professional.
G-Guidance platform link	Students must upload their outcomes into the platform.
Activity description	This activity aims to increase students' self-awareness in professional terms, and to become aware of their goals, needs, interests, priorities, qualities and personal traits of

	<p>themselves. To do so, students must make a description of themselves as professionals in 10-15 years and express it as they prefer (e.g. through a drawing, a photographic composition, a collage, an essay, a video...) and upload it to the G-Guidance platform.</p> <p>This is an extension activity and students should do it at home or between sessions. The professionals responsible for this activity should encourage students to do it and remind them that they will discuss it in the next session.</p> <p>At the end of this activity, students should upload to the G-Guidance platform the description (e.g. a drawing, a photographic composition, a collage, an essay or a video) they have made of in the properly quest.</p>
<p>Notes for teachers and parents</p>	<p>Teachers must supervise that the activity has been carried out and uploaded into the platform.</p> <p>Teachers should encourage students to do it and remind them that they will discuss this activity in the next session.</p> <p>Parents can talk to their kids about how they see themselves as a professional in 10-15 years. Parents and students can discuss together, talk and give feedback about the video, website, photo or other information children have made as self-portrait.</p>

Session 4

OVERVIEW - SESSION 4
General Description
Session 4 continues working on the self-awareness and focuses on students' professional values and interest and connect them to career decision making.
Objectives
<ul style="list-style-type: none"> • Make students think and reflect about themselves as professionals in 10-15 years; • To explore students' professional values and connect them to career decision making; • To explore student's personal interests, past and present and connect them with career decision making.
Activities
<ol style="list-style-type: none"> 1. Viewing and discussion about the extension activity of the previous session, moderated by the school psychologist and teachers. [INTERPERSONAL ACTIVITY] [SELF-AWARENESS ACTIVITY] 2. Exploring students' professional values and connect them to career decision making. [SELF-AWARENESS ACTIVITY] [PLATFORM ACTIVITY] 3. Exploring student's personal interests, past and present and connect them with career decision making. Each student chooses a video, a website, a photo or other information they feel represents their personal interests. He/She uploads the information on the platform and after all finish, the result is presented to class and discussed, moderated by school psychologist and teachers. [PLATFORM ACTIVITY] [MULTIMEDIA ACTIVITY] [CAREER EXPLORATION ACTIVITY]
Resources
Computer with internet access. Time: 1h to 1h30min
Psychologist's role and functions
<ul style="list-style-type: none"> • Help students to make the connection between interests, skills and vocational development/vocational profiles.
Teachers' role and functions
<ul style="list-style-type: none"> • Plan all activities and guide class' debate and discussions. • Help students to make the connection between interests, skills and vocational development/vocational profiles.
Parents' roles and functions
<ul style="list-style-type: none"> • Discuss together kids' professional values. • Discuss and give feedback to their kids about the video, website, photo or other information that represent their personal interests.
Students' roles and functions
<ul style="list-style-type: none"> • Solve all activities and participate on class' discussion and debate. • Ask their parents how they see his/her values and interests on the video, website, photos or outcome that they have created.
Tips and recommendations (Suggestions/potential difficulties)
<p>Suggestions</p> <ul style="list-style-type: none"> • Ask students to explore their values and personal interest, by encouraging them to participate in this session. <p>Potential difficulties</p> <ul style="list-style-type: none"> • Some students can present difficulties to think about themselves and connect their values and interests with the career decision. • Some students can't be clear about their career decision and will need to explore deepen their values and interest and then look for a compatible career decision.

Detail description of each activity from session 4	
1. Future me - Discussion	
Main objective	To discuss, think and reflect about students' outcomes of Future me activity.
Resources	15 minutes
Way of performance	Group
Place of performance	Classroom
Activity instruction	Once the activity has been made at home or between sessions, students make a pitch to the class and get feedback from classmates, teachers and psychologist.
Outcome	A presentation for the class showing his/her description (i.e., through a drawing, photo composition, collage, an essay, a video) uploaded previously into the platform.
G-Guidance platform link	Students' presentation must be uploaded into the platform.
Activity description	This activity allows students to show their description of themselves as a professional to the class and discuss it. To do this, students have previously carried out an extension activity by choosing (or making) through a drawing, a photographic composition, a collage, an essay or a video) a description of themselves as a professional in 10-15 years. The professionals responsible for this activity must encourage students to show their description to the class group and to talk about it. At the end, students must make a presentation to the class showing their activity available on the platform and receive feedback from classmates.
Notes for teachers	Promote a debate in class and organize the discussion and feedback from the class to avoid potential rejection or negative feedback. Check if students made their extension activity.
2. My personal interests	
Main objective	Explore student's personal interests, past and present and connect them with career decision making.
Resources	Computer, internet access to the platform Professions Guide 15-25 minutes
Way of performance	First individually, then in group.
Place of performance	Classroom
Activity instruction	Each student chooses a video, a website, a photo or other information they feel represents their personal interests. He/She uploads the information into the platform and after all finish, the result is presented to class and discussed, moderated by school psychologist and teachers.
Outcome	He/She uploads the information (i.e., video, a website, a photo or other information) into the platform.
G-Guidance platform link	A quest must be designed so students can upload their outcomes.
Activity description	This activity focuses on student's personal interests and allows them to explore their personal interests, past and present and connect them with their career decision. For this, each student must choose a video, a website, a photo or other information they feel represents their personal interests and the result is presented to class and discussed. Professionals responsible for this activity should moderate the debate and discussion. Teachers can ask students for answering these two questions: "What are your main personal interests?" and/or "What professions can you relate them to?". Then students can debate about them with the following questions: "To what extent are these interests/skills related to these professions?", "Do you think there are other professions that better represent these interests?". At the end, students must have upload these information's into their profiles.
Notes for teachers, psychologist and students	Psychologist and teachers should help students to make the connection between interests, skills and vocational development and areas. Class' discussion and debate should be moderated by school psychologist and teachers.

Students can share their results of this activity with their parents and talk about it with them.

3. My professional values

Main objective Defining and prioritizing the most important professional values. Create awareness of students' main priorities for their future professions and understand the importance of matching career values to career paths.

Resources 20 minutes
Computer with internet access

Way of performance Individual

Place of performance Classroom

Activity instruction Various professional values are described in the table below. From them, choose 10 that are most relevant and important to you now.

Outcome Gaining clarity about the most current and important professional values; Gain awareness about why and how important professional values are for career satisfaction; Connect professional values to career choices; Gathering information that can be used when writing a cover letter and / or an interview with an employer.

G-Guidance platform link A "Quest" must be created to students be able to upload the activity.

Each student must respond individually to the following questionnaires:

Activity description

The questionnaire consists of the following sections:

- Header:** G Guidance logo, Name: _____, Class: _____
- Instructions:** Various professional values are described in the table below. From them, choose 10 that are most relevant and important to you now. From these 10 most important values choose 5 you can compromise with.
- Table 1: Working environment**

Professional Values	Mark the 10 most important values for you	Can compromise / Cannot compromise
To have security for my workplace		
Flexibility in terms of work responsibilities		
Working time policy - flexible or fixed		
To receive my salary on time		
To receive a high salary for more responsibilities I take on		
To have the opportunity for growth and development		
Make my work physically safe		
My job should correspond to my health condition		
Keep my workplace clean and tidy		
Keep my workplace in a convenient location for me		
My job to be related to travel		
To retire early		
To have a pension, health, etc. social security		
To have a great vacation		
To be trained in the workplace and to have the opportunity to learn new things		
A job that reflects my interests		
To work at a leisurely pace		
- Table 2: Work Specifics**

Opportunity to use all my skills		
To develop new skills and qualities		
To be able to study while working		
To have the freedom to do things in a new way		
To be aware of what is expected of me in advance		
Have clear rules and deadlines		
Various duties and tasks of different nature that make me not bored		
The work should be related to challenges		
To have a manager from whom to learn		
- Table 3: Other professional values**

Precision and detail orientation		
Have clear rules to organize		
Periodic control and feedback on how I cope with my duties		
To be socially engaged		
To balance my personal life with my professional life		
Work to challenge me to think and act		
To have the appropriate equipment and technique to do my job		
To be physically active		
To work with people		
To work with figures, numbers, formulas		
My work should be related to research or scientific activity		
To use my commercial and entrepreneurial skills		
Create work		
To work with high-level specialists (people who understand their work)		
Teamwork		
Independent work (to work alone)		
To have freedom to work flexibly		
To have trust in my colleagues and to be able to rely on each other		
Clear and open communication		
There should be a competitive atmosphere in the team so that I can develop myself		
Clear working atmosphere		
To be given a chance to perform		
Collaboration between colleagues and departments		
Impact of the whole team and pursuit of common goals		
Leadership promotion		
Humour and flexibility		
Support and cooperation		
Get feedback on how I'm doing		
To evaluate my achievements and to receive recognition		
To be respected		
To have influence		
To give and receive support		
To have freedom / independence in decisions and implementation		
To occupy high positions		
To be praised and be encouraged		
Write articles and support their existence in the future		

Name: _____ | Class: _____

Instruction: In the first column of the table list your 10 most important professional values and horizontally write down 4 or 5 of your most preferred professional opportunities. Rate each career opportunity in terms of each professional value on a scale of 1 to 5, in which 5 is the highest score and 1 is the lowest.

10 most important professional values for you	4 or 5 of your most preferred professional opportunities				
	1	2	3	4	5
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					

At the end of filling out the questionnaires, each student must upload the document or an image of it, on the platform, by completing Session 4 Quest.

Notes for teachers and students

Teachers should help students and encourage them to do this activity.
 Teachers must supervise students upload the description to the platform
 Students can share the results of this activity with their parents

Session 5

OVERVIEW - SESSION 5
General Description
<p>Session 5 focuses on two main tasks: 1) Present an overview of the national school/educational system (i.e., academic and professional pathways) and show how we can connect it with both the professional areas of G-Guidance and one's own professional profile; 2) Explore and debate about professional myths and stereotypes.</p>
Objectives
<ul style="list-style-type: none"> To show a description of the national school/educational system with its main characteristics and academic and professional itineraries. To connect the main educational pathways with the vocational areas of G-Guidance (Manual, Researcher, Creator, Helper, Leader, Organizer). To connect one's own vocational profile resulting from the G-Guidance questionnaire and its correspondence with the educational and professional itineraries. Explore professional myths and stereotypes, reflect and discuss them.
Activities
<ol style="list-style-type: none"> School psychologist makes a presentation with a description of the national school system, its main features and paths, connecting them to G-Guidance vocational areas (different one for each country) [CAREER EXPLORATION ACTIVITY] Exploring professional myths and stereotypes by answering a true or false questionnaire in the platform and debating the results in session. [PLATFORM ACTIVITY] Ask students to complete 3 WebQuests in the platform, accordingly with their vocational profile. One WebQuest for each of the 3 highest rated areas of their vocational profile. [PLATFORM ACTIVITY] [CAREER EXPLORATION ACTIVITY] = [EXTENSION ACTIVITY] (at home, between sessions):
Resources
<p>Computer with internet access to the platform. Time: 1h to 1h30min</p>
Psychologist's role and functions
<ul style="list-style-type: none"> Prepare the activities in the platform: Do a power-point presentation (or video-presentation provided in the platform by a link to G-Guidance YouTube channel) about the national school/educational system; provide a questionnaire of professional myths and stereotypes on the platform.
Teachers' role and functions
<ul style="list-style-type: none"> Have students to listen the presentation and ask questions about it; Encourage students to do all activities; Organize a class discussion about the results of the questionnaire of myths and truths, preparing a script of questions to analyse; Have students to reflect on their own myths and stereotypes (look for information pro and again their myths and stereotypes) identify the more frequent myths and stereotypes (questionnaire results) in the class, discussing how much they believe are true or false: relate to their profile; <ul style="list-style-type: none"> Read the myth aloud; Ask a student who answered "yes" to justify his/her answer, and then ask another student who answered "no" to justify his/her answer; After presenting the two positions (for and against the myth presented), the teacher will rephrase the myth so that it does not reflect the stereotype; Supervise student's activities into the platform of this session and encourage them to complete the extension activity at home on the platform.
Parents' role and functions
<ul style="list-style-type: none"> Parents will check and share with their kids the results of the myths and stereotypes in relation to their vocational profile and reflect together about it; Parents and their kids will watch the video-presentation of the national school/educational system and discuss about the educational pathways, children preferences and alternatives; Parents can check and discuss with their child about the 3 WebQuests-vocational profile conducted on the platform.

Students' role and functions
<ul style="list-style-type: none"> • Pay attention to the presentation to learn about the educational and professional itineraries associated with each vocational profile; • Complete the questionnaire about professional myths and stereotypes on the platform; • Participate in the debate in which professional myths will be reflected upon and an alternative reformulation of them will be conveyed; • Think about one's own professional profile (e.g. Manual, Creative, Helper) is related to the corresponding professions in the educational system and in the labor market; • Complete at home the 3 WebQuests-vocational profile conducted on the platform and share results with their parents.
Tips and recommendations (Suggestions/potential difficulties)
<p>Suggestions</p> <ul style="list-style-type: none"> • Have students explore different educational and professional itineraries on internet; • Keep and open minded of other potential myths or stereotypes; • Tries to get students to be respectful of their peers' myths and stereotypes. <p>Potential difficulties</p> <ul style="list-style-type: none"> • Preferences or choices of some students are not considered in the presentation of National educational and professional system. • Myths or stereotypes can create some cultural controversies in classroom (e.g., related to gender, abilities, stigma, social exclusion).

Detail description of each activity from session 5	
1. The national school system connecting to g-guidance vocational areas	
Main objective	To show a description of the national school/educational system with its main characteristics and academic and professional itineraries. To connect the main educational pathways with the vocational areas of G-Guidance (Manual, Researcher, Creator, Helper, Leader, Organizer). To connect one's own vocational profile resulting from the G-Guidance questionnaire and its correspondence with the educational and professional itineraries.
Resources	Computer Internet access 20 minutes
Way of performance	Individual
Place of performance	Classroom
Activity instruction	Pay attention to the presentation or video presentation provided on the platform. Then try to connect educational pathways with one's own vocational profile according to vocational areas of G-Guidance.
Outcome	Students need to upload into the platform the educational pathway that is related to their vocational profile (Maker, Researcher, Creator, Helper, Leader, and Organizer).
G-Guidance platform link	Video-presentation can be available in the G-Guidance YouTube channel.
Activity description	This activity shows a description of the national school/educational system with its main characteristics and academic and professional itineraries and get students to connect the main educational pathways with the vocational areas of G-Guidance (Manual, Researcher, Creator, Helper, Leader, Organizer) and with one's own vocational profile resulting from the G-Guidance questionnaire. For this, students need to pay attention to the presentation and to identify an educational pathway related to the one's vocational profile. Students have to upload to the platform the selected profession and vocational area with the educational pathway to follow. The professionals responsible for this activity should recommend students after listening presentation, explore their G-Guidance vocational profile, and check the potential pathways

	congruence with their preference professions within of the vocational area. At the end, students have a description of the educational pathway connected with one G-Guidance vocational area, and specifically with the one's vocational profile.
Notes for teachers and students	Teachers need to help students who can't find the educational itinerary to get their profession related with the G-Guidance vocational profile. Students can discuss and share with their parents the educational itinerary and profession.
2. Myths & Truths	
Main objective	The main goal of this activity is for students to clarify some myths and stereotypes that exist about the professional and academic world, that can influence career choices.
Resources	30 minutes
Way of performance	Individual
Place of performance	Indoor at class
Activity instruction	Each of you should access the platform and look for the today's session quest. In this quest, you will have access to a questionnaire with the title "Myths & Truths". Respond individually to the questionnaire and then we will reflect together on each statement.
Outcome	Gather information about the expectations that students have about the professional and academic world, while deconstructing existing stereotypes and doubts.
G-Guidance platform link	The questionnaire will be answered through the platform, which allows professionals to access the students' answers quickly and simply. So, to complete this activity, students may respond to the inquiry of "Session n.º 5: Myths and Truths" Quest.
Activity description	<p>It is important to understand the myths and stereotypes associated with the professional and academic world. Thus, with this task it is intended to promote reflection on controversial statements. It is suggested that each country/school/community can adapt the statements made so that they correspond to the reality of each national context.</p> <p>Below are examples of statements used in the Portuguese population:</p> <ol style="list-style-type: none"> 1. To have a successful career, I need to go to the University. 2. I can access University through a professional course. 3. When I choose a profession, I cannot change anymore. 4. People who are constantly changing professions are immature and don't know what they want. 5. My career choice is influenced by my values, my life experiences, and my interests, besides school. 6. People with professional courses can get a salary equal to Graduate. 7. Portugal has too many Graduated people. 8. There are no male-only professions and female-only professions. 9. Professional courses are more practical and allow for internships. 10. Only students without a good academic performance go to professional courses. 11. 85% of professional course students are employed at the end of the first year following completion of studies. 12. Arts-related professions have lower wages and more unemployment. 13. Football players, Influencers and all those who are famous do not need to plan an academic/professional path. <p>Psychologists can and should adapt, add, and perform any information contained in the previous list, in order to keep the myths and truths relevant for their students' social and cultural reality.</p>
Notes for students	Discuss with parents the myth that most caught your attention.
3. Complete 3 WebQuests	
Main objective	Explore their vocational profile according to the three highest rated areas of their vocational profile.

Resources	Computer Internet
Way of performance	Individual
Place of performance	At home
Activity instruction	Students at home or between sessions access to their platform profile and conduct one WebQuest for each of the three highest rated areas of their vocational profile.
Outcome	Three WebQuest, one for each of the 3 highest rated areas of their vocational profile.
G-Guidance platform link	WebQuest will be provided on the platform.
Activity description	The professionals responsible for this activity should recommend students after listening presentation of National educational pathways explore their G-Guidance vocational profile, and check the potential pathways congruence with their preference professions within of the vocational area. Students at home should complete 3 WebQuests on the platform, according to your vocational profile. One activity for each of the 3 highest rated areas of your vocational profile.
Notes for parents	Parents can help students to complete the 3 WebQuests.

Session 6

OVERVIEW - SESSION 6
General Description
Explore the world of careers and build a network of professions by working with the professional Guide and trying to narrow down a number of professions according to your vocational profile.
Objectives
<ul style="list-style-type: none"> • Explore the different professions to obtain more information about them and identify their vocational preferences according to the student's vocational profile. • Expand opportunities for students' professional development and career choice.
Activities
<ol style="list-style-type: none"> 1. Exploring the world of careers. Start working with the Professions Guide. Ask students to go through the professions listed in the guide and, accordingly with their vocational profile highest rated area (as displayed in the platform) and ask them to choose the top 5 professions they felt more identified with, after reading about them and watching the videos. The list should be uploaded into the platform in the end of the task. [PLATFORM ACTIVITY] [MULTIMEDIA ACTIVITY] [CAREER EXPLORATION ACTIVITY] 2. Using the information from the professions guide and research online, students should complete the “Professions Network” activity. [CAREER EXPLORATION ACTIVITY] [PLATFORM ACTIVITY]
Resources
Computer with internet access to the platform. Time: 1 hour. Professional guide and G-Guidance YouTube channel G-Guidance.
Psychologist’s role and functions
<ul style="list-style-type: none"> • Psychologists should support the “Professions Network” activity
Teachers’ role and functions
<ul style="list-style-type: none"> • Show to students the Professions Guide and G-Guidance YouTube channel • Organize and supervise the activities.
Parents’ role and functions
<ul style="list-style-type: none"> • Parents share and review the Professions Guide and discuss with their children. • Parents check and watch professionals’ interviews from our YouTube channel and discuss with their kids.
Students’ Role and functions
<ul style="list-style-type: none"> • Explore, check and work with the Professions Guide, choose the top 5 professions they felt more identified and write them in a list that they should upload into the platform. • Students complete the “Professions Network” activity.
Tips and recommendations (Suggestions/potential difficulties)
<p>Suggestions</p> <ul style="list-style-type: none"> • Ask students explore on the internet other professions not considered in the Profession guide or in the G-Guidance YouTube channel. <p>Potential difficulties</p> <ul style="list-style-type: none"> • Some professions chosen by students are not considered in the Profession guide or in the G-Guidance YouTube channel.

Detail description of each activity from session 6

1. My top 5 professions

Main objective	The main goal of this activity is to start exploring the Professions Guide (physical or on the platform). Also, with this activity, we want students to explore the different professions to obtain more information about them and identify their vocational preferences according to their vocational profile.
Resources	Computer Internet 20 minutes
Way of performance	Individually
Place of performance	Classroom
Activity instruction	Start working with the Professions Guide. Ask students to go through the professions listed in the guide and, accordingly with their vocational profile highest rated area (as displayed in the platform) and ask them to choose the top 5 professions they felt more identified with, after reading about them and watching the videos. The list should be uploaded into the platform in the end of the task
Outcome	A list of the 5 professions that students most identify with and can learn more about.
G-Guidance platform link	Students should upload their list in the article of "Session n.º6: My Top 5 Professions" Quest.
Activity description	This activity allows students to explore the different professions and obtain more information about them, after identifying their vocational preferences according to their vocational profiles. The professionals responsible for this activity should ask students to start working with the Professions Guide and go through its professions list. Students should also watch the G-Guidance YouTube channel, to better understand some professions. Accordingly, with their vocational profile highest rated area (as displayed in the platform) students have to choose the top 5 professions they felt more identified with. At the end, after reading about them and watching the videos, students should upload on the platform the list of chosen professions.
Notes for students and parents	Students need to get access to Professions Guide and G-Guidance YouTube channel. All these tools need to be available. Parents can share and review the Professions Guide and watch the YouTube channel and discuss about it with their kids.

2. Professions Network

Main objective	Expand opportunities for students' professional development and career choice, building a network of professions.
Resources	Computer Internet 30-40 minutes
Way of performance	Individual
Place of performance	Classroom
Activity instruction	Using the information from the Professions Guide and online research, students should complete the "Professions Network" activity. This activity should be supported by the psychologist and teachers. In the first column of the table presented below, students should write their most desired profession or position at the moment. In the other cells, they must list all other professions /specialties / positions they can think of, related in some way to the main desired one. If necessary, this exercise can be repeated with other preferred professions or jobs.
Outcome	Making a list of additional career opportunities close to the desired profession/specialty/position. Expanding the opportunities for applying for a job.
G-Guidance platform link	Activity of Professions Network need to be created and available on the Platform. Moreover, students should upload an image in the Quest of "Session n.º6: Professions' Network".

"Professions Network" is an activity that allows expanding knowledge of professions related to those that students enjoy most. For example, working in a hospital does not mean just being a doctor or nurse. There are several professions that ensure the proper functioning of these institutions, such as secretarial staff, hospital managers, analysis technicians, cleaning staff, stock managers of materials and medicines, among others...

Below, you can find a document that can be used for this activity, as well as a complete example.

In the end, we propose that students show us their "Professions Network" by publishing a photo on the G-Guidance Platform and on the social networks of the class.

Activity description



Notes for students and parents

Students need to get access to Professions Guide and G-Guidance YouTube channel. All these tools need to be available.

Parents can share and review the Professions network and discuss with their kids.

Session 7

OVERVIEW - SESSION 7
General Description
This session focuses on the search for information on specific professions, as well as on the opportunity to have real communication and face to face contact with professionals in specific jobs.
Objectives
<ul style="list-style-type: none"> • To meet a professional in students chosen profession. • To become aware of the needs, priorities, qualities, and personal traits required for the chosen profession.
Activities
<ol style="list-style-type: none"> 1. Design an interview protocol: School Psychologist works with students to design an interview protocol or script with 5 relevant questions they would like to ask to a professional from the one of the top 5 professions they chose in a previous session. After the interview protocol is complete, students should work individually or in pairs or small groups, accordingly with which professional they chose, and with the help of teachers, colleagues, psychologist and parents, find a way to contact a professional to perform the interview. [CAREER EXPLORATION ACTIVITY] [INTERPERSONAL ACTIVITY] [PLATFORM ACTIVITY] 2. Conducting and videorecording an interview: [EXTENSION ACTIVITY] (at home, between sessions): Students, working individually, or in groups, should make a video with the interview with the professional they chose. When the video of the interview is ready, students must upload it into the platform. [PLATFORM ACTIVITY] [CAREER EXPLORATION ACTIVITY]
Resources
Pencil and notebook. Time: 1 hour (in classroom) + 1 hour (outdoors). Electronic device for recording the interview.
Psychologist's role and functions
<ul style="list-style-type: none"> • Coordination with tutors should be undertaken to ensure a wide diversity of professionals and to minimize overlap in the type of professional interviewed between different groups of students. A table summarizing and updating this information is recommended. • It may be interesting for the psychologist to create a database with contacts of professionals willing to participate in this activity as interviewed, as they could be future collaborators in some vocational guidance activity in the school.
Teachers' role and functions
<ul style="list-style-type: none"> • Show to the students the different kind of questions they may do in the interview, as well as give them some tips about the way of contacting with professionals and the way of performing the interview. • Organize and supervise the activities.
Parents' role and functions
<ol style="list-style-type: none"> 2. Parents can help students to decide whom to interview, help them contact the chosen professional, and suggest any additional questions to the interview protocol that they consider relevant.
Students' role and functions
<ol style="list-style-type: none"> 3. Students need to construct a protocol or script of questions for interviewing a professional, and then contact the professional and conduct and record the interview cooperatively.
Tips and recommendations (Suggestions/potential difficulties)
<p>Suggestions</p> <ol style="list-style-type: none"> 4. Ask students to explore some of the interviews available on the G-Guidance YouTube channel before to close the interview protocol. 5. For reasons of data protection and image rights, consult with the school tutor the most appropriate procedure for requesting a signed authorization from the interviewees to subsequently use the recording of the interview for educational purposes at school. 6. The interviewed professional can remain anonymous, so it is not necessary to inform the recording of the interview of his/her personal identification data. 7. The student should not appear on the recording of the interview, only his/her voice conducting the interview.
<p>Potential difficulties</p>

- o Difficulty in contacting the chosen professionals, or in arranging a date, time and place for the interview. It is necessary for the tutor and/or parents to help in this task. If a face-to-face meeting is not feasible, the interview can be conducted online or through mobile.

Detail description of each activity from session 7	
1. Interviewers for a day (preparation)	
Main objective	The main goal of this activity is for students to define a short protocol or script to interview a professional.
Resources	Professions Guide A list with questions Parents or teachers' assistance 1 hour
Way of performance	Group (Part A) and pairs or small group (Part B)
Place of performance	Classroom
Activity instruction	<p>Part A: Soon you will be interviewers for a day. That means you will interview a professional of your choice. So, you will need a script with questions that you think are important to see answered. Let's reflect as a group and select 5 questions to ask professionals.</p> <p>Part B: Now you will join in pairs or small groups depending on the professional you would like to interview (e.g., a mechanical engineer). The objective of this moment is for you to find a professional in the area you like and get in touch with her/him, so that you can carry out the interview. You have to fill in the professional identification sheet in the platform.</p>
Outcome	Part A: Protocol/Script with questions to ask professionals Part B: Professional identification sheet.
G-Guidance platform link	Students should answer to the inquiry in the "Session n.º 7: Interviewers for a day" Quest. Another option is to upload an image of the "Interviewers for a day" sheet at the platform.
Activity description	<p>This session focuses on the selection of questions for the design of an interview protocol or script For this, the activity has two parts: Part A and Part B (see next). Part A: Students have to decide which five questions they want to do to the professionals. Below, it's possible to find some examples that may help in this activity:</p> <ol style="list-style-type: none"> 1. Current job and satisfaction: description of the profession through concrete examples Describe the main daily activities in your profession... The most enjoyable thing in the profession... The most difficult thing in the profession Important qualities to be successful in this field / profession 2. First steps: choosing a profession, first job How did you get into this profession? Tell me about your first job. What did you learn from your first job? 3. School: return to high school and the environment in which he/she grew up What were you as a student? What were your hobbies? What were you interested in? What is your favourite memory from school? 4. The road to realization: inspiration and turning points What inspires you to work? What were the most valuable lessons you learned along the way so far? Challenges? 5. Dreams and goals: character, description of personality What motivates you to move forward?

What do you dream about?
Out-of-work interests and hobbies?

6. Advice
What advice would you give to us who are in the process of choosing professional path?

Part B: At this stage, students must choose the professional they want to interview and collect their contacts. For the sake that everything to be recorded, they must fill in the professional's information sheet.

The professionals responsible for this activity encourage the students to agree on a script of questions to ask the chosen professional in a collegial way. Teachers should guide the class discussion by focusing their attention on identifying the questions that will allow them to learn about those aspects of the profession that are most interesting to them and most difficult to know and understand without asking a professional.

At the end, each student should have his/her interview protocol or script to guide the interview to a chosen professional.



Notes for students and parents	<ul style="list-style-type: none"> • Students need to get access G-Guidance YouTube channel. In fact, the tutor may start the session with a quick review of a couple of recorded interviews of this channel. • Parents may assist to get contact information of the chosen professional.
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2. Interviewers for a day (implementation)

Main objective	Purposeful search for information about specific profession on the base of the real contact and communication with people who work in it.
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Resources	Protocol/Script made during the session Assistance of parents or teachers Dictaphone, tablet, cell phone or computer for recording 1 hour
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Way of performance	Pairs or Small groups
Place of performance	Outdoor
Activity instruction	<p>Your task is to conduct an interview with a person from a specific profession. For that, you should contact the professional your group choose and conduct the interview. Use the script you made during the session.</p> <p>The interview could be presential or online, as is best for all stakeholders. However, it's necessary to record the interview so everyone can show it in the next class.</p>
Outcome	Knowing more about specific professions, their daily tasks and responsibilities, required skills and qualities, needed education and possible career paths, motives for job satisfaction and risks for job burnout.
G-Guidance platform link	Video of the interview/Detailed description of the profession, impressions and additional information must be uploaded to the article in the "Session n.º7: Interviewers for a day (Implementation)" Quest.
Activity description	<p>This activity focuses on the conduct of an interview by a pair or a small group of students (interviewers) to a professional (interviewee) of their interest. To do this, students must interview the chosen professionals. The interview can be in person or online (or by phone), and it is important to record it. To record, students can use the computer, microphones or even tablets, or cell phones. The professionals responsible for this activity must assist the students to organize the meeting with the professional and may give them some tips for the interview. Parents may also assist in that process, either by suggesting a key question not considered in the initial protocol, or by suggesting the professional to be interviewed, taking advantage of his or her networking. At the end, students must upload the videos/recordings of the interview on the platform.</p>
Notes	<ul style="list-style-type: none"> • The conditions (date, time, place, and duration) of the interview should be agreed between the tutor and the parents and the students before the students agree to meet the professional. • It is recommended that students rehearse the interview with their own parents playing the role of the interviewed professional. • It is recommended that each student asks the practitioner a question, so that not just one student acts as the interviewer, but that all students actively participate in the interview in an orderly manner. • The duration of the interview should not exceed 15 minutes.

Session 8

OVERVIEW - SESSION 8
General Description
This session focuses on the search for information on the physical characteristics of the working environment characteristic of the chosen profession.
Objectives
<ul style="list-style-type: none"> To appreciate the degree of diversity or commonality of work environments in the chosen profession; To identify the dress code, the main environment characteristics and the common and frequent work instruments used in the chosen profession.
Activities
<ol style="list-style-type: none"> Part A, Exploring Vocational Environments: An activity that aims to help students to learn more about professions by describing their dress code, physical environment and work instruments of their preferred professions. This activity can be done by photo album or videos, that are to be uploaded into the platform and shared in the class's social media. This activity can be executed using online research in session only or in a combined form between in-session activity and extension activity. [PLATFORM ACTIVITY] [CAREER EXPLORATION ACTIVITY] [MULTIMEDIA ACTIVITY] Part B, WebQuest: Ask students to complete 3 WebQuests in the platform, accordingly with their vocational profile. One WebQuest for each of the 3 highest rated areas of their vocational profile. [PLATFORM ACTIVITY] [CAREER EXPLORATION ACTIVITY] Part C, Work album/collage: [EXTENSION ACTIVITY] (at home, between sessions): ask students to work individually, or in groups, and with the help of psychologists, teachers and parents, collect photos (for example: using their phones) of uniforms, instruments and workplaces, directly on their community.
Resources
Access to Internet for collecting visual documents. Time: 30 min. (in classroom).
Psychologist's role and functions
Agree with tutors on how to organize the album/collage of photos or videos uploaded to the school's social networks by students for each chosen profession.
Teachers' role and functions
<ul style="list-style-type: none"> Set a deadline for students to complete the online activity. Show some examples of aspects to look for in order to locate images or videos that best represent their chosen profession.
Parents' role and functions
<ul style="list-style-type: none"> Parents can help to locate videos in which are presented some examples of the working environment of the chosen profession.
Students' role and functions
<ul style="list-style-type: none"> Students have to search for photos or videos, either on the Internet or other sources, such as films, books or magazines, and then share them on the school's social networks according to the tutor's instructions.
Tips and recommendations (Suggestions/potential difficulties)
Suggestions <ul style="list-style-type: none"> Some professions are often stereotyped (e.g., male firefighter vs. female firefighter, male engineer vs. female engineer, psychologist working only during the client interview, etc.). As a complement to the activity, the tutor can encourage the placement of a mural in the classroom where some samples of photos of each of the professions chosen by the different students can be added, to keep them in mind and serve as a reference to allude to them during the course when deemed appropriate.
Potential difficulties

- Some professions have low visibility, making it more difficult to locate visual resources to represent them. In these cases, it may be helpful to ask parents if they know people in these professions who can be asked to help locate photographs or videos of the profession.

Detail description of each activity from session 8	
1. Exploring vocational environments	
Main objective	The main goal of this activity is for students to learn more about the professions they like the most, through the identification of the dress code, the environment and work instruments.
Resources	20 minutes
Way of performance	Individually
Place of performance	Classroom
Activity instruction	Each of you should do a brief survey on which are the dress codes, work environments and work tools of the professions you like the most. You have to choose images or create a video representing these three characteristics of your favorite professions. In the end, you must upload the product you created on the platform.
Outcome	A set of images, a video or a document that reflects the three characteristics under analysis of the preferred professions.
G-Guidance platform link	Students must upload the product they created in the article of "Session n.º8: Exploring Vocational Environments" Quest.
Activity description	First, it is necessary to ask students to remember the professions they like the most. Then, they are asked to do research on the dress code, the physical environment and the work tools of these professions. The objective is to create a product (e.g. image montage, video, a document) with the three characteristics under analysis. Finally, they must upload the product created in the platform space dedicated to this.
Notes for teachers and students	Students need to search through Internet (i.e., Google), and/or watch movies, TV shows or other formats, where the reality of certain professional fields is adequately presented. In this last case, we advise that the choosing of the TV show or movie, should be closely supervised by parents or teachers, to avoid exposing students to incorrect, stereotyped information about professions. Teachers/tutors may start showing an example of the expected product.
2. Complete 3 WebQuests	
Main objective	Explore their vocational profile according to the three highest rated areas of their vocational profile.
Resources	Computer Internet 20-30 minutes
Way of performance	Individual
Place of performance	At home
Activity instruction	Students at home or between sessions access to their platform profile and conduct one WebQuest for each of the three highest rated areas of their vocational profile.
Outcome	Three WebQuest, one for each of the 3 highest rated areas of their vocational profile.
G-Guidance platform link	WebQuest will be provided on the platform.
Activity description	The professionals responsible for this activity should recommend students after listening presentation of National educational pathways explore their G-Guidance vocational profile and check the potential pathways congruence with their preference professions within of the vocational area. Students at home should complete 3 WebQuests on the platform,

	according to your vocational profile. One activity for each of the 3 highest rated areas of your vocational profile.
Notes for parents	Parents can help students to complete the 3 WebQuests.

Session 9

OVERVIEW - SESSION 9
General Description
This session focuses on the transmission of work family traditions and values, but also on the gifts and talents that often have more distant ancestral roots.
Objectives
<ul style="list-style-type: none"> • To understand the motivations of different professionals to choose and continue in their work; • To reflect on the degree to which traditions and values related to work are transmitted among family members.
Activities
<p>1. The best videos: All class watches the interview videos made by students (session 7 activity) with the interview to professionals and discuss the information about the reality of working in each profession. At the end, all class should choose the best videos and share them on the class social media. [INTERPERSONAL ACTIVITY]</p> <p>2. Family tree of professions: [EXTENSION ACTIVITY] (at home, between sessions): build a family tree of professions. Make a composition with information about family members and their professions, using sticky notes, drawings, photos, whatever material students prefer. In the end, they must take a photo of their work and upload it into the platform and/or make a video presentation of their work, explaining their family tree of professions. This information should have the close cooperation of parents and family, for more accurate information and elicit parental cooperation. [CAREER EXPLORATION ACTIVITY] [PLATFORM ACTIVITY]</p>
Resources
Access to G-Guidance platform. Time: 1 hour (in classroom) + 1 hour (at home).
Psychologist's role and functions
<ul style="list-style-type: none"> • Provide to the tutors some examples or samples of empty family trees.
Teachers' role and functions
<ul style="list-style-type: none"> • Organize a democratic system for choosing the best videos. • Set a deadline for students to complete the online activity. • Show some examples of family trees to the students. • Encourage them to ask help to their parents.
Parents' role and functions
<ul style="list-style-type: none"> • Accompaniment in the process of gathering professional and career information from different family members.
Students' role and functions
<ul style="list-style-type: none"> • Students need to pay attention to the different interview videos and express their preference for those videos they liked the most. Likewise, students need to consult with their parents and family to gather information from the various significant adults in the family. The information gathered should be synthesized in the form of a family tree of professions and careers.
Tips and recommendations (Suggestions/potential difficulties)
<p>Suggestions</p> <ul style="list-style-type: none"> • Encourage students to add a variety of resources to their tree, writing short sentences for each family member, adding drawings and photographs, in the form of a collage. <p>Potential difficulties</p> <ul style="list-style-type: none"> • In some cases of separated families or reconstituted families, students may feel uncomfortable performing this task. In such a case, the tutor should anticipate this possibility and discuss with the psychologist to what extent the task should be made more flexible by allowing the student to select those members of the family (biological or not) that he/she wishes to include in the tree.

Detail description of each activity from session 8

1. The best videos

Main objective	To understand the motivations of different professionals to choose and continue in their work.
Resources	Computer Audio support Projector Access to the videos created in Session 7 1 hour
Way of performance	Group
Place of performance	Classroom
Activity instruction	View each of the interview videos corresponding to session 7, and choose the 3 that you liked the most, and discuss with your classmates why. Afterwards, when the teacher asks you to vote, and after the votes of the whole class are counted, the 3 most voted videos will be chosen to be shared on the school's social networks.
Outcome	Election of the 3 best interview videos made in session 7.
G-Guidance platform link	All videos should be available at G-Guidance platform.
Activity description	This activity focuses on the collective work done in session 7 (interviewing a professional) so that the whole class can learn from each other's work. For this, students are asked to pay attention to each recorded interview, and then she/he must choose her/his 3 favorite interviews. The professionals responsible for this activity should foster a climate of healthy competition, explaining that the activity is a common learning opportunity. The tutor has to organize a democratic system for choosing the best videos of the classroom. At the end of the activity, the 3 elected best videos will be shared in social nets of the school.
Notes for teachers and parents	<ul style="list-style-type: none"> • Tutors/teachers must encourage students to attend the interviews, and try to understand what reasons or motives may be behind the vocational choices of the professionals interviewed. • Parents can ask their kids about the reactions in classroom to their son/daughter's video interview. Also, you can ask your son/daughter if there were any video interviews that he/she liked better than your own, and for what reasons.

2. Family Tree of Professions

Main objective	The aim of this activity is to reflect on the transmission of work family traditions and values, but also on the gifts and talents that often have more distant ancestral roots. <ul style="list-style-type: none"> • Identify frequent and infrequent gifts and talents within the family. • Recognize common vocational interests and hobbies among family members. • Understand the different motivations for work of different family members. • Assess whether you are attracted to the work of a family member and for what reasons.
Resources	A sheet of paper or cardboard (it can be DIN-A4 size, but a larger size is preferable: DIN-A3 or DIN-A2) Photographs of students' relatives included in the tree 30-45 minutes
Way of performance	Individual
Place of performance	Indoor at home
Activity instruction	Choose a sample family tree as an example to design your own family career tree. Add in the tree the information about profession and talents of each adult family member, as well as information about the talents of each non-adult family member. The family members can be parents, brothers, sisters, grandparents, etc. Specifically, at the top of each adult family member you should include his or her profession. In addition, at the bottom, you can add different vocational data, such as the things your family members are good at (gifts or talents), the work values they believe in, the professions

	<p>they would like to have tried, what they like most about their jobs, and even the personal characteristics that are important to their chosen profession.</p> <p>Concerning your parents:</p> <p>Encourage your parents to reflect with you on the guiding questions on the summary sheet. Discuss the results of the tree with your parents before finalizing it and uploading it to the platform.</p> <p>At the end of the activity, you should share a photo of your "Family Career Tree" on the G-Guidance platform.</p>
Outcome	<p>To know more about the professional traditions, career paths and talents in the student's family. This picture may support students to find their place in career world. The student will have done:</p> <ol style="list-style-type: none"> 1. Family tree with vocational and professional information for each family member included in it. 2. Individual reflection on common elements and vocational and professional differences among family members. 3. Evaluation of the degree of identification with the vocation or profession of different family members.
G-Guidance platform link	Upload photos of the tree in "Session n.º 9: Family Tree of Professions".
Activity description	<p>This activity focuses on the work paths and values of the students' families. For this, students are asked to start by drawing their family trees, and they can also use photographs to make it more visual. Then, on top of each member of the family must include their profession. At the bottom, students can name different vocational information, such as things their relatives are good at, work values, professions they would like to have tried, what they like most about their jobs and even personal characteristics they are important to the profession they have chosen. The professionals responsible for this activity must promote the feeling of autonomy. The tutor has to discuss with the students how our vocational interests usually begin to be formed first within the framework of the relatives we know, who become referents of what we want or what we do not want to become professionally.</p> <p>At the end of the activity, students must share a photo of their "Family tree of professions" on the G-Guidance platform.</p>
Notes for teachers and parents	<p>Tutors/teachers must encourage students to follow the next questions in the inquiring about the professional and career aspects of their family members:</p> <ul style="list-style-type: none"> What is my family member's current profession? What other professions has my relative had during his life? What hobbies does he/she have? What talents (professional, artistic or sporting) does he/she have? What other profession would he/she have liked to have had? Why? Which celebrities does he/she admire and why? Does my relative like his or her profession? Why does he/she like it? What profession would you like me to choose? Why? <p>Parents can reflect together with their kid on the previous questions provided by the tutor to build the family tree of professions. They can also review the draft tree before it is considered final by the student, in case they can make any suggestions for improvement by adding key information about any member of the family.</p>

Session 10

OVERVIEW - SESSION 10
General Description
This session focuses on synthesizing key information for each student about his or her preferred vocational choice at the time.
Objectives
The aim of this session is to help students to become aware of the path towards becoming a professional, including connecting personal features and career paths, as well as be aware of the obstacles to overcome, skills to develop and resources to use.
Activities
<ul style="list-style-type: none"> • Part A: Using the professions guide in the platform, online research and support from the psychologist and teachers, students complete the “Vocational Detective” activity. This activity aims to make students aware of the path they will have to walk from the present moment to professional status. The activity should be guided and supported by psychologist and teachers in session [PROJECT BUILDING ACTIVITY] • Part B: [EXTENSION ACTIVITY] (at home, between sessions): ask students to complete 3 WebQuests in the platform, accordingly with their vocational profile. One WebQuest for each of the 3 highest rated areas of their vocational profile. [PLATFORM ACTIVITY] [CAREER EXPLORATION ACTIVITY]
Resources
Access to G-Guidance platform. Time: 45 min (in classroom) + 30 min (at home; if necessary).
Psychologist’s role and functions
<ul style="list-style-type: none"> • Provide a PowerPoint template to tutors.
Teachers’ role and functions
<ul style="list-style-type: none"> • Provide the PowerPoint template to students. • Remind students of the resources available to them and comment with them the flexible character and meaning of their vocational profiles.
Parents’ role and functions
<ul style="list-style-type: none"> • Accompaniment in the process of gathering professional and career information at home.
Students’ role and functions
<ul style="list-style-type: none"> • Students act as detectives, gathering key information to answer the core questions. • Encourage your parents to review and discuss your PowerPoint presentation with you. • Perform the same task for a second preferred profession and review and discuss with your parents the newly created presentation.
Tips and recommendations (Suggestions/potential difficulties)
<p>Suggestions</p> <ul style="list-style-type: none"> • Teachers/tutors must encourage students to be careful with the information they select from the Internet and to be precise with the answers they give to the questions. <p>Potential difficulties</p> <ul style="list-style-type: none"> • Question 6 may be difficult for some students to answer. To help them answer this question, the following more specific questions may be suggested: <ul style="list-style-type: none"> - Do you think anyone will be against your vocational choice? - What will be the most difficult thing you will have to accomplish in the whole process? - What do you need to achieve between now and 1 year from now? and 2 years from now?

- Question 7 may be difficult for some students to answer. To help them answer this question, the following more specific questions may be suggested:
 - What is my plan b?
 - What opportunities do I have to rectify if something goes wrong?
 - What could go wrong?

Detail description of each activity from session 10

1. Vocational detective

Main objectives	<ul style="list-style-type: none"> • Reflect on the different steps or phases of the path to become a professional in the profession of your choice; • Anticipate possible obstacles to overcome along the way; • Identify skills and personal traits to develop and resources to use in order to successfully navigate the path; • Compare skills and personal characteristics with those that are desirable to become a good professional in the preferred profession. • To value the convenience of planning one's own vocational and professional career, recognizing oneself as the architect or agent of it.
Resources	<p>A PowerPoint template Professions Guide available in G-Guidance Platform. Student Profile generated by the G-Guidance Platform 30-45 minutes</p>
Way of performance	Individual and/or group
Place of performance	Classroom
Activity instruction	<p>Using a set of specific strategic questions (guiding questions) about career paths, you will complete information about the path to your preferred career, using information from the career guide and online research.</p> <p>a) Research and gather information. You have to find answers to the 8 questions indicated below.</p> <p>b) Answer the 8 guiding questions. For each question you have to fill in a slide with the answers (in addition to text you can add links, figures and pictures).</p> <p>c) At the end of the activity, you must share your presentation "Vocational Detective" uploading the file to the G-Guidance platform.</p> <p>Guiding questions:</p> <ol style="list-style-type: none"> 1. What is the academic or training path to follow (which courses and academic subjects to choose)? 2. What are the requirements to qualify for this profession (exams, qualifications, prerequisites)? 3. What skills and characteristics do I have that are a strength? 4. What skills and/or characteristics do I need to develop? 5. How will I develop the skills I need to be successful? 6. What are the main obstacles I foresee to achieving my goals? 7. How can I address and adapt my vocational/professional project to overcome barriers and obstacles? 8. What resources can I use to help implement my vocational/professional project (e.g., scholarships)?
Outcome	<p>Students will achieve:</p> <ul style="list-style-type: none"> • An original and personal documentary resource, in the form of a PowerPoint file, with personalized and summarized information on 8 relevant issues for you to plan the path or route to your preferred profession. • The development of autonomy in the search and exploration of online sources on the path to your preferred profession. • A critical appraisal of information in the Internet.

G-Guidance platform link	Students must upload their PowerPoint presentation on “Session n.º 10: Vocational Detective” Quest.
Activity description	<p>This activity focuses on seeking and gathering information on 8 key questions to properly assess the suitability of a vocational option and to plan a roadmap towards it. To do this, each student must answer question with reliable information and transfer those answers to a PowerPoint presentation. The professionals responsible for this activity must facilitate a PowerPoint template to the students and encourage them to compile all required information through Internet search and encourage them to enrich the presentation with multimedia elements (especially visuals). Teachers/tutors must be available to help when a student has difficulty answering any of the questions.</p> <p>At the end, students will have a PowerPoint file, with personalized and summarized information on 8 relevant issues, for them to plan the path or route to their preferred profession at that moment.</p>
Notes for teachers, psychologist and parents	<p>Before starting the activity, it is important to ensure that students are clear about their vocational profile and understand that it is not definitive and should not determine their vocational decision if they do not feel it makes sense to them.</p> <p>The psychologist and the tutor can open a discussion with the class group together if they want to raise any concerns before starting the activity.</p> <p>Parents can review and comment the PowerPoint presentation with their children.</p>
2. Complete 3 WebQuests	
Main objective	Explore their vocational profile according to the three highest rated areas of their vocational profile.
Resources	<p>Computer</p> <p>Internet</p> <p>20-30 minutes</p>
Way of performance	Individual
Place of performance	At home
Activity instruction	Students at home or between sessions access to their platform profile and conduct one WebQuest for each of the three highest rated areas of their vocational profile.
Outcome	Three WebQuest, one for each of the 3 highest rated areas of their vocational profile.
G-Guidance platform link	WebQuest will be provided on the platform.
Activity description	The professionals responsible for this activity should recommend students after listening presentation of National educational pathways explore their G-Guidance vocational profile, and check the potential pathways congruence with their preference professions within of the vocational area. Students at home should complete 3 WebQuests on the platform, according to your vocational profile. One activity for each of the 3 highest rated areas of your vocational profile.
Notes for parents	Parents can help students to complete the 3 WebQuests.

Session 11

OVERVIEW - SESSION 11	
General Description	
This session focuses on anticipate future life situations and their repercussions on vocational and life decisions.	
Objectives	
<ul style="list-style-type: none"> • Visualise a possible desired future. • Recognise the sense of agency that each student has in the design of his or her life and vocational and professional career. 	
Activities	
<ul style="list-style-type: none"> • Career Identity under construction: Simulate a conversation between two classmates in which each represents their 35-year-old future selves who meet and ask each other about their lives and work. [SELF-AWARENESS ACTIVITY] [PROJECT BUILDING ACTIVITY] [PLATFORM ACTIVITY] 	
Resources	
Access to G-Guidance platform. Time: 1 hour	
Psychologist's role and functions	
<ul style="list-style-type: none"> • Accompany the tutor, if possible, at the close of the session to listen to the students' final reflections. 	
Teachers' role and functions	
<ul style="list-style-type: none"> • Encourage students to be realistic with the representation of their character of the future, but also to have fun doing it, allowing for some jokes. 	
Parents' role and functions	
<ul style="list-style-type: none"> • Ask your son/daughter about the experience of the last activity of the G-Guidance and the final thoughts about the full program itself. 	
Students' role and functions	
<ul style="list-style-type: none"> • They should reflect on on how and who they would like to be at the age of 35. 	
Tips and recommendations (Suggestions/potential difficulties)	
Suggestions	
<ul style="list-style-type: none"> • If additional time is available, the activity can be repeated so that each student has the opportunity to talk to more than one partner. 	

Detail description of each activity from session 11	
1. Career identity under construction	
Main objectives	<ul style="list-style-type: none"> • Visualise a possible desired future. • Stimulate hope and confidence in a positive future as a result of the personal efforts. • Anticipate future life situations and their repercussions on vocational and life decisions. • Be interested in and surprised by a peer's vision of their future.

	<ul style="list-style-type: none"> Have fun improvising on the basis of the various circumstances that may intervene in vocational decision-making and the construction or reconstruction of career identity along the years.
Resources	1 hour
Way of performance	In pairs
Place of performance	Indoor at home or in class
Activity instruction	<p>Think about your 35-year-old self, and then try to imagine what you could be like then, what your work and life would be like. Then engage in a fictitious conversation with a classmate as if you had met in your 35s after you had stopped seeing each other after high school. Start by asking him or her these questions, and then you may add any others that come to mind:</p> <ul style="list-style-type: none"> What do you do now? What did you study for that? What was your vocational profile according to the results of the G-Guidance questionnaire? What was your first job? Did you feel confident when you decided what to do the year you did the G-Guidance Program? Have you heard of any of our old classmates who have changed their profession over the years? If yes, do you know why this change happened? What do you like most about your current profession? What makes you think that your current profession is the one that really suits you? What profession would your parents have preferred you to have chosen? Have you found it difficult to become the professional you are today? <p>After the conversation, which will have a time of 20 minutes set by the teacher, there will be a debriefing.</p>
Outcome	Funny fictional conversation about a possible future.
G-Guidance platform link	-
Activity description	<p>This session focuses on the simulation of a conversation with a classmate more than 20 years from now. To do this, each student must first imagine what he/she would like to be like at the age of 35, what kind of work and life he/she would have in that future, what stages or steps he/she would have gone through to get there. They will then have a conversation with a classmate and ask each other a series of questions. The teacher/tutor will set the start and end time of the conversation. Teachers/tutors also monitor the progress of conversations to ensure that each pair of partners is speaking equally, asking and answering key questions. At the end, each student will have simulated being his or her future self, visualizing him or herself in the context of an adult life and a specific profession. As a closure, in a large group, the students who wish to do so will share how they have felt doing the activity, firstly, and how they have felt doing the G-Guidance, secondly.</p>
Notes for teachers, and students	<p>Students must make the effort to get into character (their future self). The teacher/tutor can videotape the fictitious conversation of a couple of students who volunteer, as a subsequent documentary archive for the school.</p>

Session 12

OVERVIEW - SESSION 12
General Description
<ul style="list-style-type: none"> This session focuses on providing students a reflection time about the vocational exploration made through all the sessions.
Objectives
<ul style="list-style-type: none"> Recap learning experiences and assess their progress in the vocational decision-making process. To create a kind of personal portfolio that reflects the most important steps taken in each of the G-Guidance sessions.
Activities
<ul style="list-style-type: none"> MOODBOARD: Create an individual career moodboard for each student. Ask students to extract the most important learnings from each session and create a moodboard with short texts, quotes, images and other elements they find interesting. The idea is to keep a product of the sessions capable of showing them their evolution throughout the sessions, as well as possible vocational paths. [SELF-AWARENESS ACTIVITY] [PROJECT BUILDING ACTIVITY] [PLATFORM ACTIVITY]
Resources
Access to G-Guidance platform. Time: 1hour
Psychologist's role and functions
<ul style="list-style-type: none"> Review the sequence of the full process together with the teachers/tutors, including a review of any unforeseen events or difficulties encountered.
Teachers' role and functions
<ul style="list-style-type: none"> Recall the sequence of activities carried out, and the main resources consulted and products produced.
Parents' role and functions
<ul style="list-style-type: none"> Ask your son/daughter to show you his/her Career Moodboard and tell you which activities he/she found most useful and why.
Students' role and functions
<ul style="list-style-type: none"> They should reflect on the evolution of their vocational ideas and preferences since they started the G-Guidance Program. They should think about the highlights of each session, as well as build a personal career moodboard that reflects their personal vocational development.
<p style="text-align: center;">Tips and recommendations (Suggestions/potential difficulties)</p>
<p>Suggestions</p> <ul style="list-style-type: none"> Teachers or tutors can help students to familiarize themselves with simple online applications for moodboarding, such as Canva, Google Jamboard, Padlet, Miro. <p>Potential difficulties</p> <ul style="list-style-type: none"> Before creating the Moodboard digitally, it is a good idea for each student to make a sketch of the Moodboard on paper. If a student prefers, the work could also be done in PowerPoint presentation format.

Detail description of each activity from session 12

1. My career moodboard

Main objectives	The aim is to create a product that encompasses the key points of each session.
Resources	Computer Internet 1 hour
Way of performance	Individual
Place of performance	Indoor at home or in class
Activity instruction	Think about the most important learnings of each session and illustrate them through some element, for example: images, small texts and striking quotes. Preferably, the activity should be done using internet resources. If that's not possible, it can be done physically with cardstock, magazine clippings, and photographs. If it is done virtually, there are several free sites that can be used, like Canva.
Outcome	To understand the entire vocational path taken during the sessions and the individual evolution of each student.
G-Guidance platform link	Upload photos of the Career Moodboard in the article of "Session n.º11: Career Moodboard" Quest.
Activity description	This session focuses on the creative activity of Career Moodboard, which is expected to give students a general vision of their path on career exploration. For that, it's important to encourage students' reflection about the most remarkable activities of each session. For example, about the first session we can ask students about what they appreciated the most to do. Answers can be distinct such as (a) create the social media accounts, (b) understanding the journey which was about to start or (c) discovered about G-Guidance platform. Every answer should be accepted and the more the better. After students think about all the activities, they liked the most on every session, they have to understand how they can represent them with elements. These elements could be an image, a text, a citation, an icon or other creative resources. It should be noted that all Career Moodboards are supposed to be different, representing each student's individuality and vocational path. Below it's possible to see an example of a Career Moodboard (has information regarding Portuguese Educational System). If it's helpful, professionals can show it for a better understanding of the concept.



Finally, it's essential to mention that this activity can be produced with every other website. Canva is only an option and if students and professionals find other simpler, they could use them. Other easy options are Google Jamboard, Padlet, or Miro. Another consideration is that Career Moodboard could also be made by physically materials. Last but not least, if students don't finish the activity during the session, they can finish it at home. Teachers should encourage students to enjoy and personalize activity using creativity.

At the end, each student should have his/her own Career Moodboard with the feeling it represents his/her work and evolution along the G-Guidance Program.

Notes for teachers, and students

Before starting the activity, it is important to ensure that teachers or tutors has the competence to help students and are familiarize with simple online applications for moodboarding, such as Canva, Google Jamboard, Padlet, Miro.

Students must see this activity like a summary of their personal learning process.

Students should show the MoodBoard to their parents and ask them what they think about their vocational preferences.

Session 13

OVERVIEW - SESSION 13
General Description
<ul style="list-style-type: none"> This session focuses on providing the school community with a final event (e.g., fair, conference, party, exhibition) that will close the career guidance program, involving every participant in sharing the results of the work done by everybody throughout the program and the school year. Considering the scope of the activity proposed, this session will need to be planned in advance, and heavily supported by the school administration, in close cooperation with the school psychologist, teachers and parents.
Objectives
<ul style="list-style-type: none"> Share the results of career guidance to the school community and community in general Reinforce and validate the efforts and work done by students, teachers, school psychologist and parents throughout the program. Reinforce and validate the relevance and importance of career guidance, career construction, career choices and paths. Reinforce school's social climate, cooperation between school, family and community.
Activities
<ul style="list-style-type: none"> Organize an event for the school community, that can and should be adjusted to each school's characteristics and resources, to exhibit the work that resulted from the students' career guidance activities. Despite the specific format eventually chosen for the event, it should aim to guarantee the most participation possible from every key participant of career guidance, namely students and their families, as well as teachers and other relevant educational agents. Preferably, the event should have the participation of elements and organizations from the wider community, outside the school community, to further increase the importance and impact of career guidance and vocational development for students.
Resources
<ul style="list-style-type: none"> Adequate space to execute a social event for a large number of persons Catering (recommended) Multimedia material and support as needed, to exhibit the students' work
Psychologist's role and functions
<ul style="list-style-type: none"> Coordinate, assist and participate on the planning and execution of the event. Select, in cooperation with students and teachers, which work to showcase on the event. Motivate and engage students and teachers into participating actively on the event, whether on the organization and/or in activities planned for the event. Motivate and engage parents, families and relevant agents and organizations from the wider community into participating actively on the event, whether on the organization and/or in activities planned for the event.
Teachers' role and functions
<ul style="list-style-type: none"> Assist and participate on the planning and execution of the event. Motivate and engage students and teachers into participating actively on the event, whether on the organization and/or in activities planned for the event. Participate in the event.
Parents' role and functions
<ul style="list-style-type: none"> Assist and participate on the planning and execution of the event Motivate and engage students, namely their children, into participating actively on the event, whether on the organization and/or in activities planned for the event. Participate on the event.
Students' role and functions
<ul style="list-style-type: none"> Participate on the event, both in the planning and preparation process, as well as in the activities planned. Motivate and engage other students, teachers and parents into participating actively on the event, whether on the organization and/or in activities planned for the event.

Tips and recommendations
(Suggestions/potential difficulties)

Suggestions

- Start planning the event from the beginning of the career guidance program, to allow time to adequately plan and implement the event. Avoid late planning and preparation.
- Work closely with the school's administration, to guarantee all authorizations, adequate date and necessary physical, human and material resources
- Make contact and engage potential partners from outside the school community, such as universities, local administration, local businesses, professional training schools, among others, to make the event more impactful, useful and significant for everybody, especially students, as well as obtaining additional resources to make the event economically viable.

Potential difficulties

- Low motivation and engagement to participate on the event from students, teachers and families.
- Scheduling issues.
- Issues with financial resources to provide adequate conditions for the event.
- Difficulties in providing adequate physical space and materials to execute the event.

G-GUIDANCE DIGITAL PLATFORM



Objectives: what is for?

Considering the increasing interest about gamification and how technology can be used in a positive way to promote new and innovating pedagogical methods, G-Guidance team aimed to create a useful digital tool that could help to promote career guidance process. Thus, the main objective of the G-Guidance platform is to provide a digital, web-based environment where students, teachers and psychologists can work as a united force to promote student's career guidance. To do so, our platform has three distinct areas: (1) school psychologists' and technical staff area, denominated as super administrators' area; (2) teachers and school psychologists' area, named administrators' area; and finally (3) students' area. Each one of these areas have different functionalities that will be described on the present chapter.

When the digital platform is installed on the school's server, the role of super administrator is created for the person that will be responsible for managing all aspects of the platform and has access to all information uploaded into the platform, namely psychological assessment measures and their results after the students have answered them, as well as to all administrative tools. G-Guidance project team decided that the role of super administrator should be given to school psychologists, due to the sensitive nature of the information stored in the platform, and the fact that these professionals are experienced in protecting all sensitive personal information of their patients as a reflex of the ethical and deontological codes that are enforced by national and European professional associations/orders. Another reason is that this role gives access to psychological assessment measures, that can only be used by qualified and certified Psychologists. With this role, the school psychologist will create all the other roles, namely administrators and students' roles, with specific and more limited access to the platforms' tools and information. Alterna-

tively, or at the same time, and for technical reasons, the role of super administrator can and should also be given to the professional in charge of managing the technological aspects of managing the platform, to be able to solve technical problems that might occur, related with software, internet connection or any other technological related issue.

The role of administrator is more limited than the super administrator but has similar functions in terms of the career guidance activities and materials. This role is performed by the school psychologist and the teachers. This role allows professionals to create students' profiles, and career guidance materials and activities, including questionnaires, that will be available for students in the platform.

The role of students is exclusive for the students participating in career guidance and gives them access to all career guidance materials and activities, as users, so they can use the information and perform the tasks planned for the career guidance program.

Also, since our platform is an online space where students can upload their files, videos and images resulting from career guidance sessions, it will be easier for school psychologists and teachers to collect, analyze and give feedback to students about a huge quantity of data and information. It's important to underline that school psychologists, as the main coordinators of the career guidance program, due to their professional training, will have access to a set of information from students that should not and will not be available to any other participant, as some information from students is confidential and must be preserved and reserved for qualified professionals to handle. Confidentiality issues are very important to be mindful of and school psychologists should make sure that sensible, confidential, information about students is not shared with anyone besides the students themselves and, eventually, their parents/tutors. The G-GUIDANCE platform was designed to give differentiated access to information,

accordingly with each professional's qualifications and responsibilities in the career guidance program.

At the same time, since our platform has gamified functionalities and features, its use as a tool in career guidance will promote students' engagement and motivation to actively participate in the career guidance program. In this sense, it's essential for school psychologists to acknowledge that the G-GUIDANCE platform is a tool that complements and enhances career guidance activities, and consequently their technical work, and not the whole process. Which means that the digital platform is only useful if used in the context, framed, by a career guidance program, namely G-GUIDANCE career guidance program.

How does it work?

The main aim of this sub-chapter is to give platform users, namely school psychologist, teachers and students, basic instructions about how G-Guidance platform works, and which functionalities are available for each one of the participants. For a better understanding of how to operate key aspects of the platform, each action will be described steps by step and illustrated with screenshot images of the platform. The information on this section of the manual should be complemented with adequate training on the complete G-Guidance career guidance program, for a more effective use of the platform.



Considering the increasing interest about gamification and how technology can be used in a positive way to promote new and innovating pedagogical methods, G-Guidance team aimed to create a useful digital tool that could help to promote career guidance process. Thus, the main objective of the G-Guidance platform is to provide a digital, web-based environment where students, teachers and psychologists can work as a united force to promote student's career guidance. To do so, our platform has three distinct areas: (1) school psychologists' and technical staff area, denominated as **super administrators'** area; (2) teachers and school psychologists' area, named **administrators'** area; and finally (3) students' area. Each one of these areas have different functionalities that will be described on the present chapter.

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The role of **administrator** is more limited than the super administrator but has similar functions in terms of the career guidance activities and materials. This role is performed by the school psychologist and the teachers. This role allows professionals to create students' profiles, and career guidance materials and activities, including questionnaires, that will be available for students in the platform.

The role of **students** is exclusive for the students participating in career guidance and gives them access to all career guidance materials and activities, as users, so they can use the information and perform the tasks planned for the career guidance program.

Also, since our platform is an online space where students can upload their files, videos and images resulting from career guidance sessions, it will be easier for school psychologists and teachers to collect, analyze and give feedback to students about a huge quantity of data and information. It's important to underline that *school psychologists, as the main coordinators of the career guidance program, due to their professional training, will have access to a set of information from students that should not and will not be available to any other participant, as some information from students is confidential and must be preserved and reserved for qualified professionals to handle.* Confidentiality

issues are very important to be mindful of and school psychologists should make sure that sensible, confidential, information about students is not shared with anyone besides the students themselves and, eventually, their parents/tutors. The G-GUIDANCE platform was designed to give differentiated access to information, accordingly with each professional's qualifications and responsibilities in the career guidance program.

At the same time, since our platform has gamified functionalities and features, its use as a tool in career guidance will promote students' engagement and motivation to actively participate in the career guidance program. In this sense, it's essential for school psychologists to acknowledge that the G-GUIDANCE platform is a tool that complements and enhances career guidance activities, and consequently their technical work, and not the whole process. Which means that the digital platform is only useful if used in the context, framed, by a career guidance program, namely G-GUIDANCE career guidance program.

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Administrators' area (School Psychologist & Teachers):

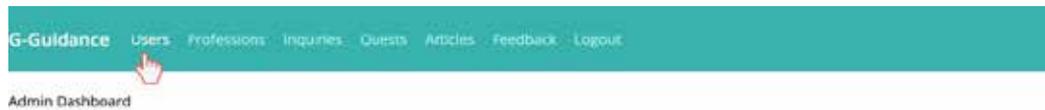
Creating students' profiles

The first step of preparing the platform for students to use it, it's creating individual profiles for each student that participates on career guidance. The profiles are, in fact, individual accounts in the platform for students, to which they must log in, every time that they need to access vocational information, perform a career guidance activity and upload their work. This task can be performed by the school psychologists and teachers. The following four steps describe how to create students' profiles:

Step 1. Press "Manage" to access all menu of settings.



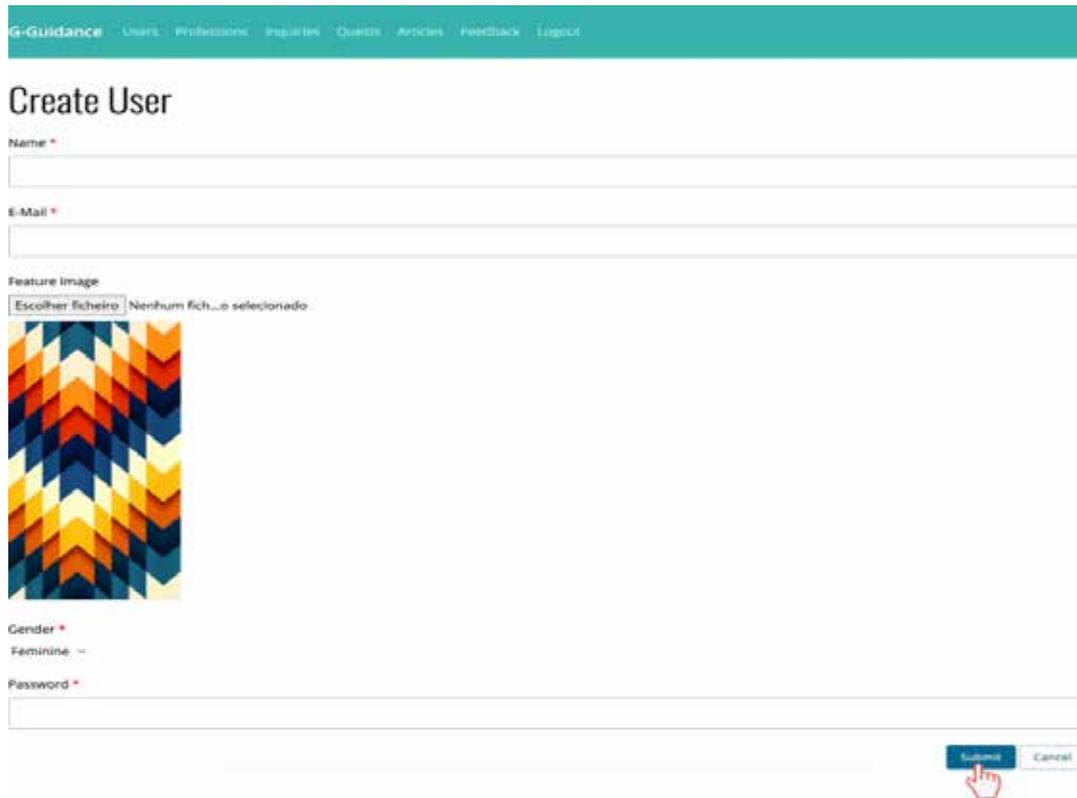
Step 2. Press "Users" button.



Step 3. Press "New User" button.



Step 4. Fill in all the fields with necessary information about your student, define a primary password and click on the "submit" button. We suggest having a general password at first, using student' name and their number (e.g., johnanderson1234) and then ask students to change their passwords on their first platform usage.



The screenshot shows the 'Create User' form on the G-Guidance platform. At the top, there is a teal navigation bar with the text 'G-Guidance' and links for 'Users', 'Professions', 'Inquiries', 'Quests', 'Articles', 'Feedback', and 'Logout'. Below the navigation bar, the title 'Create User' is displayed. The form contains several input fields: 'Name *', 'E-Mail *', 'Feature Image' (with a file selection button and a placeholder image of a colorful geometric pattern), 'Gender *' (with a dropdown menu showing 'Feminine'), and 'Password *'. At the bottom right of the form, there are two buttons: 'Submit' and 'Cancel'. A red hand cursor icon is pointing at the 'Submit' button.

Create professions' profiles

G-Guidance platform have a specific area to create profiles for profession. This feature has the objective of allowing School Psychologists, with the assistance of teachers, to increase the number of profession's profiles available for students to obtain information about. The G-Guidance platform offers an initial number of 50 profession's profile, which are also available in the G-Guidance Professions Guide, to be used in career guidance activities, but we recommend that this initial cache of professions' profiles is increased and adjusted to each school's social and economic reality. This will make career related information on the platform more meaningful and useful for each school's students. To perform this action, you can consult our Professions Guide and use the information available to describe professions as a reference. However, and because we aimed to respect cultural and social differences, you can also edit information to better adjust and inform your students. The following steps describe how profession's profiles can be created and/or edited:

Step 1. Press “Manage” to access all menu of settings.



Step 2. Press “Professions” button.



Step 3. Press “New Profession” button.



Step 4. Complete all fields with pertinent information about the chosen profession. Regarding “Areas” and “Vocational Mapping” parameters, please check our explanation about Hollands’ Theory on our Career Guidance Methodology manual. There, you will find tables that briefly describes the characteristics of each vocational area.

The screenshot shows the 'Create Profession' form in the G-Guidance system. At the top, there is a teal navigation bar with the following links: G-Guidance, Users, Professions, Inquiries, Quizzes, Articles, Feedback, and Logout. Below the navigation bar, the title 'Create Profession' is displayed in a large, bold font. The form consists of several sections: 1. 'Name' with a text input field. 2. 'Areas' with six checkboxes: Maker, Researcher, Creator, Helper, Leader, and Organizer. 3. 'Vocational Mapping' with the same six checkboxes. 4. 'Feature Image' with a file selection button labeled 'Escolher ficheiro' and the text 'Nenhum ficheiro selecionado'. 5. 'Description' with a rich text editor toolbar containing icons for Bold, Italic, Underline, Text Color, Background Color, Normal, Bulleted List, Numbered List, Indent, Outdent, Link, Unlink, and Undo. At the bottom right of the form, there are two buttons: 'Submit' (highlighted in blue) and 'Cancel'. A red hand cursor icon is pointing at the 'Submit' button.

Create articles

Articles are essentially pieces of career related information, associated with a given vocational area (e.g., Artistic) and profession (e.g., Design). They can be a text, a video, an hyperlink to an interesting website, images or any other format, and ideally, they can combine different formats of information. These articles are also important for the development of Quests, which we will address later. While creating articles you can (and should) be creative, even developing games (e.g., quizzes), tasks (e.g., perform an interview with a given professional) and/or write about something that you find interesting and that can help students on their career exploration. As students read the article and/or perform a given task assigned, they will be learning more about career paths and professions. You can find examples of articles on appendix 2.

While creating the articles, professionals can include varied kinds of resources, as the platforms menus are prepared to upload images, videos, sounds, text, hyperlinks, etc.

While editing the task, it's important not to forget to map, or categorize each article accordingly with each vocational area, so the platform can identify and group the articles in their respective vocational area. This will allow the platform to suggest articles to students accordingly with their preferred vocational areas, as well as grouping the articles that each student interacts with and increase the student's vocational profile on that specific vocational area. This means that if a student interacts with a lot more articles associated with the Researcher area than other areas, that will be expressed on the student's vocational profile, namely by an increase on a green bar, giving the student a visual clue that his vocational preferences are tending to go into the Researcher area.

Some articles include a task to perform, besides reading the information, or when articles are organized into Quests. When that's the case, after performing the task, students can be prompted by a message from the platform to upload files with the product of their work, proving that they did the task. For example, in some sessions, you will ask students to upload a photo/image from a given profession. For them to be able to do that, you will need to describe what you want them to produce when creating an article. After creating the articles, they can be linked into a Quest (procedure described later on this manual). The following steps describe how to create articles:

Step 1. Press “Manage” to access all menu of settings.



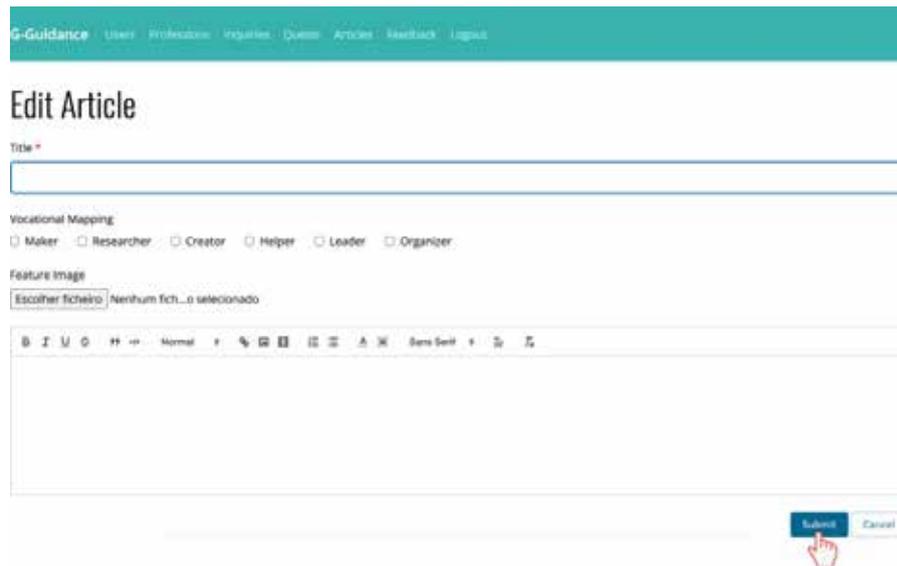
Step 2. Press “Articles” button.



Step 3. Press “New Article” button.



Step 4. Fill all parameters with pertinent information.



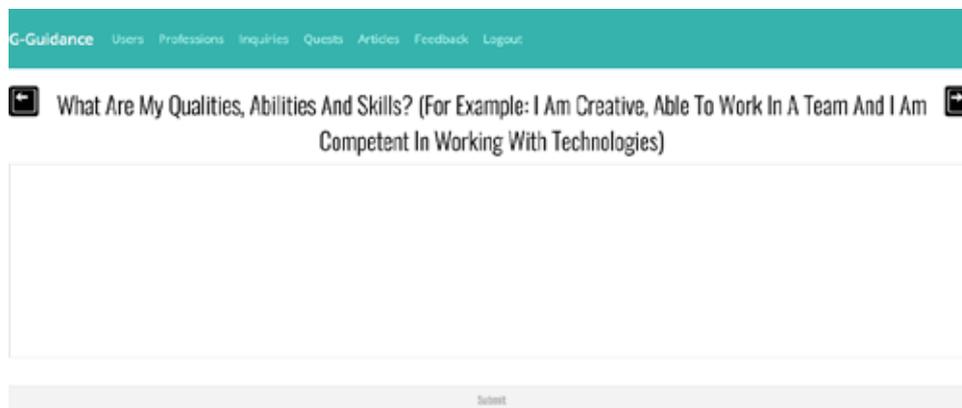
Create inquiries

The G-Guidance platform also allows School Psychologists and Teachers to create different kinds of inquiries, that can be used for various ends, from testing

knowledge about career related information, to psychological assessment. It's important to note that any psychological assessment instrument that is uploaded into the platform and performed by students, must be carefully chosen and managed by the person that is qualified and certified to do it, in this case the school psychologist. Otherwise, it would mean a serious breach of professional ethics, and all the participants, especially the school psychologist, could be the target of legal and professional disciplinary actions.

In this regard, it's important to acknowledge that the G-Guidance platform offers a set of basic psychological assessment instruments for the use of school psychologists, that can only be used by them. The G-Guidance project team refuses responsibility for any unethical or illegal use of this instruments and the information derived from its use. At our platform you can create five different types of inquiries. On appendix 3, you can find examples of inquiries. The following screenshots illustrate the different types of inquiries possible to create, as well as how to create different types of inquiries:

- Free text inquiries



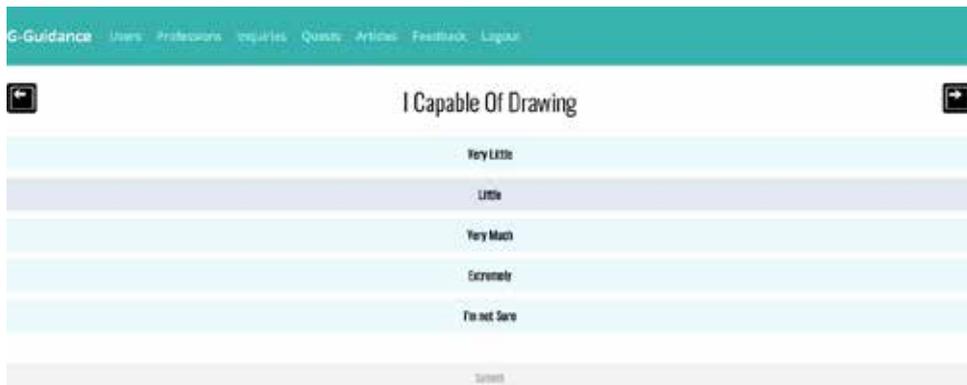
- Multiple choice inquiries



- Single choice inquiries



- Multiple choice inquiries representing a scale



After choosing which model is better for your inquiry, it's time to create one.

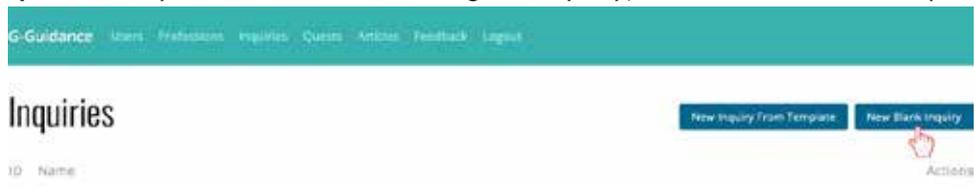
Step 1. Press “Manage” to access all menu of settings.



Step 2. Press “Inquiries” button.



Step 3. If it's your first time creating an inquiry, select “New blank inquiry”.



Step 4. Choose your model of question.

The screenshot shows the 'Edit Inquiry' page with a teal header containing navigation links: 'G-Guidance', 'Users', 'Professors', 'Inquiries', 'Quizzes', 'Articles', 'Feedback', and 'Logout'. Below the header, the title 'Edit Inquiry' is displayed. A text input field labeled 'Name' contains the text 'New Inquiry'. Below this is a blue button labeled 'Add Question' with a dropdown arrow. The dropdown menu is open, showing the following options: 'Free Text', 'Multiple Choice', 'Single Choice', 'Single Choice Inquiry', and 'Quiz'. A red hand cursor is pointing at the 'Free Text' option.

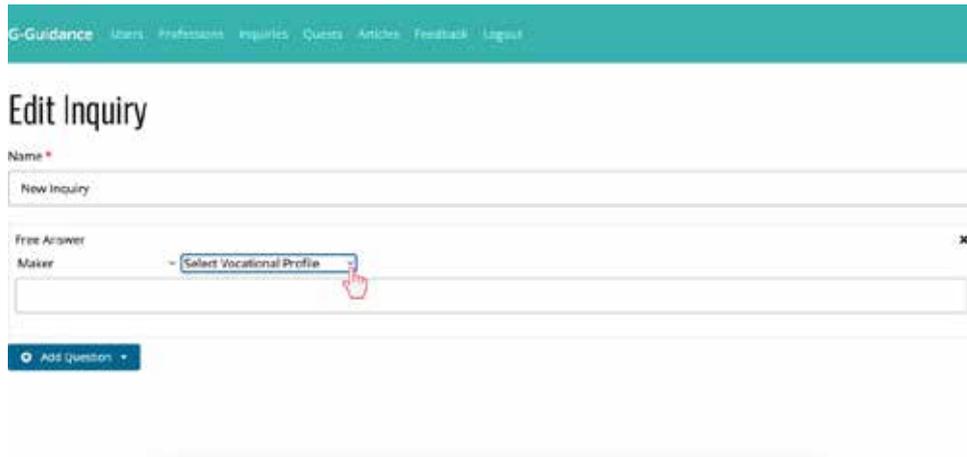
Step 5. Select your vocational mapping

The screenshot shows the 'Edit Inquiry' page with the same teal header and navigation links. The 'Name' field contains 'New Inquiry'. Below it is a 'Free Answer' section with a text input field. A blue button labeled 'Select Vocational Mapping' is positioned above the input field, and a red hand cursor is pointing at it. To the right of the button is a dropdown menu labeled 'Select Vocational Profile' with a small 'x' icon to its right. Below the input field is another blue button labeled 'Add Question'.

Example:

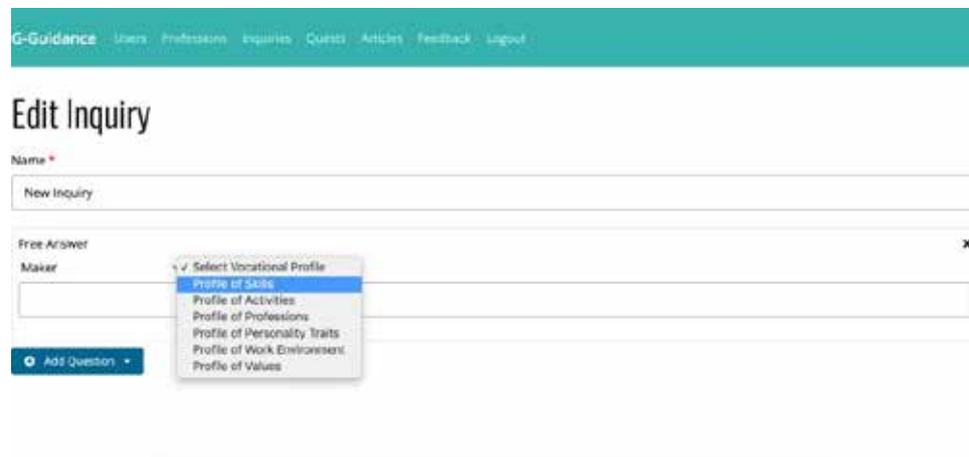
The screenshot shows the 'Edit Inquiry' page with the same teal header and navigation links. The 'Name' field contains 'New Inquiry'. Below it is the 'Free Answer' section with a text input field. The 'Select Vocational Mapping' button is now checked, and the 'Select Vocational Profile' dropdown menu is open, showing a list of options: 'Maker', 'Researcher', 'Creator', 'Helper', 'Leader', and 'Organizer'. The 'Maker' option is highlighted in blue. A red hand cursor is pointing at the 'Maker' option.

Step 6. Select your vocational profile.



The screenshot shows the 'Edit Inquiry' page on the G-Guidance website. The page has a teal header with navigation links: 'G-Guidance', 'Users', 'Professions', 'Inquiries', 'Quests', 'Articles', 'Feedback', and 'Logout'. Below the header, the title 'Edit Inquiry' is displayed. There are two main input fields: 'Name' and 'Free Answer'. The 'Name' field contains the text 'New Inquiry'. The 'Free Answer' field is labeled 'Maker' and has a dropdown menu open with the text 'Select Vocational Profile'. A red hand cursor is pointing at the dropdown menu. Below the 'Free Answer' field, there is a blue button labeled 'Add Question'.

Example:

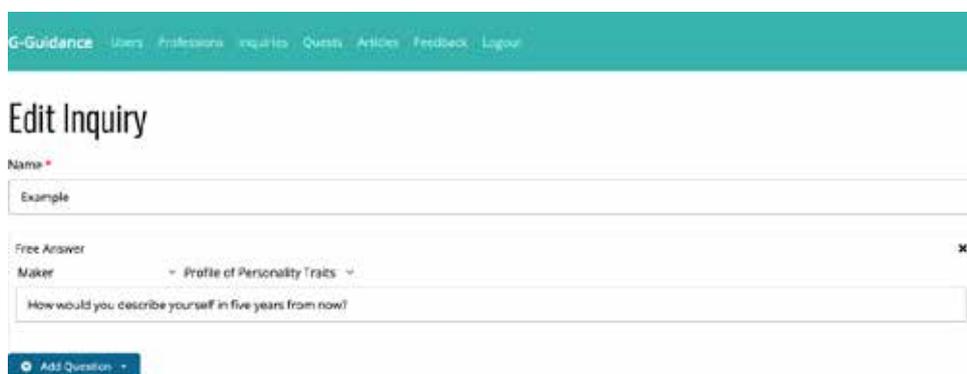


This screenshot is similar to the previous one, but the dropdown menu is fully expanded, showing a list of options: 'Select Vocational Profile', 'Profile of Skills', 'Profile of Activities', 'Profile of Professions', 'Profile of Personality Traits', 'Profile of Work Environment', and 'Profile of Values'. The 'Profile of Skills' option is highlighted in blue. The 'Name' field still contains 'New Inquiry' and the 'Add Question' button is visible at the bottom.

Important Note: In every question model, you must do steps 5 and 6.

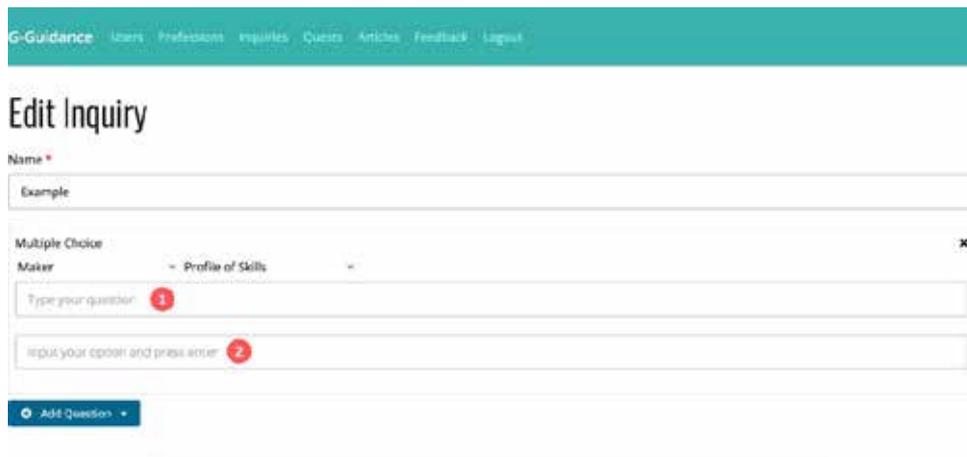
Step 7. Complete each field.

Step 7.1. If you choose “Free text” model you only need to write your question.



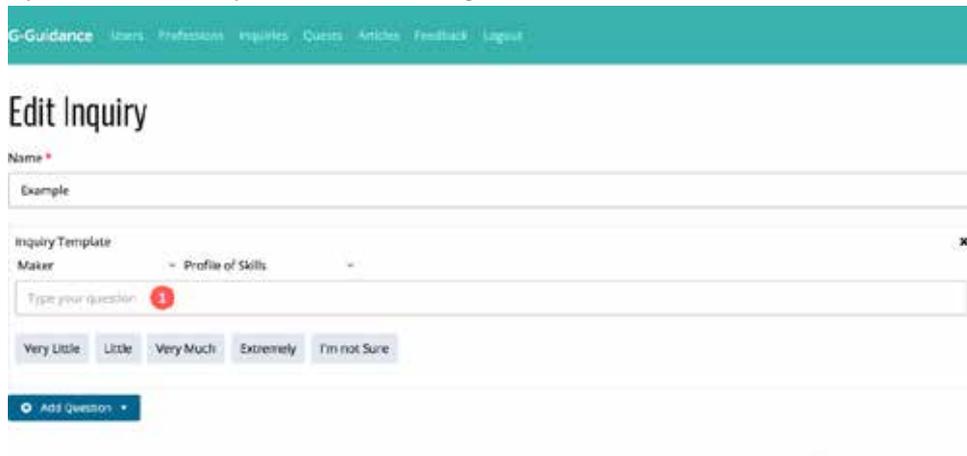
This screenshot shows the 'Edit Inquiry' page with an example question. The 'Name' field contains the text 'Example'. The 'Free Answer' field is labeled 'Maker' and has a dropdown menu open with the text 'Profile of Personality Traits'. The text 'How would you describe yourself in five years from now?' is entered in the text area below the dropdown. The 'Add Question' button is visible at the bottom.

Step 7.2. If you choose “Multiple Choice”, “Single Choice” or “Quiz” models, please complete and follow the instruction on 1 and 2 fields.



The screenshot shows the 'Edit Inquiry' interface for a Multiple Choice model. At the top, there is a teal navigation bar with links for 'G-Guidance', 'Users', 'Professors', 'Inquiries', 'Quizzes', 'Articles', 'Feedback', and 'Logout'. Below the navigation bar, the title 'Edit Inquiry' is displayed. A 'Name' field is present with a red asterisk and a placeholder 'Example'. The 'Multiple Choice' model is selected, with a dropdown menu showing 'Profile of Skills' and a close button 'X'. There are two input fields: the first is labeled 'Type your question' with a red circle containing the number '1', and the second is labeled 'Input your option and press enter' with a red circle containing the number '2'. At the bottom, there is a blue button labeled 'Add Question' with a plus icon and a dropdown arrow.

Step 7.3. If you choose “Single Choice Inquiry” you only need to write your question on field number 1 and press “enter” to add a new question, since our platform has a predefined rating scale.



The screenshot shows the 'Edit Inquiry' interface for a Single Choice Inquiry model. At the top, there is a teal navigation bar with links for 'G-Guidance', 'Users', 'Professors', 'Inquiries', 'Quizzes', 'Articles', 'Feedback', and 'Logout'. Below the navigation bar, the title 'Edit Inquiry' is displayed. A 'Name' field is present with a red asterisk and a placeholder 'Example'. The 'Inquiry Template' model is selected, with a dropdown menu showing 'Profile of Skills' and a close button 'X'. There is one input field labeled 'Type your question' with a red circle containing the number '1'. Below the input field, there is a rating scale with five buttons: 'Very Little', 'Little', 'Very Much', 'Extremely', and 'I'm not Sure'. At the bottom, there is a blue button labeled 'Add Question' with a plus icon and a dropdown arrow.

Note. You don't need to save your questions or complete inquiries, because our platform will do that automatically.

Create quests

Quests are one of the main functionalities of G-Guidance platform because they are the tool that allows us to gamify career guidance activities. Quests are basically a string of interconnected activities (available as articles) that must be performed in order to complete the quests. The more quests a student performs, the more he increases his experience level (XP), the more badges the student gets. This motivational system engages students to interact with the platform and career guidance constantly and continuously. Quests can only be created if the platform has articles already created, as the strings of activities and tasks are, in fact, strings of articles, that contain information and tasks, that must be completed to finish a Quest. So, don't forget to keep building up a wide and diverse set of articles, so you can use them to create a lot of Quests. The platform already has a good set of articles and Quests to get career guidance going, but we recommend that school psychologists and teachers continue to increase this initial set. To do so, we need a little creativity and to think outside of the box. On appendix 4 you can find ideas for Quests that G-Guidance team created for the piloting phase of our project.

But how can you create them on our platform? Please follow the steps below to learn the process of creating Quests on the G-Guidance platform.

Step 1. Press “Manage” to access all menu of settings.



Step 2. Press “Quests” button.



Step 3. Press “New Quest” button.



Step 4. Name your quest.

Step 5. Choose the “Complexity” level. Please, at this step, be aware that more complex quests only appear on students’ area if they improve their personal level. So, if you want for all students, no matter in which level they are, to have access to a specific quest, we suggest to choose beginner level. For this reason, we recommend to classify most of the quests as beginner level, so students can enjoy the platform’s content, leaving just those Quests that you think might imply a higher level of maturity and autonomy, classified with higher levels of complexity.

The screenshot shows the 'Edit Quest' interface. At the top, there is a teal navigation bar with links: G-Guidance, Users, Professors, Inquiries, Quests, Article, Feedback, and Logout. The main heading is 'Edit Quest'. Below it, there is a 'Name' field with a red asterisk and a text input containing 'New Quest'. The 'Complexity' field has a red asterisk and a dropdown menu that is open, showing five options: 1 - Beginner (selected), 2 - Rookie, 3 - Intermediate, 4 - Crafter, and 5 - Illuminate. To the right of the complexity dropdown are five checkboxes: 'Archer', 'Creator', 'Helper', 'Leader', and 'Organizer'. Below these is the 'Feature image' section with a file selection button 'Escolher ficheiro' and the text 'Nenhum ficheiro selecionado'. The 'Description' section has a rich text editor with a toolbar containing icons for bold, italic, underline, link, unlink, list, and text color. Below the form is the 'Activities' section, which includes a 'Task Search' field with the placeholder text 'input task (article, inquiry or professor) name' and two buttons: 'Submit' and 'Cancel'.

Step 6. Select vocational profiles that are more adequate for your quest. We suggest selecting all profiles when you are creating general quests or quests that are integrated into sessions. Which means that we recommend labeling Quests with a specific vocational area when it's clear that they belong to that specific area. For example, a Quest with texts and videos about doing research on genetics.

G-Guidance | Home | Professors | Inquiries | Quests | Articles | Feedback | Logout

Edit Quest

Name *

Complexity *

1 - Beginner

Profiles (select all/none)

Maker Researcher Creator Helper Leader Organizer

Feature Image

Escoger fichero | Nenhum fich... selecionado

Description

Rich text editor toolbar: Bold, Italic, Underline, Text Color, Background Color, Bulleted List, Numbered List, Indent, Outdent, Undo, Redo, Source Code, Full Screen, Help.

Activities

Task Search:

Submit Cancel

Step 7. This step is optional. If you want to, you can attach an image to your quests.

The screenshot shows the 'Edit Quest' interface. At the top, there is a teal navigation bar with the text 'G-Guidance' and links for 'Users', 'Professors', 'Inquiries', 'Quests', 'Articles', 'Feedback', and 'Logout'. Below this, the main heading is 'Edit Quest'. The form contains several sections: 'Name' with a text input field containing 'New Quest'; 'Complexity' with a dropdown menu set to '1 - Beginner'; 'Profiles (select all/none)' with checkboxes for 'Maker', 'Researcher', 'Creator', 'Helper', 'Leader', and 'Organizer'; 'Feature image' with a button labeled 'Escoger fichero' and the text 'Nenhum fich...o selecionado'; and 'Description' with a rich text editor toolbar and a large empty text area. At the bottom, there is an 'Activities' section with a 'Task Search' input field and 'Submit' and 'Cancel' buttons.

Step 8. Use the description field to explain to students what they have to do to complete the Quest.

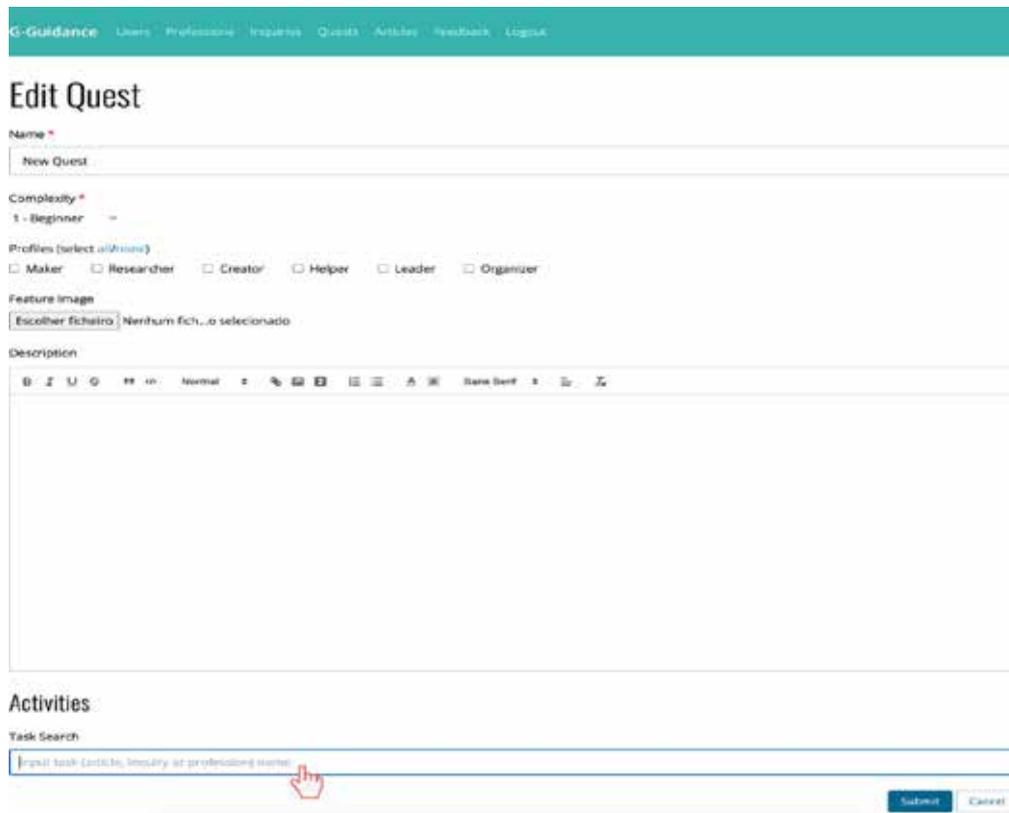
The screenshot shows the 'Edit Quest' interface. At the top, there is a teal navigation bar with links: G-Guidance, Users, Professors, Inquiries, Quests, Articles, Feedback, Logout. Below the navigation bar, the title 'Edit Quest' is displayed. The form contains the following sections:

- Name ***: A text input field containing 'New Quest'.
- Complexity ***: A dropdown menu set to '1 - Beginner'.
- Profiles (select all/none)**: A row of checkboxes for 'Maker', 'Researcher', 'Creator', 'Halper', 'Leader', and 'Organizer', all of which are currently unchecked.
- Feature Image**: A file selection area with the text 'Escolher ficheiro' and 'Nenhum ficheiro selecionado'.
- Description**: A rich text editor area with a toolbar at the top (including icons for bold, italic, underline, link, unlink, list, indent, font color, background color, and font size) and a large empty text area below it. This entire section is enclosed in a red rectangular border.

Below the description field, there is an 'Activities' section with a 'Task Search' input field containing the placeholder text 'input task/article, inquiry or professor's name'. At the bottom right of the form, there are two buttons: 'Submit' and 'Cancel'.

Step 9. The step of adding, or linking, articles into a Quest is essential for their proper functioning. To create a Quest, you must link quests and articles or, another option is to link inquiries to quests, since inquiries are created to collect students' answers concerning their knowledge about career related information. Moreover, you can link articles and inquiries into the same quest.

Step 9.1. Press on “Task Search” field.



The screenshot shows the 'Edit Quest' interface. At the top, there is a navigation bar with links: Guidance, Users, Professionals, Inquiries, Quests, Articles, Feedback, and Logout. The main heading is 'Edit Quest'. Below this, there are several form fields: 'Name' with the value 'New Quest', 'Complexity' set to '1 - Beginner', and 'Profiles' with checkboxes for Maker, Researcher, Creator, Helper, Leader, and Organizer. There is a 'Feature Image' field with a placeholder image and the text 'Escoger archivo' and 'Ningun fich...o seleccionado'. Below that is a 'Description' field with a rich text editor toolbar. At the bottom, there is an 'Activities' section with a 'Task Search' field containing the text 'Input task (article, inquiry or professional name)'. A red hand cursor is pointing to this field. To the right of the 'Task Search' field are 'Submit' and 'Cancel' buttons.

Step 9.2. Write article or inquiry' name and select the one you want to link.

G-Guidance Users Professors Inquiries Quests Articles Feedback Logout

Edit Quest

Name *
New Quest

Complexity *
1 - Beginner

Profiles (select all/none)
 Maker Researcher Creator Helper Leader Organizer

Feature Image
Escolher ficheiro Nenhum fich...o selecionado

Description

Activities

Task Search
wh

Who am I?
inquiry

Step 9.3. Press “Submit” button and your quest is ready!

G-Guidance Users Professors Inquiries Quests Articles Feedback Logout

Edit Quest

Name *
New Quest

Complexity *
1 - Beginner

Profiles (select all/none)
 Maker Researcher Creator Helper Leader Organizer

Feature Image
Escolher ficheiro Nenhum fich...o selecionado

Description

Activities

Task Search
Input task article, inquiry or professor's name

Who am I?
inquiry

Submit Cancel

Access to students' feedback and information

G-Guidance platform allows psychologists and teachers to access students' opinions, work and feedback about what they think and how much they enjoyed doing the Quests. This feature is especially useful for psychologists, in one hand, to be able to gather important information to help students build their career paths and consistent career decisions. On the other hand, students' feedback about how good they think career guidance and the platform's content, materials and activities, allows psychologists (and teachers) to know where to improve, to make the platform and the whole career guidance experience even more enjoyable, fun and effective.

The way by which school psychologists and teachers can access feedback information from students is explained in the following steps:

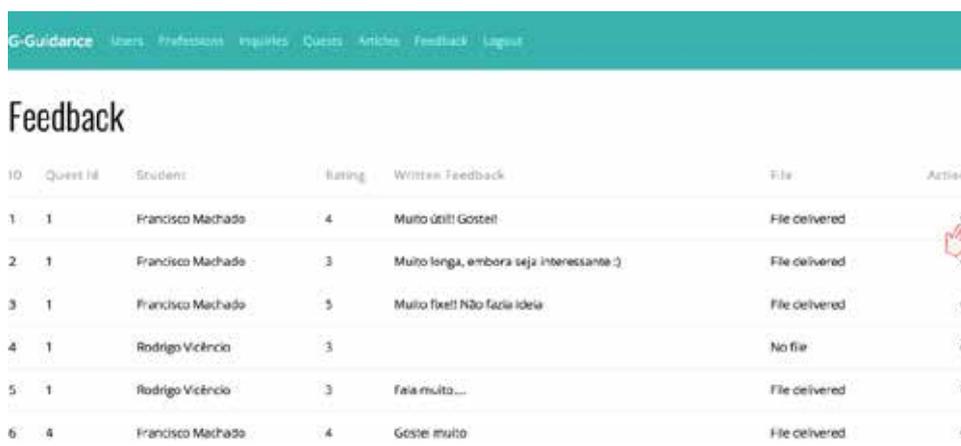
Step 1. Press "Manage" to access all menu of settings.



Step 2. Press "Feedback" button.

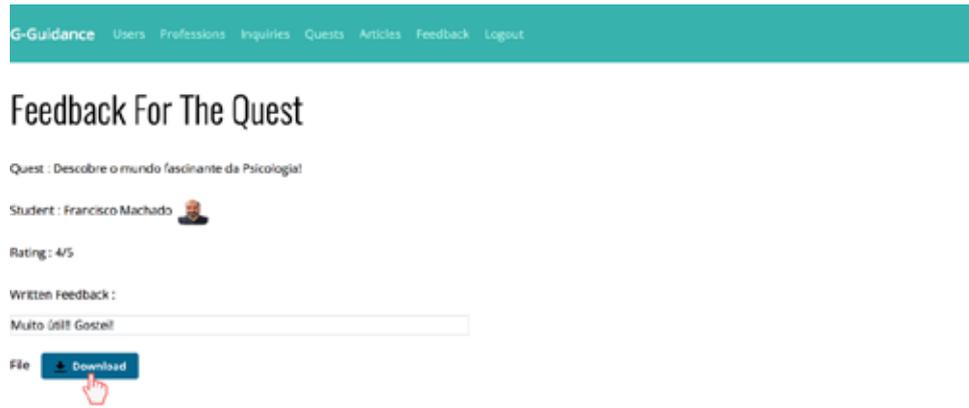


Step 3. To see more details about students' feedback, press on the eye icon.



ID	Quest ID	Student	Rating	Written Feedback	File	Actions
1	1	Francisco Machado	4	Muito útil! Gostei!	File delivered	
2	1	Francisco Machado	3	Muito longa, embora seja interessante :)	File delivered	
3	1	Francisco Machado	5	Muito fixe! Não fazia ideia	File delivered	
4	1	Rodrigo Viçêncio	3		No file	
5	1	Rodrigo Viçêncio	3	Fazia muito...	File delivered	
6	4	Francisco Machado	4	Gostei muito	File delivered	

Step 4. You can also download the file that student previously uploaded.



The screenshot shows a web interface for G-Guidance. At the top, there is a teal navigation bar with the text 'G-Guidance' and several menu items: 'Users', 'Professions', 'Inquiries', 'Quests', 'Articles', 'Feedback', and 'Logout'. Below the navigation bar, the main heading is 'Feedback For The Quest'. Underneath, there is a line of text: 'Quest : Descubre o mundo fascinante da Psicologia!'. This is followed by 'Student : Francisco Machado' with a small profile picture icon. Below that, it says 'Rating : 4/5'. The 'Written Feedback :' section contains a text box with the text 'Muito útil! Gostei!'. At the bottom left of this section, there is a 'File' label and a blue button with a download icon and the text 'Download'. A red hand cursor is pointing at the 'Download' button.

Other platform' functionalities available at managers' accounts

In each section you can find icons that give access to platform's features. Next, we will describe to which functionality each icon refers to.



List icon: This icon is available at Inquiries area and allows you to see students' answers to inquiries. When you click on it, you have the possibility to see students' individual answers or download every information collected through an inquiry, that will be organized in an Excel document.

ID	Name	Actions
359	Aluno_Teste_1	Answers from all students
341	Ángelo Amorim	Individual answers
30	Mariana Ferrnandes	
59	Mónica Rosa	
33	Rodrigo Viçêncio	
363	Sandrina aluna	



Star icon: This icon is also available at inquiries section. Once selected, when student's login into their personal accounts, they will be asked to fill out this inquiry.



Eye icon: As already mentioned, at *feedback* section, this icon allows you to access students' opinion and files regarding some quest. But this icon can also be found at *inquiries* section and has a different meaning, to allows you to preview your inquiry. On *users'* section, it will redirect you to a student' profile.



Edit icon: You can find this icon in every section. It allows you to edit your articles, quests, professions, users and inquiries (only when no answers have been collected yet).



Trash icon: This icon allows you to delete articles and inquiries.



Statistics icon: This icon is only available at users' section. When you select it, you access to student information and his/her activity history through the platform.

Student Profile



Reme Francisco Machado Current level: 3
 Gender: Masculine Completed Quizzes: 4
 Birthdate: 2005-11-30 Current student development: [W, T, C]

Francisco Machado development



Francisco Machado Inquiry development



Francisco Machado Activity development



Quizzes Started Progress

Quiz Name	Categories	Quiz Progression	Tasks Completed	Total Tasks
Descreva o mundo fascinante da Psicologia!	[T]	100 %	3	3
Procuras um curso??	[M, "R", "C", "H", "L", "D"]	50 %	1	2
OH! Quero ser Advogada!! O que é que tu fazes?	[L]	100 %	2	2
VerWorld	[T]	33 %	1	3
Tarefa de Saída n.º 4 - Interesses Pessoais	[M, "R", "C", "H", "L", "D"]	100 %	1	1
Tarefa de Saída n.º 6 - Rede de Profissões	[M, "R", "C", "H", "L", "D"]	100 %	1	1

Show History

Student History

Type Log	Type Content	Id Content	Created At
navigator	Profile	5	2022-05-05 09:56:23
login			2022-04-07 08:55:24
levelup			2022-04-07 08:24:53
login			2022-04-07 08:24:53
questioncompletion	Quest	56	2022-04-07 08:20:48
questioncompletion	Quest	56	2022-04-07 08:15:17
levelup			2022-04-07 08:15:17

Super Administrators' area (School Psychologist & Technical Staff)

As it was mentioned before, the super administrator's area is the only area that has access to all the platform's tools. The person that will be responsible for managing the platform, either the School Psychologist (preferably) and/or Technical Staff, will have access to all information available in the G-Guidance platform. Super administrator' area is very similar to Administrator's area (psychologists and teachers' area). However, it is important to understand the differences between this two. On the following table, you can see sections that are common (green) and sections that are exclusive (orange) to super administrators' accounts (psychologist/technical staff) and administrators' (psychologists/teachers) accounts.

Board members' area	Psychologists or teachers' area
	

Exploring more about the information presented on the table above, “Professions”, “Inquiries”, “Quests”, “Articles” and “Users” are common sections. However, on the last section, the super administrator area has a little difference. When these elements try to create a new user, they can define they role (administrator, manager or student) and select which school they belong to. Contrarily, psychologists and teachers only can add students to the platform. Considering this, the professionals that will serve as super administrators should be the first members to register on G-Guidance platform, so they can define all the other roles/accounts afterwards. This step is very important as each role/account has different access to the information contained in the platform. The image bellow illustrates this procedural step.

G-Guidance Area Content Grades Professors Schools Users Reports Quizzes Articles Logout

Create User

Name *

Feature Image
Escher-fichers - Marfium fish-o selection

E-Mail *

Role *
Administrator

School *
Administration Group

Password *

Submit Cancel

The others common sections won't be described in this section since their functionalities are the same as those presented before. So, we'll proceed to the exclusive areas. Has you noticed before, "Feedback" section is only available to psychologists and teachers' area, as they are the ones with direct contact with students and to whom the information will be of use. Despite this, super administrators can control other sections that psychologists and teachers can't. Next, we will explore each exclusive section.

Defining vocational profiles

To inform students about G-Guidance vocational profiles, our platform has a space where super administrators can write about this. You can read and add information about vocational profiles that was presented in the *Career Guidance Methodology Manual* (namely on the section dedicated to Hollands's RIASEC model) and accordingly with that reference, further explain and explore each vocational area's characteristics and features. Regarding the platform, if you want to include more information in this section, please follow the next steps.

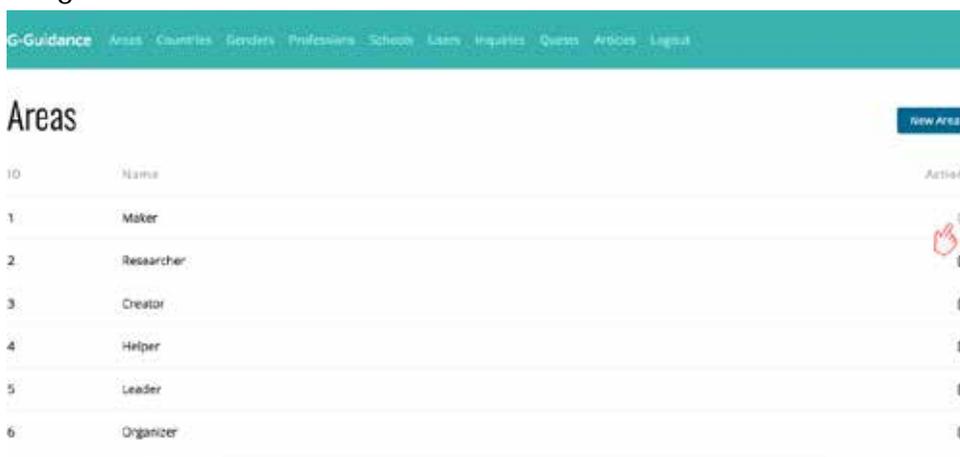
Step 1. Press "Manage" to access all menu of settings.



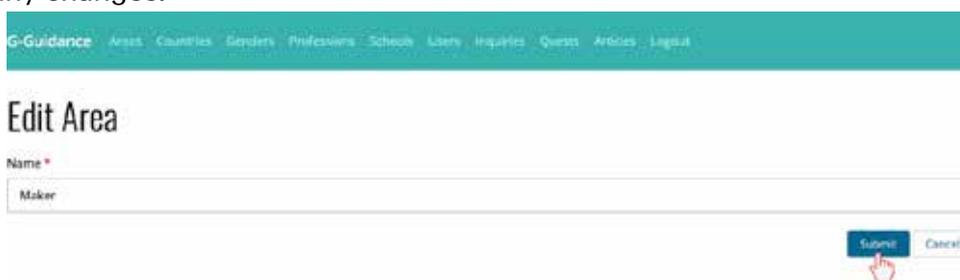
Step 2. Press “Areas” button.



Step 3. If you want to, you can use the vocational profiles already set by the platform and only edit them. Although there’s an option to create a new one by pressing “New Area” button, we strongly recommend using what is already available on platform, as it’s based on intensive research and scientifically validated models of career guidance.



Step 4. We suggest editing the name of each vocational area to the student's mother tongue, if you are working with the English version of the G-Guidance platform, to make it easier for them to understand. Then, press “Submit” button to save any changes.



Defining Countries

This section has only been developed to contain information that may be relevant to the IT (Technical Staff) team. Nevertheless, if you want to access it, please follow the next steps.

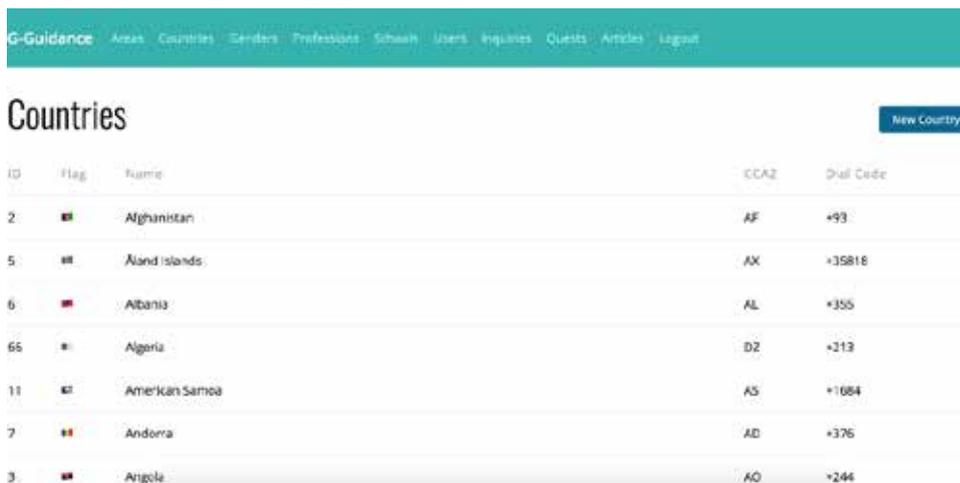
Step 1. Press “Manage” to access all menu of settings.



Step 2. Press “Countries” button



Step 3. Access to all information available.



A screenshot of the 'Countries' page. The page has a teal navigation bar with the text 'G-Guidance', 'Areas', 'Countries', 'Orders', 'Professors', 'Schools', 'Users', 'Inquiries', 'Quests', 'Articles', and 'Logout'. Below the bar, the text 'Super Admin Dashboard' is visible. The main content area has the title 'Countries' and a 'New Country' button. A table lists countries with columns for ID, Flag, Name, CCA2, and Dial Code.

ID	Flag	Name	CCA2	Dial Code
2		Afghanistan	AF	+93
5		Åland Islands	AX	+35818
6		Albania	AL	+355
66		Algeria	DZ	+213
11		American Samoa	AS	+1684
7		Andorra	AD	+376
3		Angola	AO	+244

Defining Genders

In this section, you can edit or add new genders. This is important because you can select students' gender when you are creating their account. To do so, please be aware of the following steps.

Step 1. Press “Manage” to access all menu of settings.



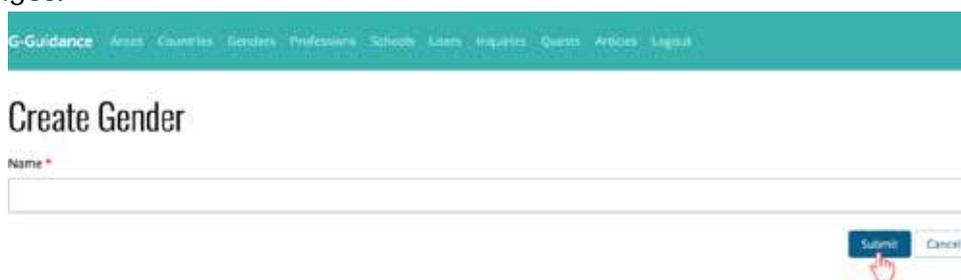
Step 2. Press “Genders” button.



Step 3. You can edit or create new genders. To edit, select the edit button. To create new one, select “New Gender” button.



Step 4. Assign a name to the desired genre and press “Submit” button to add or save changes.



Defining Schools

This section was developed to allow board members identify their schools and after, when they were creating managers and students' account could select the proper school. To include schools at the platform, please consider the following steps.

Step 1. Press “Manage” to access all menu of settings.



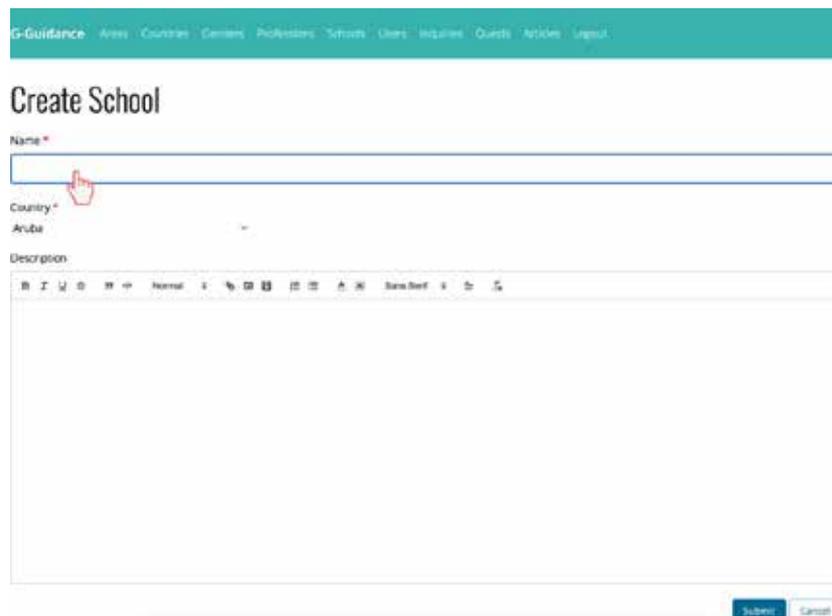
Step 2. Press “Schools” button.



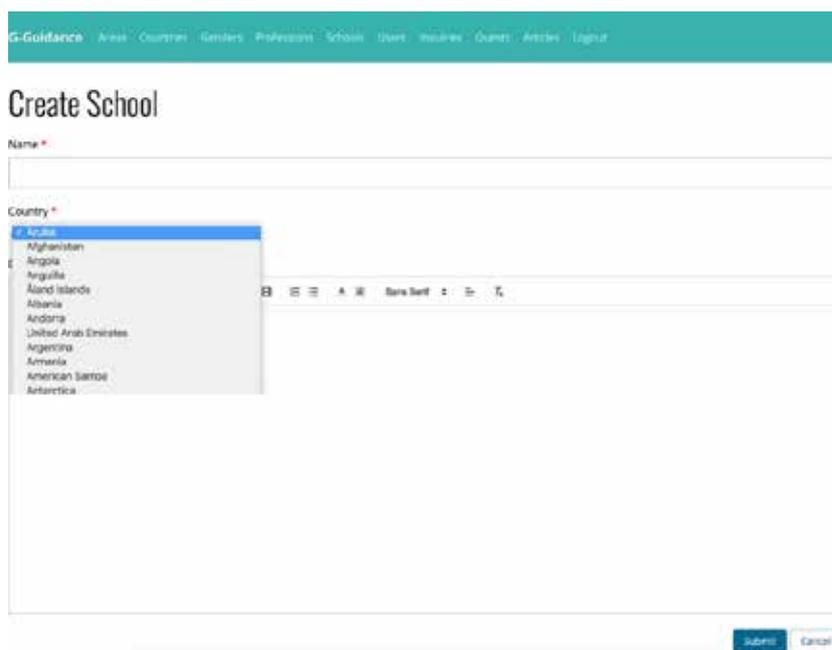
Step 3. Press “New School” button.



Step 4. Name your school.



Step 5. Select your country.



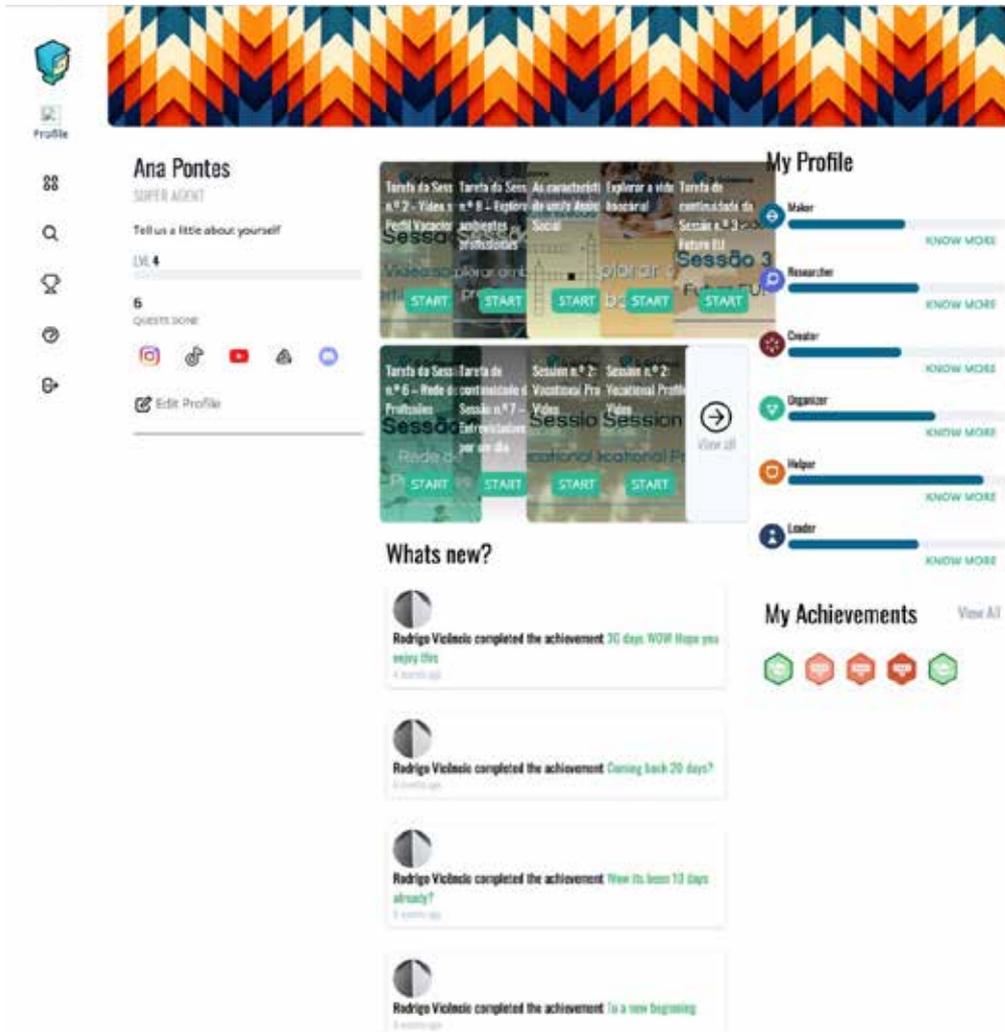
The screenshot shows a web form titled "Create School" with a teal header. The header contains navigation links: "Guidance", "About", "Courses", "Sellers", "Professors", "Schools", "Users", "Inquiries", "Countries", "Articles", and "Logout". The form has two input fields: "Name" and "Country". The "Country" dropdown menu is open, displaying a list of countries including Afghanistan, Anguilla, Antigua and Barbuda, Aruba, Australia, Austria, Azerbaijan, Bahamas, Bahrain, Bangladesh, Barbados, Belarus, Belgium, Belize, Benin, Bermuda, Bhutan, Bolivia, Bosnia and Herzegovina, Botswana, Brazil, Brunei Darussalam, Bulgaria, Burkina Faso, Burundi, Cambodia, Cameroon, Canada, Cape Verde, Cayman Islands, Central African Republic, Chad, Chile, China, Christmas Island, Cocos (Keeling) Islands, Colombia, Costa Rica, Croatia, Cuba, Cyprus, Czech Republic, Denmark, Djibouti, Dominica, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Estonia, Ethiopia, Falkland Islands (Malvinas), Faroe Islands, Finland, France, French Guiana, Gabon, Gambia, Georgia, Germany, Ghana, Gibraltar, Greece, Greenland, Grenada, Guadeloupe, Guatemala, Guinea, Guinea-Bissau, Guyana, Haiti, Honduras, Hong Kong, Hungary, Iceland, India, Indonesia, Iran (Islamic Republic of), Iraq, Israel, Italy, Jamaica, Japan, Jordan, Kazakhstan, Kenya, Kiribati, Korea, Democratic People's Republic of, Korea, Republic of, Kuwait, Kyrgyzstan, Laos, Latvia, Lebanon, Lesotho, Liberia, Lithuania, Luxembourg, Madagascar, Malawi, Malaysia, Maldives, Mali, Malta, Marshall Islands, Mauritania, Mauritius, Mexico, Micronesia, Moldova, Monaco, Mongolia, Montenegro, Morocco, Mozambique, Myanmar, Namibia, Nauru, Nepal, Netherlands, New Caledonia, New Zealand, Nicaragua, Niger, Nigeria, Niue, Norfolk Island, Northern Mariana Islands, Norway, Oman, Pakistan, Palau, Panama, Papua New Guinea, Paraguay, Peru, Philippines, Poland, Portugal, Puerto Rico, Qatar, Romania, Russian Federation, Rwanda, Saint Kitts and Nevis, Saint Lucia, Saint Vincent and the Grenadines, Samoa, San Marino, Sao Tome and Principe, Saudi Arabia, Senegal, Serbia, Seychelles, Sierra Leone, Singapore, Slovakia, Slovenia, Solomon Islands, South Africa, South Korea, South Sudan, Spain, Sri Lanka, Sudan, Suriname, Swaziland, Sweden, Switzerland, Taiwan, Tajikistan, Tanzania, Thailand, Timor-Leste, Togo, Tonga, Trinidad and Tobago, Tunisia, Turkey, Turkmenistan, Tuvalu, Uganda, Ukraine, United Arab Emirates, United Kingdom, United States of America, Uruguay, Uzbekistan, Vanuatu, Venezuela, Viet Nam, Virgin Islands, British, Virgin Islands, Wallis and Futuna, and Yemen. At the bottom right of the form, there are "Submit" and "Cancel" buttons.

Step 6. You can write a brief description of your school if you want. At the end, press "Submit" button.

Students' Area (Students)

Profile page

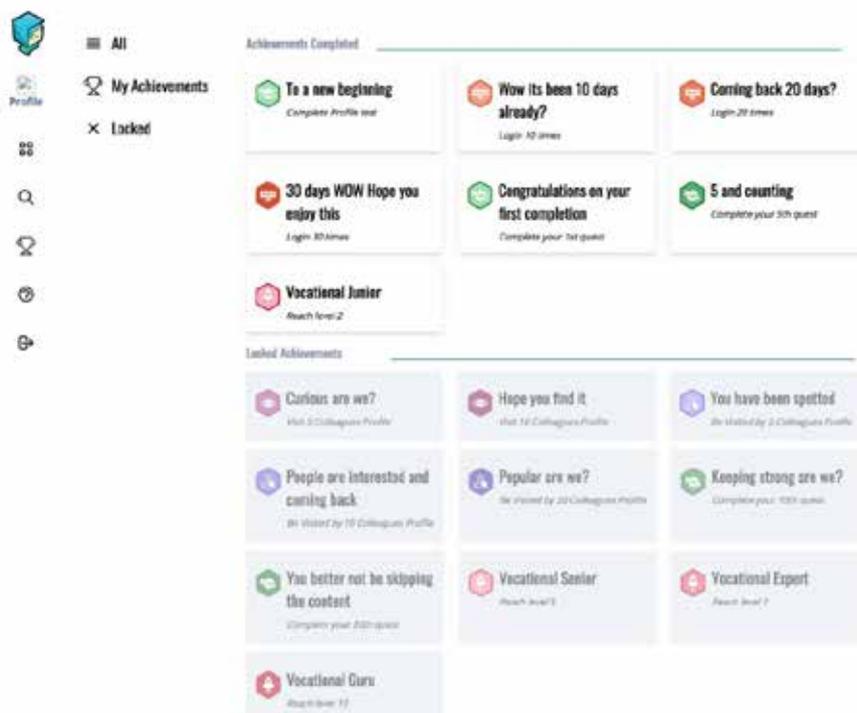
When students login into G-Guidance platform, and after performing the initial G-Guidance vocational areas questionnaire, they will be direct to their vocational profile page, that should look similar to the one illustrated on the following image.



On their profile page, students can view their experience (XP) level, the number of quests that they have competed, some quests and articles that are available at the platform to be done, colleagues' activities and, more importantly, **“My Profile”** section. This section present students their score on G-Guidance Vocational Areas Questionnaire. According to the example, this student has higher scores at Helper and Organizer vocational areas. This information is crucial to students since some career guidance activities require students to explore professions accordingly with the vocational areas with higher scores/strength in their profile.

Additionally, at students' profile page they also can see their achievements (represented by badges). These achievements were created to engage students to continue interacting with the G-Guidance platform. So, when adolescents click above one badge icon or at **“View all”**, they will be redirected to **“My achievements”**

page, that should seem like the image bellow. On this page they can find achievements that they already conquer, but also the ones they need to seek for.



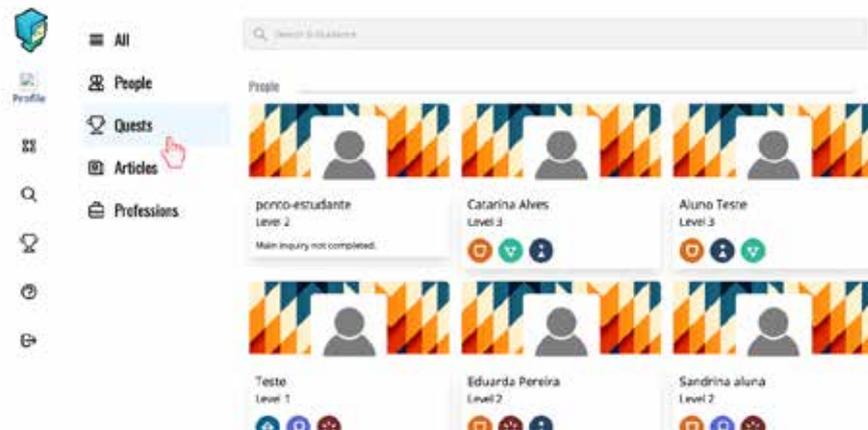
Completing Quests

Quests are defined as missions that students must solve. Quests are also the most gamified functionality of G-Guidance platform. To access and complete Quests, students must follow the next steps.

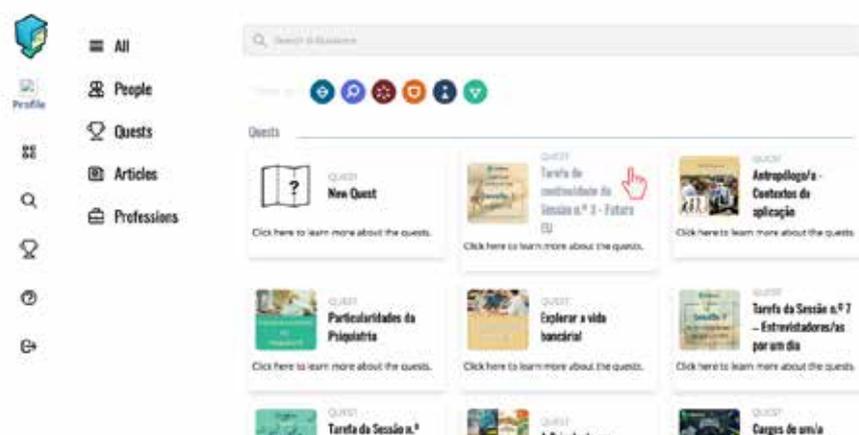
Step 1. Press on search button.



Step 2. Select “Quests” button.



Step 3. Choose the Quest that is going to be solved. You can choose directly through the list that is shown or you can write the Quest’ name on search bar.



Step 4. Press “Start Now” button.

Quest
Tarefa da Sessão n.º 11 - Moodboard Vocacional
Olá!

Hoje serão artistas! Vão criar as vossas Moodboards Vocacionais.

Uma Moodboard é definida como um painel que reúne informações de um projeto. O objetivo é resumir as ideias das/as artistas, através de elementos visuais como fotografias, cores, post-its, citações, textos, etc.

O que vos pedimos é que criem a vossa Moodboard Vocacional tendo em consideração as aprendizagens mais interessantes de cada sessão de exploração vocacional. Sugerimos que sigam os seguintes passos:
Refletir sobre o que aprenderam em cada sessão;
Escolherem um elemento para representar a aprendizagem mais importante de cada sessão;
Construir a Moodboard através de sites gratuitos como o Canva, onde foi criado o exemplo que vos deixamos
Fazer o upload da vossa Moodboard Vocacional no artigo desta tarefa.

Quest Progress
0 %

0 Atividades
completed - 0 of 1 activities

Moodboard Vocacional

Sessão 1: Perfil Vocacional
Sessão 2: HELPER Através
Sessão 3: Competências e Qualidades: Organizar, Traduzir em equipas, atrair, Boa comunicação, Criatividade...
Sessão 4: Interiores pessoais - ajudar os outros, Estabilidade (emocional, social e/ou financeira)
Sessão 5: Universidade Secundária
Sessão 6: Farmacêutica
Sessão 7: Enfermagem
Sessão 8: Psicologia
Sessão 9: O meu conselho: Comunicação, Humanidades, Rota (Trabalho Literário), Psicologia, Matemática, Psicologia, Família e de Educação, Competências: Comunicação e Escrita
Sessão 10: Comunicação
Sessão 11: Comunicação

Activity 1
ARTICLE
Moodboard Vocacional - Sessão n.º 11

START NOW

Step 5. Press “Mark as Completed” button.

Resultado
Sessão 11
Moodboard Vocacional

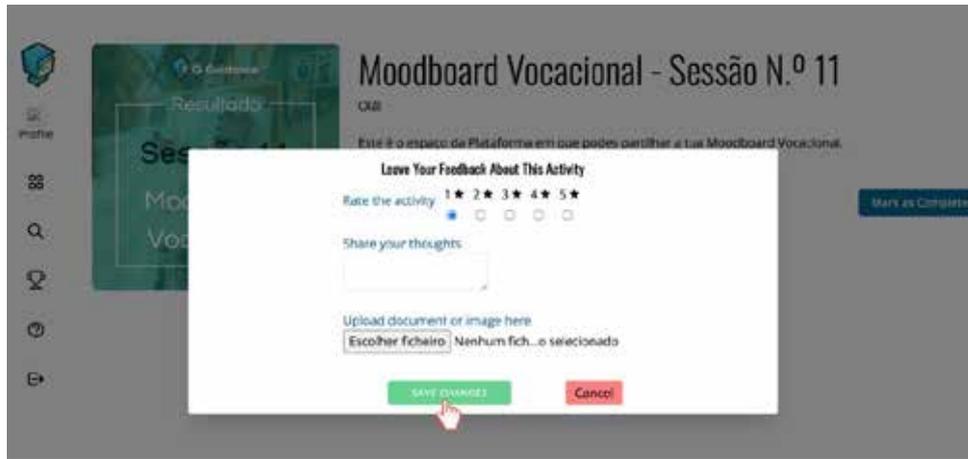
Moodboard Vocacional - Sessão N.º 11
Olá!

Este é o espaço da Plataforma em que podes partilhar a tua Moodboard Vocacional.

Excelente trabalho!

Mark as Completed

Step 6. Rate the activity, share your opinion and, if you want to, upload a document. After that, press on “Save Changes” button.

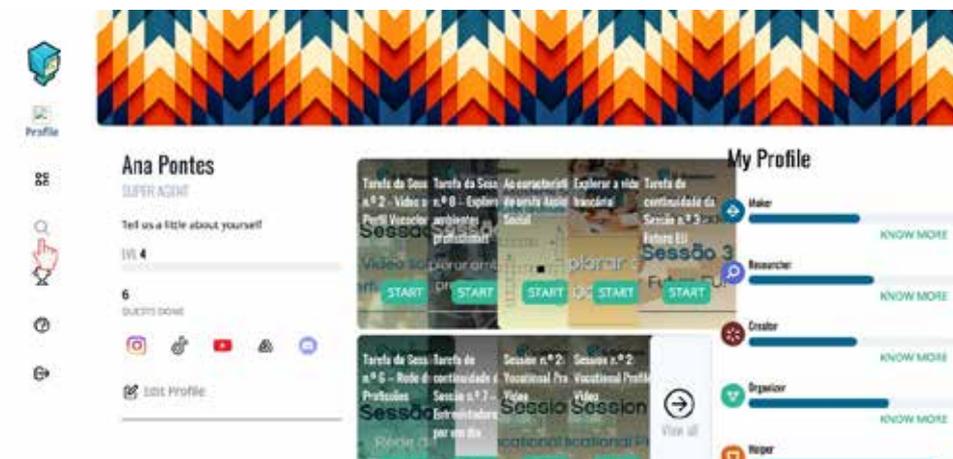


Finally, Quest will appear as “Done”.

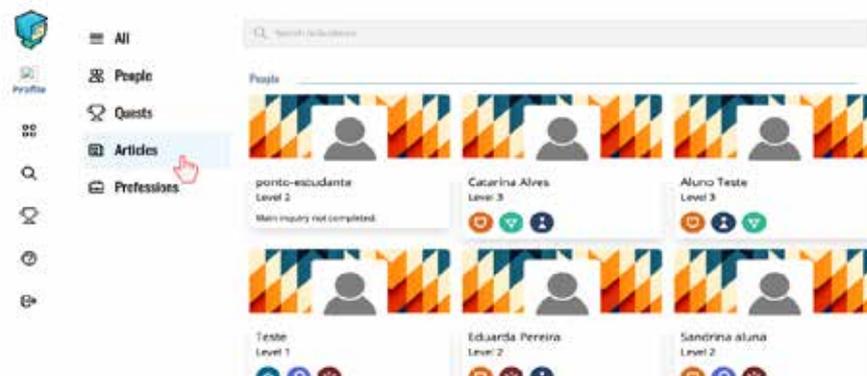
Read articles

Articles have important information about professions and are essential to students' career exploration process. To read articles, you should follow the next steps.

Step 1. Press on search button.



Step 2. Press “Articles” button.



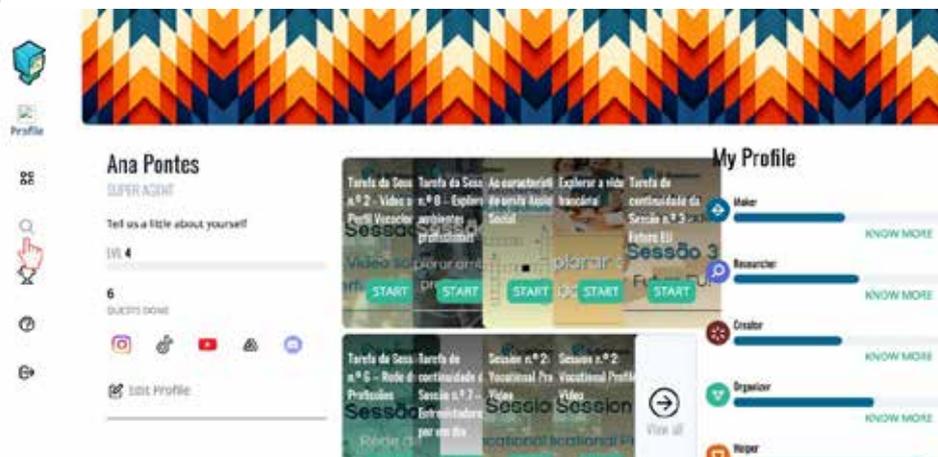
Step 3. Choose an article.



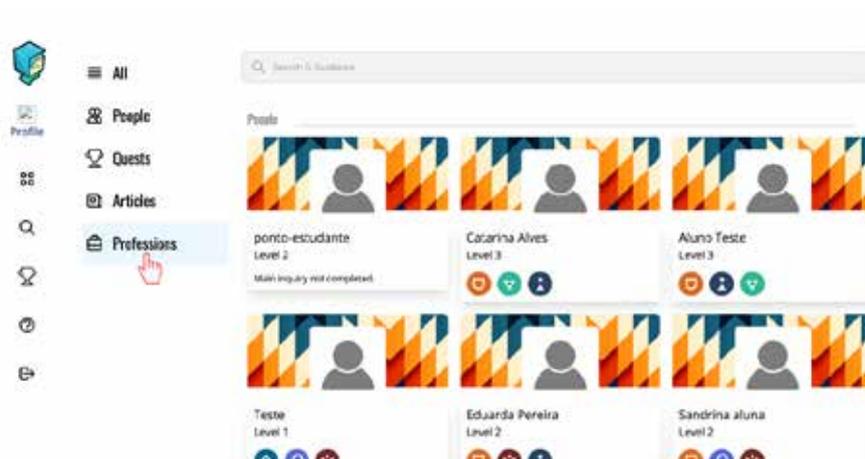
Know more about professions

To explore professions and gather more information about them, students can access the G-Guidance Professions Guide, that's available in the platform, as well as in a PDF format. To access the information of the Professions Guide, please follow the next steps.

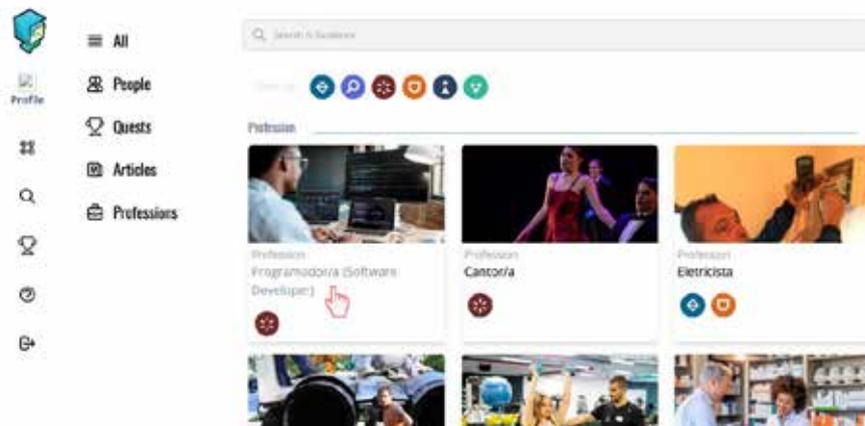
Step 1. Press on search button.



Step 2. Press “Professions” button.



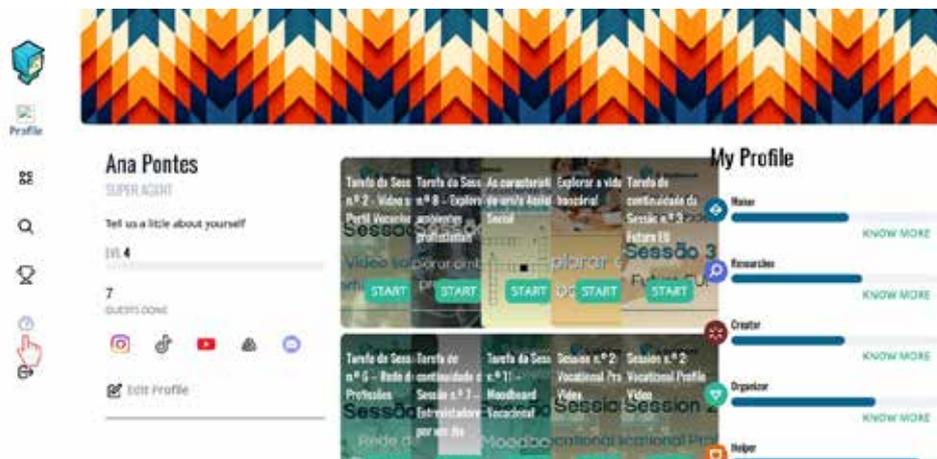
Step 3. Learn more about certain profession by click on it.



Answering inquiries

Some inquiries are linked to Quests, so students can access them directly from Quests. However, teachers or psychologists could create more inquiries that aren't necessarily linked to Quests. To access these inquiries which are not linked to Quests, please take into account the following steps:

Step 1. Press on question mark button.



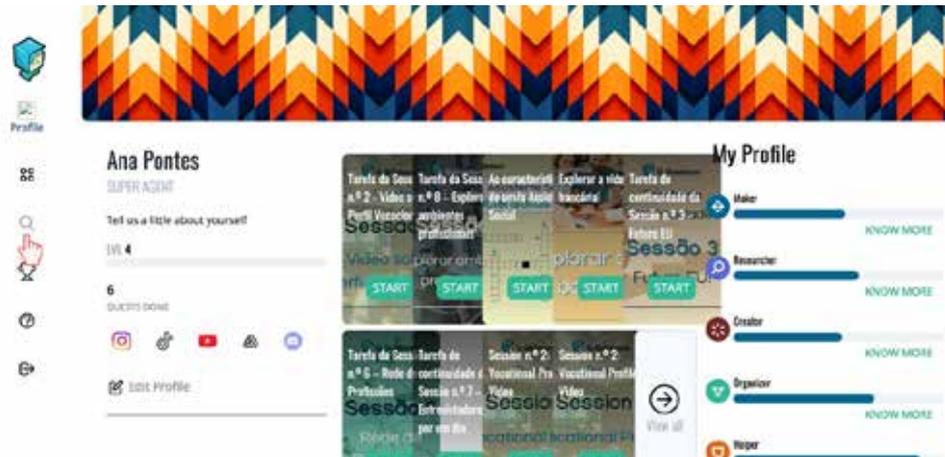
Step 2. Choose the inquiry you want to answer.



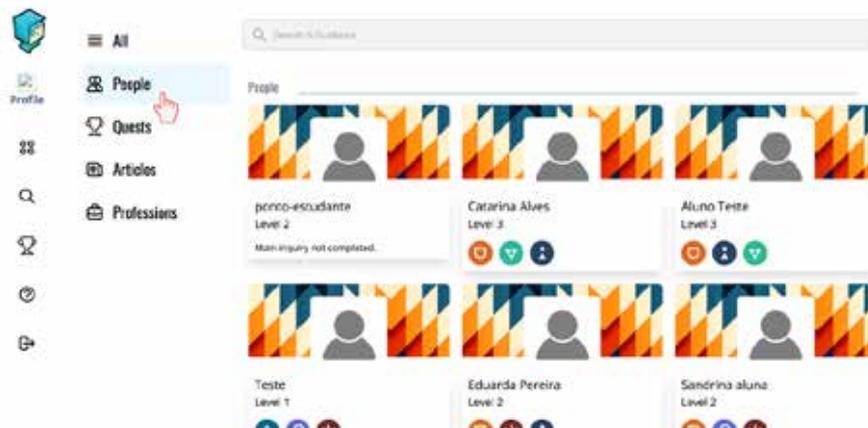
See peers, teachers and psychologists' profile.

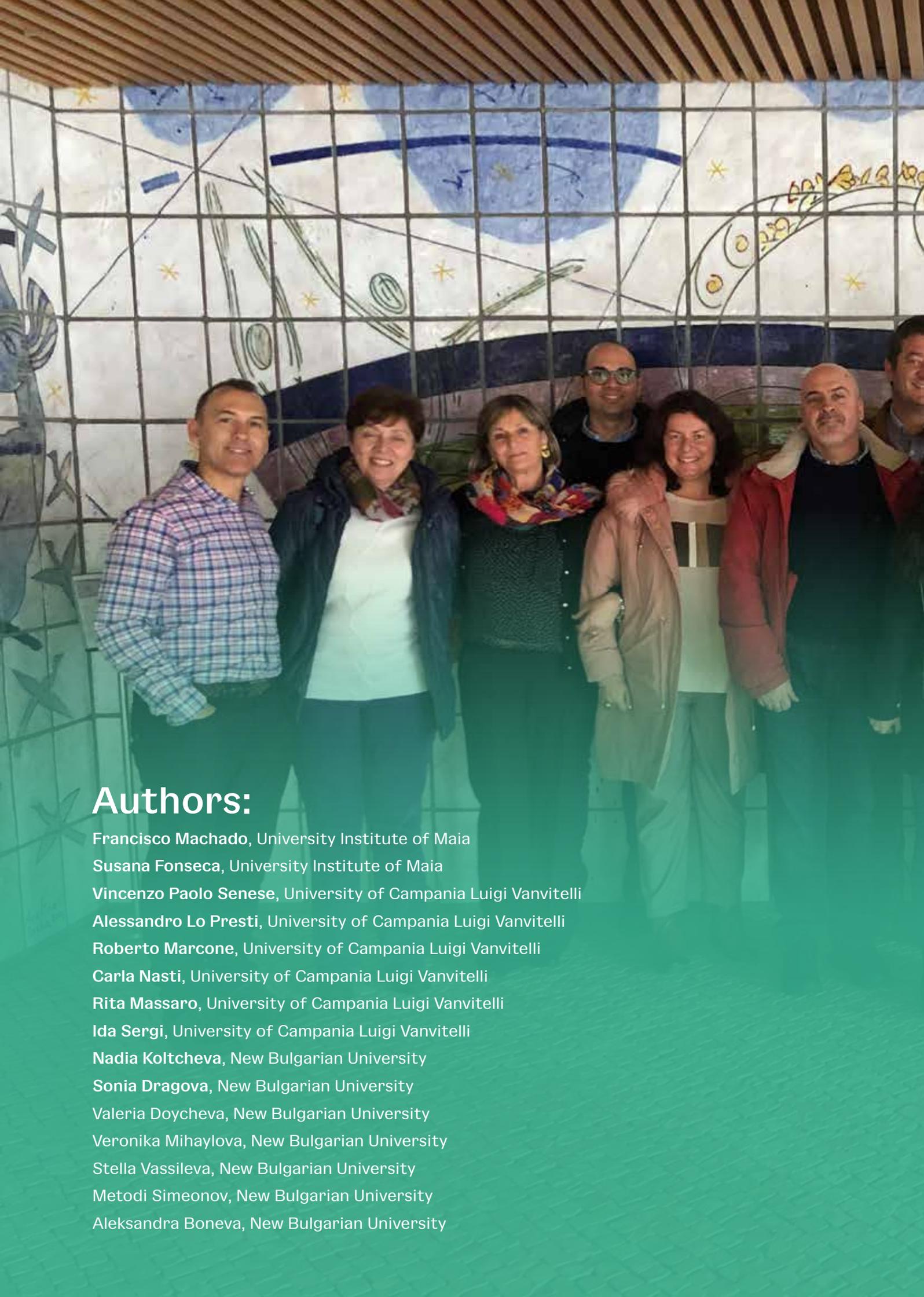
Since G-Guidance platform is interactive, students can see their peers' vocational profiles. The objective is to create an interpersonal, sharing, dynamic around career guidance, to further motivate students to engage with career guidance activities and make a good effort of participating and performing the best they can on the tasks and activities planned. To do so, you must follow the next steps.

Step 1. Press on search button.



Step 2. Press “People” button and search for your friend, teacher or psychologist.





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