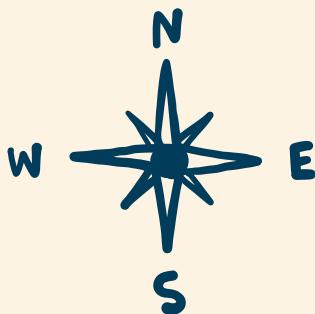
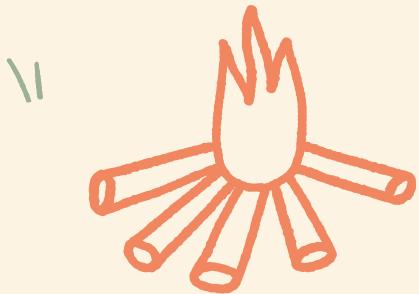
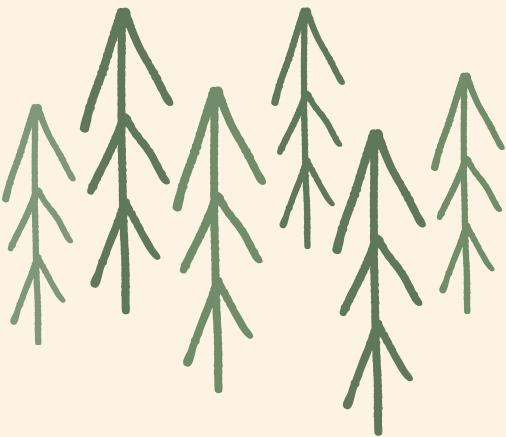
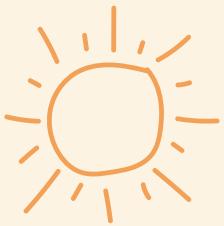
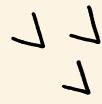


# Toolkit

a collection of information, exercises  
and workshop scenarios  
for trainers and educators  
supporting young people in developing soft skills  
that are useful on the labor market







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# What is the Life Survival project?

**Life Survival** is a **Solidarity Project** that was implemented from January to November 2025 by a group of young activists (these people are listed on the **“Authors and contact”** page!) with the support of the Sempre a Frente Foundation.

Aimed at people aged **15-20** in the **Lublin Voivodeship**, it consisted of several activities: a series of workshops for high school students, open workshops on skills useful in the labor market, as well as the development of an educational game and the toolkit you are reading now, as well as organising the "Festival of Ubiquitous Work."

Our goal was to **increase the career-oriented awareness of young people** and to **educate and develop their competences** needed in the labor market.





# Sempre a Frente Foundation

Since **2010**, we have been supporting people aged 13-30 in developing their social skills, and over **4,000** children and young people benefit from our activities every year.

What we do:

- We run the **Child Advocacy Center** in Lublin, where we offer comprehensive support for children and young people who have experienced abuse;
- We manage the **Youth Information and Development Center (CIRM)**, where we support young people in developing their psychosocial competencies, civic engagement, and initiative, and we also implement local and international projects.

We initiated and were a social partner of the **European Youth Capital 2023**, and are a founding member of the **National Coalition for Child Protection** and the **National Coalition for Youth Work**.

Find out more about the Foundation here:

<https://sempre.org.pl/en>

## European Solidarity Corps

**European Solidarity Corps** is a programme funded by the **European Commission** that enables young people to get involved in local initiatives (**Solidarity Projects**) and participate in **international volunteering projects** that benefit communities across Europe.

Learn more about the programme here:

<https://eks.org.pl/>





# Why was this publication created?

In this toolkit, we have **gathered tools** that we, as the initiative group and implementers of Life Survival, have developed and tested during workshops in secondary schools, in which hundreds of students from the Lublin region participated.

These are **workshop scenarios** and an **educational game** that can be used, for example, during meetings with the head teacher or career counseling classes.

We created them in response to the youth's need to learn competencies needed on the labor market because:

- **71,4%** of people aged 14-24 from Lublin and the surrounding area **are concerned about their future (or current) situation on the labor market**<sup>1</sup>
- **71,4%** of people aged 14-24 from Lublin and the surrounding area **consider the need for development to be important**<sup>1</sup>
- **46%** of people aged 18 to 24 admit that **adulthood scares them**<sup>2</sup>
- **62%** of young people **do not agree** with the statement that the school prepared them well for them to enter adulthood<sup>2</sup>

<sup>1</sup> "Potrzeby, problemy, kompetencje i obawy związane z rynkiem pracy w oczach młodzieży 14-24 lata z Lublina i okolic", a sample of 238 people, developed in November 2023 as part of the Spragnieni Kompetencji project [linktr.ee/spragnieni.kompetencji]

<sup>2</sup> Raport Stan Młodych 2025, ważne sprawy Foundation, sample of 1002 people [https://waznesprawy.org/wiedza/]



# Workshop scenarios

The scenarios we created to organise workshops for young people are about the following topics:

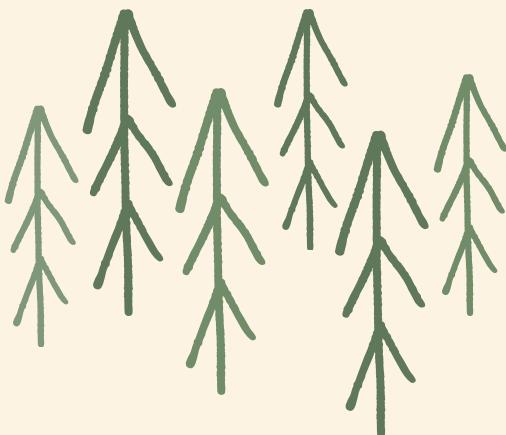
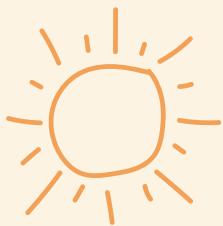
- **Motivation,**
- **Leadership, Assertiveness and Communication,**
- **Time management,**
- **Personal brand,**
- **Designing a development path.**

At the beginning of each scenario, the following specifications are included:

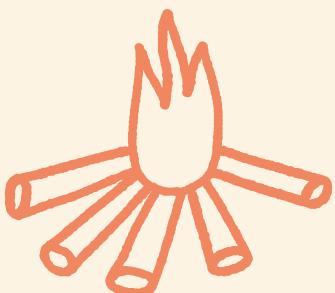
- main goal(s) of the workshop,
- expected result for participants,
- the target group to which the workshop is addressed,
- required number of **people leading the workshop\***,
- approximate time needed to complete the workshop,
- needed materials.

\* The **person leading the workshop** can be a teacher, educator, trainer, youth worker, student, volunteer...





# Workshop scenarios





# Motivation

**Workshop objective:** To increase awareness of what motivation is and how to distinguish between intrinsic and extrinsic motivation.

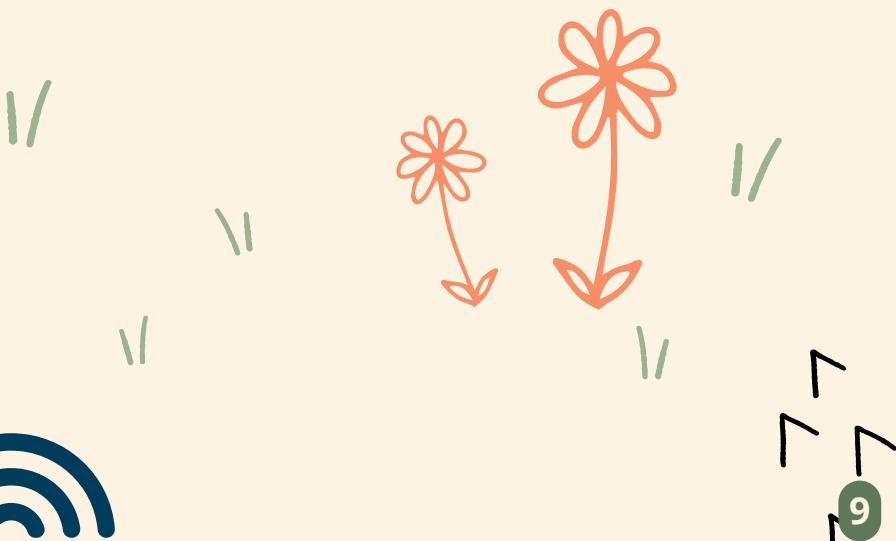
**Target group:** approx. 30 people aged 14-19

**Number of people leading the workshop:** 1-2

**Time required:** 45 minutes

Important! The instructor must adhere to the allotted time for tasks, to complete all the activities on time. If discussions become prolonged, they should be brought to a close and move on.

**Materials needed:** Two chairs, flipcharts (or a whiteboard and markers), sticky notes, notebooks or sheets of paper





# Motivation

## Energizer | 8 minutes

This energizer will be an introduction to mapping various motivations. The facilitator places two chairs at opposite ends of the room. Participants are divided in half, for example, by counting down to two (groups by sorting "ones to ones and twos to twos"). Then, volunteers are asked to sit in the chairs.

The volunteers remain sitting until they hear something that convinces them. The volunteer decides whether and when to leave the chair; there are no criteria for winning.

The remaining participants are tasked with persuading the person sitting in their group to leave their chair using simple words of encouragement. If the group runs out of ideas, the facilitator should suggest arguments, rewards for leaving the chair, or games.

After a few minutes, the trainer asks the participants to return to their seats. He asks those in the chairs what exactly convinced them to leave. Then he asks how the people persuading the volunteers felt throughout the activity.





# Motivation

## **Creating a mind map of the word MOTIVATION on a flipchart or whiteboard | 10 minutes**

The facilitator asks participants to briefly brainstorm in pairs and write down their associations on sticky notes. Students then attach the prepared notes to the board in the shape of a sun. After they finish, the leading person reads the associations aloud.

## **The trainer explains the definition of motivation by referring to the group's associations | 7 minutes**

Based on the energizer, he explains the difference between intrinsic and extrinsic motivation (e.g., extrinsic motivation worked if the volunteer left the chair tempted by sweets).

**Motivation** is a state that stimulates us to act, It helps us persevere and strive to achieve our goals. It can come from within, for example, passion or a desire to develop (intrinsic motivation), or from "the outside", for example, rewards or praise (extrinsic motivation).

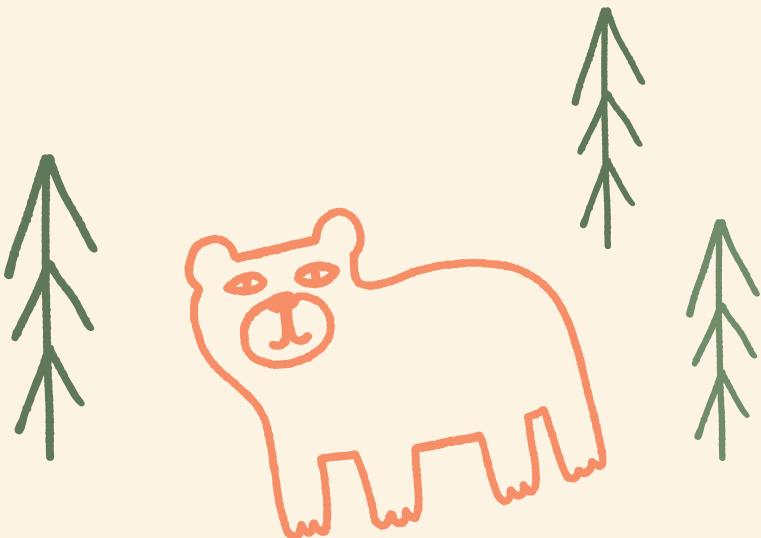




# Motivation

## Analyzing Your Motivation | 10 minutes

The facilitator explains the task and, during the activity, asks the other facilitator or a willing student to distribute the prepared cards to speed up the activity. Have the students recall a situation in which they achieved success in their studies or work – **what worked to their advantage? What contributed to their success?** Have them share this story with their classmate as inspiration, and write down what motivated them on a card – this will create a bank of ideas for motivation when it's lacking.





# Motivation

**The person leading the workshop presents the SMARTER goal setting method | 6 minutes**

## **S** Specific

- What exactly is the goal?
- What do you want to achieve? What is your specific goal?

## **M** Measurable

- How will you check your progress towards achieving your goal?
- How will you know that the goal has been achieved?

## **A** Achievable

- How can you make this goal challenging but still possible?

## **R** Realistic

- Will I achieve this goal with what resources I have?
- Do you have the time and energy to achieve this goal?

## **T** Time-bound

- What deadline will motivate you?
- What is the deadline for completing each stage?

## **E** Exciting

- What fascinates you about the goal? What part of it thrills you?

## **R** Rewarding

- What are the good outcomes that will come from achieving this goal?

The facilitator asks participants to provide examples of individual **SMARTER** elements in achieving a goal.



# Leadership, Assertiveness and Communication

**Workshop objective:** To strengthen participants' skills in effectively influencing their environment and effectively communicating their needs and boundaries.

**Target group:** approx. 30 people aged 14-19

**Number of people leading the workshop:** 2

**Time required:** 45 minutes

**Materials needed:** Materials for the **Let's build a house** and **Shapes** exercise (provided in the **printable materials**), markers and pens, A4 and flipchart sheets.

## Things to prepare beforehand:

- division of roles between the facilitators; since the workshop is relatively short, we recommend that when one person leads the activities, the other prepares the materials or measures/controls the time,
- cutting out materials for the exercises; **Let's build a house** and **Shapes**
- writing out topics on flipcharts for group discussions (more details can be found in the exercise description),



[printable materials](#)





# Leadership, Assertiveness and Communication

## Let's build a house | 15 minutes

Participants receive cards that indicate their preferences for the elements of a house - shape, color, and a pet. Each person has different variations of these preferences, for example:

- green and blue are nice, red is ugly
- the circle and the square are nice, the rhombus is ugly
- cats and dogs are pretty, hamsters are ugly

The participants' task is to first, within 5 minutes, pair up in such a way that they create a shared house that suits them according to their preferences (they consider it "nice").

Then, for the next 5 minutes, participants try to "expand their roommate circle" in pairs and find another pair who shares their preferences, forming groups of 4.

**Additional note:** It's helpful to have a timer running during the exercise, or even project it in the room (if a projector is available). When the timer runs out, the facilitators should end the exercise!

Before moving on to the next exercise, facilitators take a moment to address communication and assertiveness by asking participants questions such as:

- Did they manage to find their "roommate(s)"?
- What did they find easy and what did they find difficult during the exercise?
- Did they have to set boundaries when their preferences did not align with the other person?
- What similar situations can you encounter every day?





# Leadership, Assertiveness and Communication

## Shapes | 15 minutes

The instructors divide the group into pairs - most simply according to how the students sit at their desks. One person in a pair is given a sheet of paper with a configuration of shapes and is tasked with **verbally** instructing the other person how to draw the shape (without showing them the printout they see!). The other person draws what they hear in the instructions. After the pair finishes, they compare the drawing with the printout.

At the conclusion of the exercise, participants should express their opinions on the best way to deliver instructions and ensure effective communication.

## Group Discussion | 15 minutes

The leader divides the group into subgroups of 5 people. For each of them, one of the facilitators distributes a flipchart card with a written topic (Leadership, Assertiveness, or Communication) and one of six questions:

### a. **Leadership**

- i. Why have a leader in a group?
- ii. What qualities does a good leader have?

### b. **Communication**

- i. What helps with communication?
- ii. What makes communication difficult?

### c. **Assertiveness**

- i. In what situations is assertiveness useful?
- ii. How to be assertive? What can you say to sound assertive?





# Leadership, Assertiveness and Communication

Groups have 10 minutes to record their conclusions in the form of a mind map. After the time is up, the facilitators invite the groups to present their discussion results, discussing the individual keywords and answers to the questions.

The facilitators moderate the discussion of the results of each group's work, supplementing their answers with the definitions and reflections from the previous exercises.

## Sample questions for trainers during the discussion:

**Leadership:** Ask them how the people in both roles felt during the Shapes exercise. What helped them achieve their goal, what bothered them?

**Definition:** Leadership as a competency is the ability to lead a team, build trust, and inspire employees. Leadership competencies include both soft skills - empathy and emotional intelligence - as well as hard skills such as delegating tasks and decision-making.

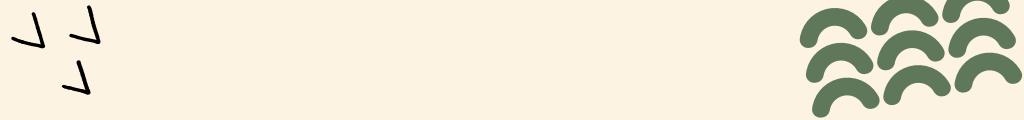
**Communication:** Ask them what communication is. Ask them for examples of communication that helped them during their exercises and those that troubled them.

**Definition:** Communicative competence is an individual's ability to use language appropriately to the recipient and the circumstances surrounding the communication process.

**Assertiveness:** Ask them if anyone has talked to them about assertiveness before - do they think assertiveness is easy or difficult to learn?

**Definition:** Assertiveness is the ability to set your boundaries and respect the boundaries of others. When talking about boundaries, it is sometimes necessary to distinguish between assertiveness, aggression, and being passive.





# Time management

**Workshop objective:** To familiarize participants with methods/techniques of effective self-management with time and the benefits that stem from it.

**Target group:** approx. 30 people aged 14-19

**Number of people leading the workshop:** 1-2

**Time required:** 45 minutes

**Materials needed:** Materials for activities (given in the **printable materials**), board/flipchart, markers, sticky notes, optionally a laptop for presentation

## Introduction to the topic | 3 minutes

"The uniqueness of time lies in its uniqueness and irreversibility, as it is a limited resource over which man has no control. Time cannot be replaced, stopped, reversed, bought, or multiplied. Therefore, it is important to manage it well, to do what we enjoy and find important. We must manage it skillfully, so that one day we do not find that we have wasted our time, and our life."

(Stońska Joanna; Zarządzanie sobą w czasie i jego znaczenie dla osiągania celów zawodowych i osobistych. Debiuty Naukowe Studentów Wyższej Szkoły Bankowej, 2019)



printable materials

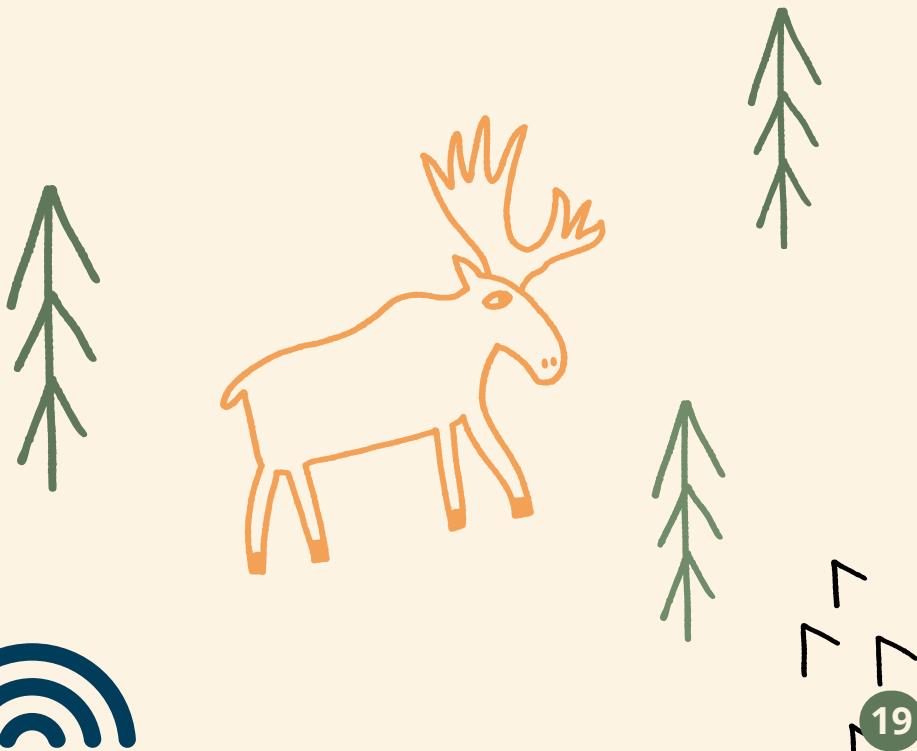




# Time management

## Analyzing your day | 10 minutes

Each participant receives a daily schedule using a 24-hour clock template. Based on this, they define their typical day by marking areas (e.g., sleep, morning, school, extracurricular activities, entertainment, etc.). It's important for the facilitator to guide participants during the exercise so that the students understand that this chart doesn't have to apply to every day and is merely a simplified diagram. It's worth noting that weekends or vacation days may look completely different, and that's fine, but we want to develop a diagram of the most common school day.





# Time management

## Demonstrating the benefits of effective time management | 5 minutes

The facilitator asks a question about what time management gives us and writes down the participants' answers on half of the board/flipchart. If the number of responses is small, he/she/they/\_ adds a few suggestions.

Examples of benefits:

Efficiency

Good habits

Discipline

Self-awareness

Setting priorities

## Outlining obstacles to effective time management | 5 minutes

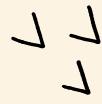
This time, the facilitator asks a question about obstacles to effective time management and writes down the answers on the other half of the board/flipchart.

### Examples of obstacles:

- lack of regularity
- lack of self-control
- irregular work schedule
- lack of motivation, procrastination
- difficulty in setting priorities
- tasks that are too far into the future

The facilitator begins a short brainstorming session by asking how these obstacles can be overcomed.





# Time management

## Time Management Techniques | 15 minutes

The instructor divides the class into groups of 3-5 people and then gives each group a card with one time management technique of their choice (Pomodoro, 60:40, Golden Hour, 1+3, Pareto Principle). Each group attempts to plan, for example, a day or a month using the technique they've drawn. After the group has finished, they present their work.

Then, with encouragement from the facilitator, participants can share their opinions by answering the following questions: **Which technique do you find most effective? Which one would you most like to use for daily planning?**

## Reflection | 10 minutes

Each student writes on a sticky note what their impressions of the workshop were and what they found most valuable. The notes are then placed on the board, and the facilitator discusses them in groups and summarizes the workshop.





# Personal brand

## **Workshop objectives:**

- 1) Familiarizing participants with the concepts of “personal brand”; “industry”; “self-promotion”;
- 2) Explaining in what circumstances and why it is worth building and developing your own personal brand; with examples.

**Target group:** approx. 30 people aged 14-19

**Number of people leading the workshop:** 1-2

**Time required:** 90 minutes

(it is worth remembering to include a break, especially during a longer workshop)

**Materials needed:** sticky notes, markers, A4 paper sheets, paper tape, pens, stuffed animal or stress ball

## **Preparation:**

Printing the materials and preparing sticky notes with key concepts written on them



[printable materials](#)





# Personal brand

## Icebreaker | 10 minutes

The facilitator(s) introduce themselves and give the participants a stuffed animal or an anti-stress ball. Their task is to answer the questions "What is your name?" and "What did you have for breakfast today?" and throw the item to the next person.

At the end, the leader says the word "Tornado" and the students are asked to get up from their desks and move to another place to work with someone other than their deskmate (it is worth mentioning this rule at the very beginning of the workshop). It can be mentioned that personal brand is primarily about interacting with different people, not just friends.

## Brainstorming | 15 minutes

Collaboratively explore the question "**What is a personal brand?**". The facilitator guides the discussion so that participants create a group definition that everyone agrees on. They then compare it to the one provided below:

"A personal brand is how others see us. It's an image created by a given person. A personal brand is intended to ensure that someone is perceived favorably by those involved in their career, such as employers and potential clients.

Definition source: [businessinsider.com.pl/prawo/podatki/czym-jest-marka-osobista/hvs8s2p](https://businessinsider.com.pl/prawo/podatki/czym-jest-marka-osobista/hvs8s2p)





# Personal brand

## Citing key aspects of a personal brand | 10 minutes

The facilitator places sticky notes with written concepts on a flipchart or whiteboard and analyzes them with participants through discussion. The facilitator explains the concepts, asks if they are understood, and asks what role they play in creating a personal brand:

1. **Passions and interests** -key to a person's identity; defining them helps establish relationships with others and become aware of what topics are considered important.
2. **Authenticity** - being truly yourself, which ensures that you are surrounded by people who want the best for you and respect you.
3. **Courage** - if you want to present yourself well, you often have to take the initiative and show the strength to "step out of line", but this makes others perceive you positively.
4. **Charisma** - the ability to "attract" others to oneself, which encourages the initiation of potential partnerships and cooperation.
5. **Goal** - in other words, a goal is a **state of affairs that you want to strive for**; by setting a goal when planning your personal brand (e.g. reaching the largest possible audience or sharing your knowledge and experience with others), you can choose the actions you would like to take accordingly.

\*After presenting the concepts, participants are invited to rank them, focusing on those they consider most important.





# Personal brand

## Discussion: Social Media in building your personal brand | 10 minutes

1. In the current era of the internet, it is worth emphasizing the conscious publication/sharing of content
  - i. mentioning the concept of **digital footprint**, which asks the question “How would we like to be perceived by the employer?”
2. Introducing the **LinkedIn** platform to students - explaining its purpose, use, and possibilities
  - i. comparing LinkedIn to an online CV or portfolio, or even to a “business Facebook” (it is possible to generate a CV based on a profile, so it is worth mentioning this function)
  - ii. citing the concepts of “**contacts**”, “**networking**”, “**industry**”

## Break | 5-15 minutes

## Creating Personal Brands | 20 minutes

Students are divided into groups of 3-5 people and will draw an archetype of a person for whom they will then be tasked with creating a personal brand (by completing the template included in the **printable materials**) by answering the following questions:

- What is this person's mission, their brand's? What is their passion?
- What makes a person stand out?
- What content can they publish on social media to promote themselves? Through which channels – Instagram, TikTok, YouTube, their own website/blog?





# Personal brand

## Presentation | 15 minutes

After preparing the personal brand “templates”, each group has one minute (the leader can measure the time with a stopwatch or timer) to present the results of their teamwork.

## Reflection and feedback | 10 minutes

The facilitator summarises the workshop, encouraging participants to share their opinions about it and thanks them for their participation.





# Designing a development path

**Workshop objective:** Developing awareness of one's own goals and needs and using this knowledge in designing a development path.

## **Specific objectives:**

- Increased self-confidence in making decisions related to self-development
- Better understanding of your goals
- Ability to manage stress and pressure
- Acquiring knowledge about educational and professional development opportunities

**Target group:** approx. 30 people aged 14-19

**Number of people leading the workshop:** 1-2

**Time required:** 45 minutes

**Materials needed:** Something to throw, such as a small ball, sheets of paper



[printable materials](#)





# Designing a development path

## Icebreaker | 10 minutes

- Students line up in a circle.
- The person leading the exercise explains the rules:
  - The aim of the task is to list as many associations related to development and career as possible.
  - The person who receives the item quickly says the association and passes it on to the next person.
  - The trainer passes the ball or other safe object to the first person to throw and leaves the circle.
- When associations are told out loud, the leader writes them down on the board.
- The exercise continues until the leading person decides he/she/they/\_ has heard enough.
- **Summary:** After completing the exercise, the facilitator should reflect on the associations made by the participants. It is worth noting that development can concern various areas of life (e.g., personal and professional development / social and intellectual development).

## Designing a development path | 25 minutes

- At the beginning, the facilitator presents the group with a so-called “case study” (contained in a QR code) to provide an example of a person and their multi-area development.





# Designing a development path

- Next, an individual exercise: the facilitator distributes cards to each participant with a printed graphic (included in the QR code at the beginning of the scenario). The facilitator instructs participants to begin answering the questions "from the bottom" (at the beginning of the path). Students write their answers in the question spaces. It's helpful to observe participants throughout this process and support those who may be struggling to answer the questions.

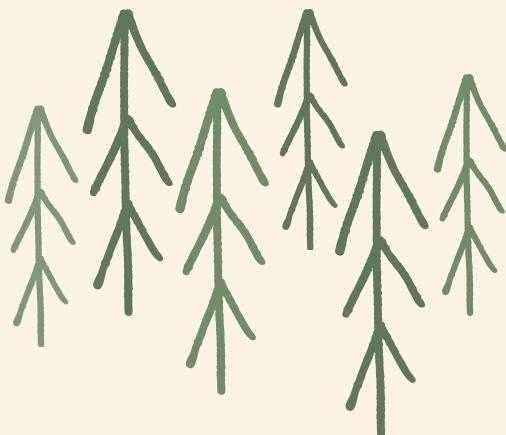
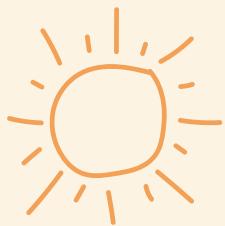
The questions are:

- What are you striving for?
- What is your dream? Who do you want to be?
- What steps do you need to take to get there?  
What do you need?
- Where are you? Who are you? What are you doing?
- How did you get here?
- Who were you?

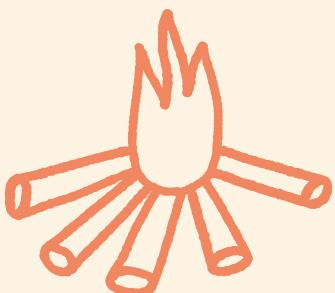
## Reflection and feedback round | 10 minutes

- By passing the ball or other object to the participants, a "reflection process" begins, in which each person is asked to share one sentence about their impressions or remembered information from the workshop.





## Educational game





## Educational game

The educational game **IKIGRAJ** is a tool that allows participants to discover their **ikigai** - a place where their passions, skills, world's needs, and income opportunities meet - through a memory-style game and reflection on collected images. The game helps young people better understand themselves and consider their future.

**Ikigai** is a Japanese philosophy that literally means "reason to live." It is a concept that involves on finding harmony and fulfillment by combining what you love, what you are good at, what the world needs, and what you can be rewarded for.

The game is intended for people of **all ages**, it can be played by **2 to 4 people** at a time and lasts (including the introduction and discussion) for **25 up to 45 minutes**.

The game can be used in a variety of activities and discussed in different contexts. Examples of topics that can be addressed include:

- planning a career/educational path,
- personal development, discovering passions, social competences,
- mental health and stress, burnout.





# Educational game

## How to play the game?

- Print out the printable materials before class.
- Divide the group according to the instructions.
- Ask the group if they know the rules of the memory game. If they do, review them or ask someone else to do it for them. If they don't, explain. In both cases, highlight how the game differs from a regular memory game (see instructions).
- Follow the game setup instructions (see instructions), make sure everyone is ready and they understand what they have to do.
- Watch the first phase of the game, and when it ends, congratulate everyone and move on to the second phase.
- Tell participants about Ikigai, adapting the content to the needs and capabilities of the group.
- Distribute the boards and explain the rules for arranging the cards and filling in the spaces on the board. Emphasize that reflection should be individual and that there are no right or wrong answers, especially when interpreting the pictures. Give participants time, and if they encounter any problems, guide them with guiding questions (see the printable materials).
- Ask participants (all or those who are interested) to share their Ikigai. If any issues arise, you can bring them up for discussion as a group. Ask questions like:
  - What is your passion? What does it consist of?
  - What profession do you think combines X and Y?
  - How can you carry out mission Z?





# Educational game

## How to play the game? cont.

- Ask participants to consider whether they have any ideas for combining all four areas into an ikigai. Encourage them to combine at least two. This point is a good place to reflect on whether pursuing ikigai is difficult (yes, it is) and to remind them why it's important. Depending on your needs and opportunities, you can explore the connections between the three areas:
  - If what you love is what you are good at and the world is willing to pay you for it, but it is not really what the world needs, you feel satisfied but at the same time feel useless.
  - If what you love to do is what the world needs and is willing to pay for, but you're not good at it, you'll feel excitement and complacency, but also uncertainty.
  - If what you love to do is something you are good at and something the world needs but doesn't want to pay for, then you will have joy and fulfillment, but not wealth.
  - If what you are good at is something the world needs and is willing to pay for, but you don't truly love doing it, you will feel comfortable but empty.





# Educational game

## How to summarize the game?

- Summarize the lesson. Ask questions:
  - What should you do to pursue your chosen career in the future?
  - How can we find out what we are good at?
  - Where can we discover new passions?

The aim of the debriefing is not only for the participants to leave with reflection on themselves and knowledge about ikigai, but also:

- knew how to implement given areas,
- were able to plan further actions to bring them closer to their goals,
- were aware of where to get the knowledge needed to seek ikigai.

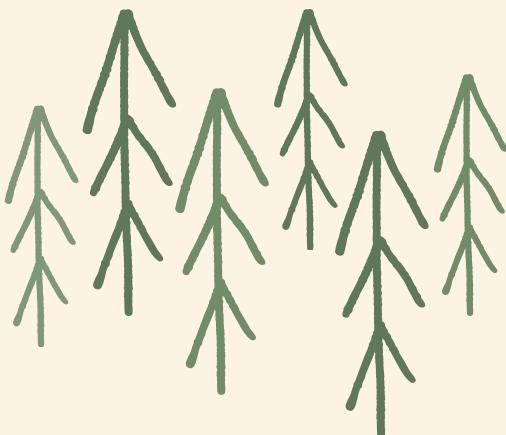
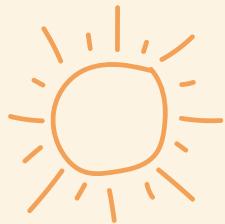
## Printable materials:

We recommend printing playing cards in the setting 2 pages per 1 sheet of paper.

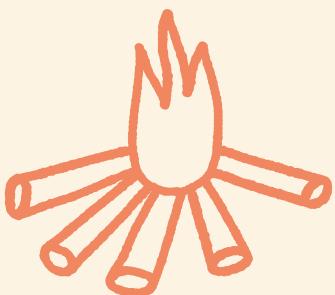


[printable materials](#)





## Creating a CV





# Creating a CV

## What is a CV (Latin: curriculum vitae)?

A CV is a document that outlines your education, skills, experience, and interests. Its purpose is to show employers that you're the **right person** for the job.

## Why create a CV?

You send your CV when you want to get a job, an internship, an apprenticeship, or sometimes even volunteering.

This document allows the employer to:

- check who you are,
- familiarize yourself with your qualifications and competencies,
- find out if you are suitable for the position.

Typically, the next step is an **interview with a recruiter**.

## What should be included in a CV?

The basic elements are:

1. **Personal data:** name, surname, telephone number, email address (the email should look professional, e.g. name.surname@...).
2. **Education:** The school you attend or graduated from. You can also enter any courses and training you have attended.
3. **Experience (if you have any):** this could be your summer job, internship, volunteering or something you did as part of your school or extracurricular activities.





# Creating a CV

## What if I have no experience?

A lack of experience doesn't mean your CV will be empty. There are many ways to showcase your skills and demonstrate that you're a valuable candidate. It's worth taking advantage of any activity that demonstrates your skills and commitment.

Here are a few:

- **volunteering** - not only do you show initiative by getting involved in various events, campaigns and projects, but you also develop many soft skills in practice, such as cooperation and empathy,
- **school or extracurricular projects** - the implementation of projects with others demonstrates teamwork and planning skills,
- **competitions, additional courses and training** - confirm your motivation to develop and the desire to expand your knowledge,
- **activities in organizations** - shows that you are a committed person and have communication skills.



example + CV template





Thank you  
for reading  
our publication!





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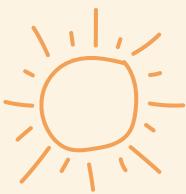
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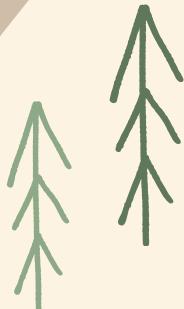


IN MY CAREER ERA

"You know what the greatest tragedy of this world is? People who never discover what they truly want to do or what they're capable of. Sons who become blacksmiths because their fathers were blacksmiths. People who could play the flute brilliantly, but grow old and die without ever seeing a musical instrument, so they become plowmen. People gifted with a talent they'll never know. Or maybe they're not even born at the time they could discover it."

~ Terry Pratchett; Moving Pictures

I'M JUST  
CLEVER



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ŻYCIOWY  
SURVIVAL



semprę  
a frente



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