EAIE

Esports as Accelerator for Social Inclusive Education

LESSON

CAREER PATH EXPLORER

AUTHOR

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CAREER PATH EXPLORER

Career Path Explorer is a role-playing activity that helps learners connect their current technical studies with realistic digital careers. Students rotate through professional scenarios, identify skill gaps and build an individual next-step plan based on evidence from their own learning.

Subject and level

Final-year or employment-focused VET learners preparing for work placements, further training or entry-level roles in software development, cybersecurity, DevOps and IT support.

Connection to curriculum

The activity supports employability, career planning, self-assessment, CV development and professional communication. It also helps learners recognise transferable technical and soft skills developed across other modules.

Didactic and pedagogic considerations

Role rotation broadens awareness beyond a single preferred job title, while reflection cards make strengths and development needs explicit. The teacher facilitates rather than directs career choices, encouraging learners to justify decisions using interests, evidence and skill requirements.

Time estimate

2 hours

CAREER PATH EXPLORER

Group size

20-30 students

Overall introduction to exercise

The classroom is organised into career stations representing several technology roles. At each station students complete a realistic micro-task, review typical skills and record whether the work matched their interests and current strengths.

The final output is an individual career map linking existing evidence to one or two target roles and identifying practical next actions. The game therefore turns career guidance into an active exploration rather than a lecture about job titles.

CAREER PATH EXPLORER

Exercise as presented to the students

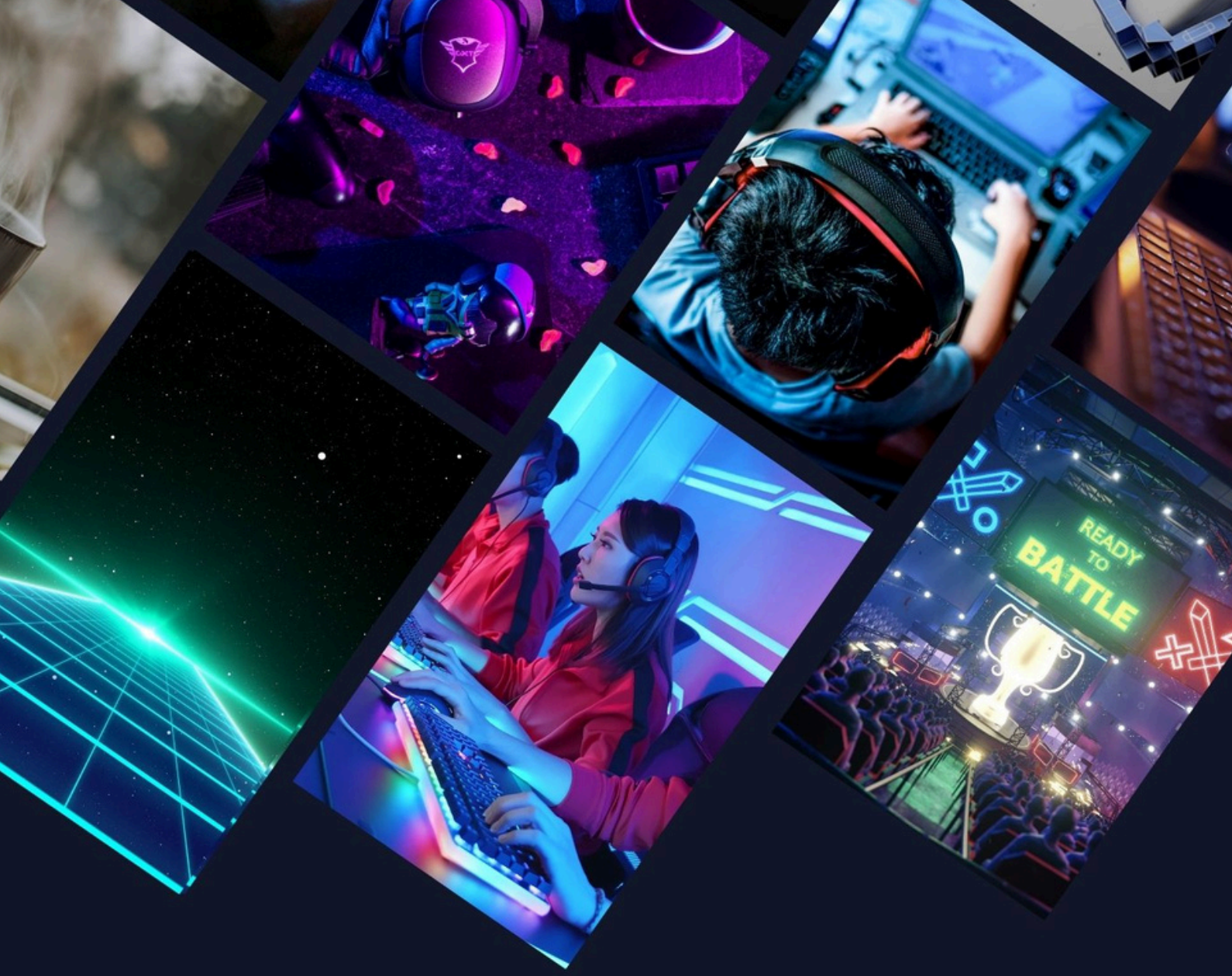
The classroom was rearranged into four career stations: Web Developer, Cybersecurity Specialist, DevOps Engineer and IT Support Technician. Students received a passport sheet on which to record a confidence score, one enjoyable task and one missing skill at every station.

At the development station, learners interpreted a small feature request and identified the technologies needed. At cybersecurity they prioritised responses to a simple incident scenario. The DevOps station asked them to order pipeline stages, while IT support required a concise response to a user problem and an escalation decision.

After rotating through all stations, students received role cards describing typical responsibilities, entry-level skills and examples of portfolio evidence. They compared these with work completed during the EASIE Learning Designs and marked evidence they could already show, such as a Git repository, automated tests or teamwork experience.

The teacher then facilitated short peer interviews in pairs. Each learner explained which role currently appealed most, one strength that supported it and one development goal. Their partner was required to ask for evidence rather than simply agree, encouraging realistic self-assessment and clearer professional language.

The exercise ended with an individual 90-day career map containing one target role, two skills to strengthen and one concrete action such as completing a portfolio project or improving a CV example. Students left with a personalised next step while recognising that communication, adaptability and teamwork transfer across almost every technical career.



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