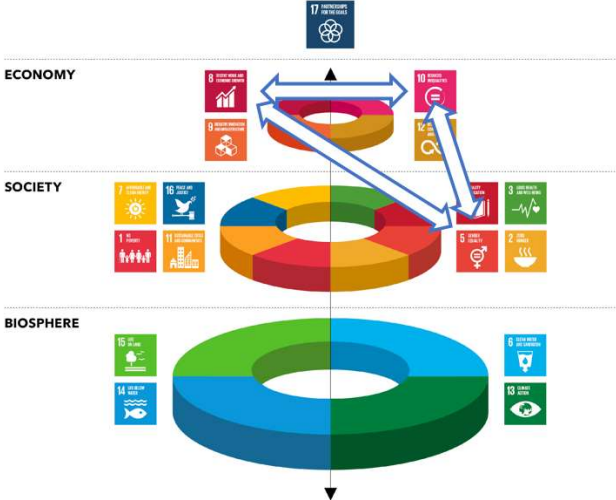


Youth and careers

Subject and disciplines	SDG 8: Decent work and economic growth. SDG 10: Reduced inequalities. SDG 5: Gender equality
Time	1 day (3 hours)
SDGs, primary, secondary	8: Decent work and economic growth. 10: Reduced inequalities. <ul style="list-style-type: none"> ○ 5: Gender equality
Purpose: Students collaborate on a comparative view on SDGs in their local contexts. <ul style="list-style-type: none"> ● They share challenges and solutions. ● They build global skills. ● They contribute to sustainable communities. 	 <p>SDG 8: Decent work and economic growth. SDG 10: Reduced inequalities. SDG 5: Gender equality</p>
Problem statement for the SDGs	If you are young, your age can have an unfair influence on your employability and work conditions Central concept is adultism. We look at the implications of this concept, particularly in the job market.
Work questions	What does it mean to be a young person in the labour market? Which are the main inequalities and what can the students and the school do to take part in the change? Young women, victims of double discrimination?
Working methods and data material	The activities can be developed in a single day. Prior to that day a short explanation to the SDG involved in the training module should be given. Problem Based Learning Methodology in group work each group:

	<p>1. Problematizes to raise the analysis</p> <p>2. Gets informed/ plays/ investigates/ proposes (call to action) <i>formal ways to shed light on the problem.</i></p> <p>More support from the teacher is needed.</p> <p>The class should be divided in small mixed working groups from both countries (about 4 students max if digital meeting) and all students will be together (big group) for general activities (ice breakers, game, and product presentations).</p>
Collaborative learning and mediated meetings	<p>Sharing of information and presentations for webinars, comparison of problems and solutions. Sharing process and output through icebreakers, games, and the final products.</p>
Outputs and community	<p>Students are free to propose their own creative output to share the information about the key concept. We offer them some choices, but they are also free to create something different starting from their own talents.</p> <p>The products should be realistic and suitable to the module length.</p> <p>Some examples could be:</p> <p>Tik-tok videos. PowerPoint presentations. Summary document with recommendations for action. Infographics. Digital poster with statements. Etc.</p>
Shared materials and resources	<p>https://en.wikipedia.org/wiki/Adulthood https://www.nuafc.org/articles/pdf/understanding_adulthood.pdf https://www.safeatschool.ca/professional-learning/youth-empowerment/youth-empowerment-for-character-development/why-talk-about-power/adulthood-and-adult-privilege https://media.iese.edu/research/pdfs/WP-1100-E.pdf http://adulthoodinjustice.weebly.com/effects-of-adulthood.html https://onlinelibrary.wiley.com/doi/full/10.1111/chso.12526</p>