



A2 Perspectives Challenge

Paths leading to your (dream) job

Student manual



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All Challenges of level A2 are also available in a printed version in German. You can find them at www.jugendstaerken.at (Jugend stärken, volume 1 - 4).



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Empowering Youth with the Youth Start Entrepreneurial Challenges Programme

CORE ENTREPRENEURIAL EDUCATION

| | |
|--|--|
|  IDEA CHALLENGE I can develop an idea. |  HERO CHALLENGE I can learn from role models. |
|  MY PERSONAL CHALLENGE I can solve personal challenges. |  LEMONADE STAND CHALLENGE I can sell things. |
|  REAL MARKET CHALLENGE I can develop a business plan for the market. |  START YOUR PROJECT CHALLENGE I can plan and implement my project with a team. |

ENTREPRENEURIAL CULTURE

| | | |
|--|---|--|
|  EMPATHY CHALLENGE I can empathise with myself and with others. |  STORYTELLING CHALLENGE I can tell stories. |  BUDDY CHALLENGE I can support others in achieving their goals. |
|  PERSPECTIVES CHALLENGE I can understand I am part of my environment. |  TRASH VALUE CHALLENGE I can create something valuable out of garbage. |  OPEN DOOR CHALLENGE I can network with others. |
|  EXTREME CHALLENGE I can set and achieve difficult goals. |  BE A YES CHALLENGE I can say "yes" to myself and those around me. |  EXPERT CHALLENGE I can apply learning and communication techniques. |

ENTREPRENEURIAL CIVIC EDUCATION

| | | |
|--|--|--|
|  MY COMMUNITY CHALLENGE I can do things for the community where I live. |  VOLUNTEER CHALLENGE I can engage in community service. |  DEBATE CHALLENGE I can develop and debate my opinion. |
|--|--|--|

The Youth Start Entrepreneurial Challenges Programme is based on the TRIO Model, which is a holistic definition of entrepreneurship that encompasses three areas:

- CORE ENTREPRENEURIAL EDUCATION** – Supports entrepreneurial qualification in a narrow sense: developing own ideas and implementing them creatively and in a well-structured way.
- ENTREPRENEURIAL CULTURE** – Personal development: self-initiative, self-confidence, teamwork, empowering oneself and others.
- ENTREPRENEURIAL CIVIC EDUCATION** – Enhancing social competences as citizens: assuming responsibility for oneself, others and the environment.

"Empowering Youth" is a holistic learning programme for lower secondary school students and promotes personal initiatives and entrepreneurial spirit. It is part of the "Youth Start Entrepreneurial Challenges" programme. All competence levels (A1 = primary level, A2 = lower secondary level, B1+B2 = upper secondary level) can be downloaded at www.youthstart.eu in English, German and other languages. The "Mind & Body" section provides short video clips with physical "activate & concentrate" exercises and the "Youth Start mindfulness programme".



Preface

Empowering Youth ...

... refers to the title, the goal and the content of a practice-oriented, holistic learning programme which was developed for **lower secondary school students**. Bigger and smaller “**challenges**” form the key elements of the programme. They function as learning prompts from three key areas that play an important role in empowering young people:

- **entrepreneurial thinking and acting**,
- **personal development** and
- **social commitment**.

Each key area is assigned a different colour to help differentiate between them. A diagram of the entire programme is included on the previous page.

Empowering Youth is part of the “**Youth Start Entrepreneurial Challenges**” Programme which aims to foster personal initiative and the entrepreneurial spirit of young people. It was developed in Austria for both primary and secondary school students, and it has been translated into six languages.



The **A2 Perspectives Challenge** focuses on the different “**Paths leading to your (dream) job**”: Students learn about which jobs fit their strengths and needs and how to plan all steps necessary for being able to work in that profession.

The “Youth Start Entrepreneurial Challenges” Programme supports children in developing their potential.

This was proven by a scientific field study which was carried out from 2015 to 2018 in Austria, Slovenia, Portugal and Luxembourg with about 30,000 children and teenagers.

The research results demonstrate that by working with the programme in lower secondary school, the students’ self-esteem is improved, and teamwork, creativity, and networked and critical thinking are fostered.

The students do not only learn how to communicate empathically and how to treat themselves and others with care and respect; they additionally acquire basic economic qualifications that are vital for their future working life.

We wish everyone working with this programme many inspiring learning experiences!

Eva Jambor and Johannes Lindner, editors

www.youthstart.eu | www.jedeskindstärken.at | www.ifte.at










A2 Perspectives Challenge

Paths leading to your (dream) job

Do you accept the challenge? Then make your way on the path leading to your (dream) job. The **A2 Perspectives Challenge** will help you to find out which vocational fields best match your strengths and needs, how to prepare for an application and how to make decisions. Furthermore, you will learn how to persevere on the path to your (dream) job and what adaptations can be made in case it doesn't work out right away.

Explanatory video: www.youthstartchallenges.eu/A2PerspectivesEN

7 steps to the finish line:

-  **Step 1** - Learning about career paths _____ **6**
-  **Step 2** - Developing a vision _____ **9**
-  **Step 3** - Making your strengths visible _____ **12**
-  **Step 4** - Discovering and exploring different vocational fields _____ **14**
-  **Step 5** - Becoming active yourself _____ **19**
-  **Step 6** - Rethinking your decisions _____ **26**
-  **Step 7** - Thinking things over _____ **29**

Aim

I can understand I am part of my environment and can find my own place in it.





1.1. People talk about their path to their job

There's more than one way to reach your goals – that also applies to your (dream) job.
But which steps can you take to get closer to your goal?



Find out what people do so that they can work in their (dream) job. Work in pairs. Each one of you reads three stories of young people living in Austria. Highlight the steps the three persons in your stories took and present them to one another.

Lisa (17 years old):

For quite some time I did not know which career to choose. A test showed that, based on my interests and talents, I am technically inclined and find it easy to approach people. I spent my days of practical work experience at an optician. In the end he gave me a good reference which stated that I carry out my tasks carefully and am very skilful. I included the reference in my application documents. I was sure I wanted to learn this profession and searched for suitable companies. I was rather surprised when they asked me about my biological, physical and mathematical skills during the job interviews. So I studied especially hard for these subjects and managed to improve my grades by one degree. I am now in the third year of my training, and I like the work a lot. I also enjoy attending vocational school in Tyrol. My boss has offered that I remain with the company after finishing my training.



Ahmed (20 years old):

After having graduated from a three-year hotel management school, I worked in a restaurant in the serving staff and in the kitchen. I spent one year in France which I especially enjoyed and where I learned a lot. I was also able to improve my knowledge of the French language. It is now easier for me to understand the many French technical terms used in the kitchen. I'm dreaming of opening my own bistro one day. I was able to collect a lot of impressions and ideas during my stay abroad.



Marijana (18 years old):

I finished the first class of higher technical school, but I had soon realised that I would rather work practically first. That is why I applied for jobs in different companies; I think it was over twenty. I received three invitations to a job interview and was allowed to work on a trial basis during the summer holidays in one of the companies. I then got the apprenticeship and am now in my second year of training. I attend evening courses to qualify for the vocational higher education entrance examination, because I have not lost sight of my goal to study at the university of applied sciences one day.





Step 1 - Learning about career paths



Carl (20 years old):

I finished my apprenticeship as a mechatronics engineer. This training was precisely the right choice for me, as it combines mechanical engineering and information technology. When I was at school I was already interested in robotics, and some school colleagues and I took part in a Lego League competition. I am currently working for a small mechanical engineering company, but in a few years, I would like to work internationally. That is why I attend English courses on a regular basis and read English books on exciting new developments. I am glad to have a job that will also be in demand in the future.



Sami (15 years old):

I came to Austria two years ago and am allowed to stay. From day one I was eager to learn German as quickly as possible. Since I am pretty reserved, I am working on approaching people. It is my dream to work in the medical field and help people. In order to achieve that, I also study in my free time. I have already done a first aid course. I still have enough time for my friends, though. I have looked at different secondary schools on open house days. One of them was specifically for social professions. This is the one I would like to visit.



Maria (25 years old):

Since I was a child, I have been interested in natural sciences and IT. My teachers have always encouraged me and told me that girls have very good chances in the field of technology. My training as a network technician was just right for me. Whenever things got difficult, my colleagues were there to help me. I made an effort and kept going, even though it was not always easy. After my school leaving examination, I did a few internships and collaborated on different projects. It was then that a company noticed me. I have been working in a small team for two years now, and I fit in well. It is particularly my creative ideas that are much asked for.



What have these people done to find their own career path? Collect all examples and write them on post-its or small cards. What did the others discover?

Talk about it. What do you find particularly important?



Do you want to get to know even more career paths?

Ask people around you what they would advise their 14-year-old self to do. Maybe this can help you to find the "right" job for you!



1.2. Useful tips for your path to your job



You have learned what people do to get closer to their (dream) job.
Which tips do you find especially helpful? Make a list of the most useful tips:

My Top Tips

- Take a test to help you discover your own talents and interests

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What will you take away from step 1? Write down the answer as a "pointer to finding your job" at the end of the challenge.



2.1. What do you need to have a fulfilling work life?

What do you need to be satisfied and happy in your future work life?
What are you dreaming of? What motivates you? To which jobs does your vision guide you?



In the following you will find eight **needs**. They describe what people need to be satisfied in their job. Think about what you need. Rank your needs according to their importance from 1 to 8, 1 being "very important" and 8 "not especially important".

| | | |
|---|--|---------------------|
| I am independent and can decide and shape a lot myself. | | Autonomy |
| I work in a peaceful environment. | | Peace |
| I work together with people I get on well with. | | Community |
| I have fixed working hours and clear tasks. | | Stability |
| Whenever I have to deal with difficult tasks, I can ask people for their help without fear. | | Support |
| I am given credit for the way I do my work. | | Appreciation |
| I can make the world a better place with my work. | | Influence |
| I don't just do my job for money, but because it makes my life full. | | Meaning |



2.2. What is VALUEable and important to you?



What **values** should guide you through your (work) life? Choose three.

Justice Freedom Beauty
Courage Thrift Honesty Diligence
Tolerance Courtesy Friendship
Responsibility Order Health
Pleasure Humour Family

1. _____
2. _____
3. _____



What do the words you chose mean to you? Talk about it.



What do you want of your future job? Tick the five greatest expectations you have.

Expectations of a job

varied tasks

renowned company

can move up and develop further

can balance work and family

flexible scheduling of working hours

job respected among friends

workplace in the near vicinity

can use strengths

well paid

additional incentives (company mobile phone, free meals, computer, ...)

enough free time

new and exciting challenges

can pursue a target

can make a positive contribution to the world

What is most important to me.

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐

☐



1st application module: Summarise the **needs**, **values** and **expectations** that are most important to you in one sentence.





2.3. The 50 million euro question – your vision



Imagine you had 50 million euro at your disposal. How would you spend your time meaningfully if you didn't have to worry about making a living (food and pleasures)? Dream big! There is only one condition: The money is not for buying luxury goods, but to make your vision come true.



Draw or write down your vision. Write all suitable jobs that you and your classmates can think of into the thought bubble.



Introduce your visions to each other.



What will you take away from **step 2**? Write down the answer as a "pointer to finding your job" at the end of the challenge.



3.1. Your fingerprint – this is what makes you unique!

In order to be able to show what defines you in an application, it is important that you know your strengths and can talk about them. Which of your strengths make you unique?



What makes you exceptional and distinctive?

Choose a person who knows you well. Ask this person to fill out the following form for you.

I recognise you immediately by: _____

I appreciate that about you: _____

You are really good at: _____

This is particularly easy for you: _____

These are the achievements you have made: _____

This animal/object/sign is a fitting symbol for you: _____

This job/activity would suit you: _____

You can use your strengths for: _____



Swap your fingerprint with someone in your class. Write a speech in praise of him or her.

How does it feel when you tell another person about your strengths? How does it feel to hear about the strengths you have? Talk about it.



The **A2 Storytelling Challenge** will teach you how to write your own story of success
(download for free at http://www.youthstart.eu/en/challenges/creative_stories/)



2nd application module: Summarise in one sentence what, in the eyes of other people, makes you unique.



Others say about me that _____



Which other strengths make you the unique person that you are? Ask your teacher for the template to create your own strengths map.



3.2. Document your strengths!



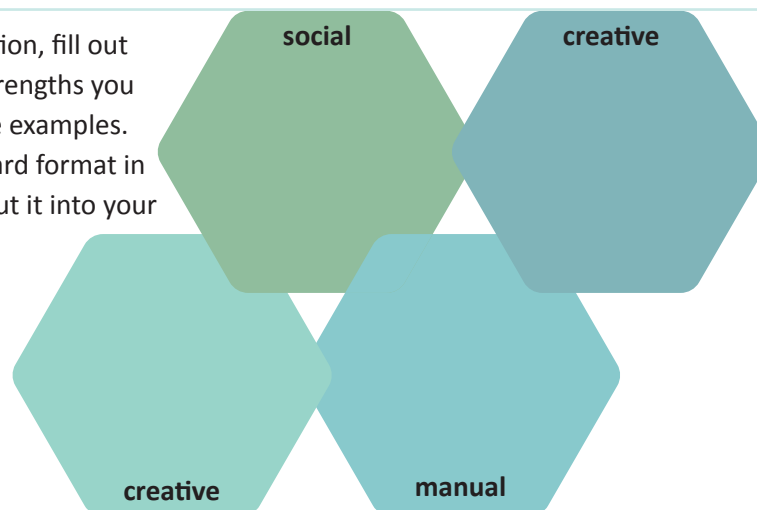
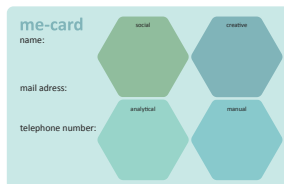
Are you more of a creative, analytic, social or manual work type or do you have a little bit of everything? The "1-2-3-4 game" will help you identify your strengths. The game manual is in the teacher guide. Write down the sentences that best describe your type:



Present yourself and your strengths in front of your class: I can do ... well / I am ...
Your classmates may ask you when you last used each of your strengths.



Once you have finished your presentation, fill out the "me card". Write down only the strengths you really use and for which you could give examples. There is a copy template in business card format in the teacher guide. That way you can put it into your wallet or purse and will always have your strengths at hand.



Create your own strength symbol (avatar, beast, sign, ...) and use it as a wallpaper for your mobile phone. Fill out the strengths form "Feel your inner beast" in the teacher guide.



Take a strengths test at www.viacharacter.org ("Take the free survey") or complete the **A2 Be A YES Challenge** at http://www.youthstart.eu/en/challenges/a_path_in_flourishing/ to discover even more strengths.



For an application it is important to make your strengths visible to others. The following texts, pictures or photos will spark interest and provide topics for conversation during the job interview:

- photos of well-designed workpieces, trophies or home-made dishes
- photos of a nicely decorated table or room
- drawings or descriptions of creative ideas (e.g. using the *Design Thinking Method*) ...



What will you take away from **step 3**? Write down the answer as a "pointer to finding your job" at the end of the challenge.



4.1. Which jobs will you discover?

Which apprenticeships are there? Which kind of jobs match your strengths and interests? Find out and gain a clearer view of your job opportunities. Take first decisions regarding your career path.



With your vision you have already developed a big idea.
Can you find suitable activities you would like to carry out
in the following picture? Draw a circle around three people.



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Perform a statue theatre to introduce the people you chose and bring them to life. Take the position like a statue of a person from the picture. Whoever is tapped starts to move. If you want to, you can make a noise or say something. The others have to guess which profession you represent.



How will these professions change in the future? Will they even still exist? Which new jobs might have developed? Which of the new jobs fit you?
Mentally beam yourself to the future and talk to others about your "vocational fields of the future".



4.2. Which jobs do you find interesting?

Your strengths and interests can lead you to other suitable jobs you might not have thought of yet. The career information centres (BIZ) can provide you with a list of job proposals online or offline.



A **career aptitude test** (e.g. <https://www.careerfitter.com>, <https://www.careerexplorer.com> or <https://www.123test.com/career-test/>) does not take long and will show you, which jobs might suit you. Choose two interesting jobs from the given proposals and one job you do not yet know a lot about and which, at the first glance, does not appeal to you. Write them down.



Thorough research will help you find out which jobs really suit you, which requirements you must fulfil and which skills you will have to acquire. Research all three jobs you wrote down and fill out the mind map.



Use the mind map as a handout for your presentation of a job in front of the class. Make sure to use typical key terms for this field. You can include some *fun facts*.



The research sheet on **digital jobs** will help you find out even more about exciting IT jobs. There is a copy template in the teacher guide.





4.3. Matching – Which job suits you?



Choose 1 to 3 jobs that might interest you. Write into the left column what you need to know for the job and which of your strengths and skills match this job's requirements. That's how "matches" are created between you and existing jobs.



Take another good look at your vision and your fingerprint. Is it difficult to find a match? Think about how you can acquire the skills you are missing.

| | That is what I need for this job: | I bring these strengths & skills with me: | This is how I can acquire what I am still missing: |
|-------|--------------------------------------|--|--|
| Job 1 | | | |
| Job 2 | | | |
| Job 3 | | | |



If you could not yet create any matches, do an online career test:

e.g. on <https://www.careerfitter.com>, <https://www.careerexplorer.com> or <https://www.123test.com/career-test/>



Use "Mara's Matching" to learn about what you will have to take into consideration in order to create matches between your interests and a job. Ask your teacher.

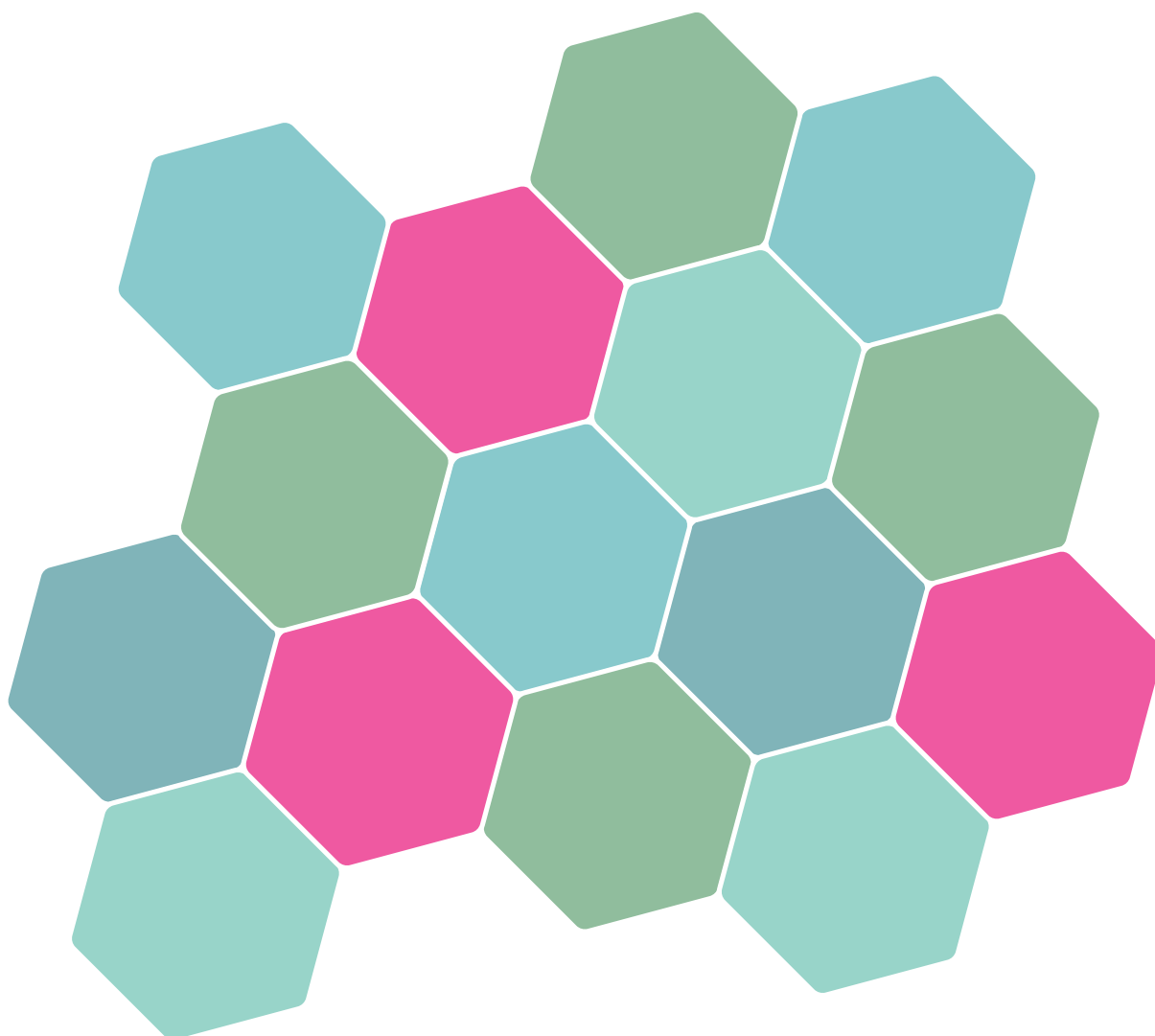


4.4. Your job mosaic

You have heard different career stories; you have dealt with your strengths and found a lot of information on different jobs. Like in a mosaic, these small parts form an ever larger and clearer picture that suits you.



Write or draw all useful information into the mosaic stones: your strengths, skills, interests, expectations, interesting activities, vocational fields and educational paths, information on interesting companies, persons who can help you, useful websites, important contacts, your goals and values, next steps, ...



Are there any free spaces? Talk to different persons about the subject of "jobs". That way your vision of a suitable job will become clearer and clearer. Complement the information.

You have already filled all the stones? Draw further stones and add what you are missing. Each piece you add will make the path to a suitable job clearer.



4.5. First decisions ...



Take your first decisions, using the mosaic:

? apprenticeship or secondary school

? apprenticeship X or Y

? academic secondary school or vocational school

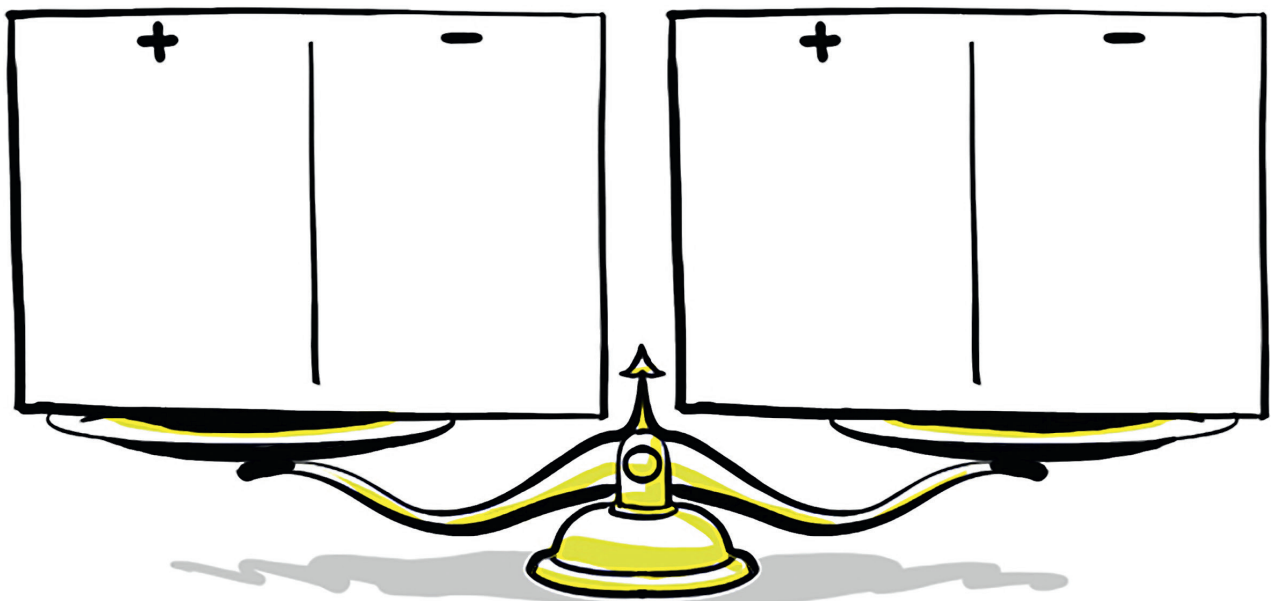
? Specialist field X or Y



A pro and cons list will help you weighing things up: Write one option in the left scale (e.g. apprenticeship) and another in the right scale (e.g. vocational school). What are the positive things about them? What is negative?

Option 1: _____

Option 2: _____



Where does the positive outweigh the negative? Does this help you make a decision? If not, then try to find further arguments by talking to people you trust. Add them to the scales.



You still can't make up your mind? Visit the decision workshop! Ask your teacher.



Sometimes it can help to free your mind and go with your gut feeling. Maybe a long walk or a workout can help you see things clearer.

I choose _____ ,

because _____ .



What will you take away from **step 4**? Write down the answer as a "pointer to finding your job" at the end of the challenge.



5.1. Gather experiences and document them!

Now it is time to become active yourself and to start with your applications. What experiences do you bring with you? What is there to consider when writing an application letter? Which "flops" should you avoid in any case? Train for your job application and be well prepared!



How can you show in your application that you are truly interested? By talking about experiences you have had that have to do with your dream job. Which experiences have you had so far? Talk about it.



Are you involved in volunteer activities in your spare time? Not yet? In the **A2 Volunteer Challenge** you will learn how volunteer activities will help you gain important experiences for your future career. The challenge is available for download at http://www.youthstart.eu/en/challenges/doing_good_feels_good/.



Prepare yourself for your job application with a personal story. Choose one of the following tasks:

- Describe your special commitment in everyday life or at school.
- Describe your hobby and talk about how you use your strengths.
- Take a photo showing yourself in action in your spare time (sports club, voluntary work, project, ...) and describe what it is you are doing.
- Describe the most interesting experience you made during your days or weeks of practical work experience.



3rd application module: Summarise the core messages of your description. What inspires you? What experiences have you already gained that you can use to prepare for your dream job? How did you use your strengths?





Short active breaks give you new energy after you have had to concentrate for a long time. How about trying a rhythm exercise?



Slap your right hand on your thigh ("slap"), then clap your hands ("clap"), snap the fingers of your right hand ("snip") and then your left ("snap"). Then you add the word: CON-CEN-TRA-TION

CON („slap“) — CEN („clap“) — TRA („snip“) — TION („snap“)

You can find this and similar short videos on activate & concentrate at www.youthstart.eu. They are listed under "Mind & Body".



5.2. "Tops" or "Flops" in application letters



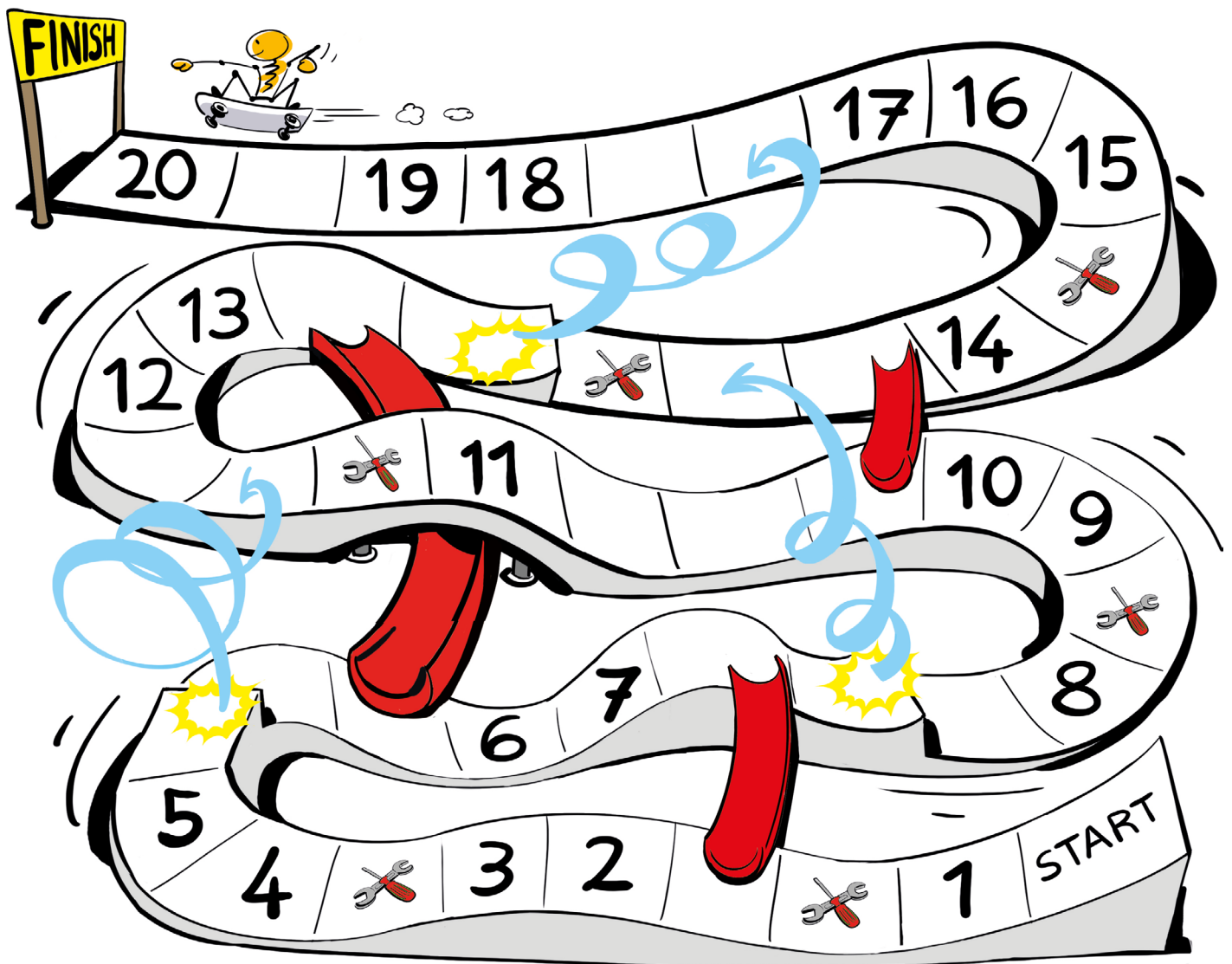
Play the **TOP or FLOP** game and find out which top tips might help you with your application and which flops you should avoid!

You will need: pawns, a die, 1–3 players

That's how it works: The first player rolls the die and moves forward the corresponding number of spaces. Landing on a

- numbered space: read out loud the sentence next to the number shown on the **TOP-or-FLOP-list** and follow the instructions
- space showing a "spiral of success": take a short-cut and jump to the next space
- space with a slide: you slip and fall back a certain number of spaces
- repair-space: talk about how you can "repair" a mistake you made in your application

Who will reach the goal first? A good application and a little bit of luck ...





TOP-or-FLOP-list

1. The auto-correction helped you correct mistakes you would have otherwise overlooked. In addition, you had someone else read through your application. Move three spaces forward.
2. Your application does not fit what is described in the job advertisement. Move back to the last repair space.
3. You have disregarded the style requirements in your application and written one long text without any paragraphs. Move back to the last repair space.
4. You describe yourself as being very social and add as an example that you voluntarily help other children by being their study buddy. Move three spaces forward.
5. You are asked for some details on the company, but you have not researched their website. Move back to the last repair space.
6. The photo on your application letter shows you on holiday or at a party. Move back to the last repair space.
7. You have entered all the details needed for a correct address: Name and title of the contact person, name of the company, postal address. Move three spaces forward.
8. You are in 9th grade but start to look for an apprenticeship as late as in May. Move back to "Start".
9. You had different people read through your application documents and asked them for feedback. Move three spaces forward.
10. You prepared numerous applications and adapted each of them to the chosen companies. Move three spaces forward.
11. You backed up each of your strengths with an example (e.g. resilience with endurance sport). Move three spaces forward.
12. You used the application template from school without adopting it to the company's requirements. Move back to the last repair space.
13. You briefly describe your experience and qualifications that match the post's requirements, giving the readers a quick overview. Move three spaces forward.
14. You misspelled the company's name in the address. Move back to the last repair space.
15. You used font size 12 which is easy to read. Move three spaces forward.
16. You listed "shopping" and "chilling" as your hobbies. Move back to the last repair space.
17. You claimed to be able to speak Spanish although you only went to Ibiza for holiday once. Move back to the last repair space.
18. You laid it on thick when describing yourself. This makes you come across braggy. Move back to the last repair space.
19. You forgot to attach your credentials/school reports and your CV. Move back to the last repair space.
20. Nearly done! If you can name 3 top tips or turn FLOPs into TOPs, you have reached the finish line!



5.3. Write a top-level application



You have already gathered three important modules for your application. Look out for the boxes with the building blocks symbol. Write an application and insert the modules in suitable places.
Try to avoid flop traps!



The **work sheet "First and last"** provides you with suitable sentences to begin and end your application.

your name
your address
your e-mail address
your telephone number

Name of the company you are applying for
complete address

place, date

Write a brief and concise title to describe the subject of your letter, e.g.: Application for ...

Use a polite form of address, e.g.: Dear Madam or Sir! / Dear Ms... or Mr...!

Choose a suitable sentence to begin with from the **"First and last" work sheet**.

Explain why you want to apply for this position, in particular.



Mention how you learned about the vacant apprenticeship. If you have already talked to someone on the phone or in person before preparing your application, then refer to that conversation in your letter. You should also mention if there is anything especially positive you know about the company or if you have had the opportunity to take part in "trial days".

Tell them about the school you attend and when you will finish.

Describe why you are suitable for this position.



Tell them about any experiences that might fit the job.



Choose a catchy closing sentence from the **"First and last" work sheet**.

Sign the letter by hand and type your full name underneath.

List the documents you will send in the attachment, e.g.: Attachments: CV, reports and references



Do you want to adapt your CV and complete it with what you wrote in the application?
Ask your teacher for the "Witty CV: up-to-date and conclusive" worksheet.



You will find online templates for a CV, e.g. here: <https://www.cv-template.com/en>;
<https://www.freesumes.com/free-resume-templates-for-ms-word/>

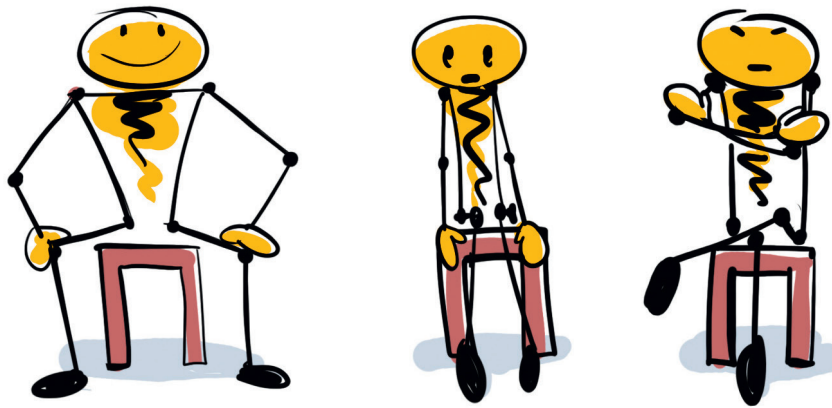


5.4. Scoring with your body language

If you thoroughly prepare for your job interviews, you will feel and come across more confident. The impression counts. Your body language tells others a lot about yourself, sometimes it reveals even more than what you are saying with words. With your posture, the position of your arms and legs, the movements of your hands and your facial expression (the corners of your mouth, your glance, the eyebrows), you signal what you are feeling and how you are doing.



Using adjectives, how would you describe the illustrated persons below? Talk about it.



Present an application situation in small groups and take photos of the applicants' different sitting postures. Also pay attention to the clothes. Create a photo gallery and add short explanatory notes to each of the scenes.



Read the following tips for a job interview and highlight them, following the traffic light system.



Green: That's easy for me.

Yellow: I need a bit more practice for that.

Red: I still find this difficult. I need a lot more practice.

- maintaining eye contact
- answering clearly and comprehensibly in full sentences
- speaking up and speaking clearly
- avoiding long breaks in the conversation or saying if you need to think about a question
- addressing your conversation partner by name
- listening attentively
- not interrupting
- asking whenever you did not understand something
- being prepared for the question "Do you have any more questions?"
- thanking for the conversation and saying goodbye in a friendly manner



Working in teams, design a pictograph for each of the tips. Add them to the photo gallery of the application situations.



5.5. The circus game – Training application situations

In a job interview it is important that you can talk about your strengths that match the job in a self-confident manner. The circus game will help you train in a playful manner how to best present yourself. You are allowed to exaggerate - the main thing is that your strengths are emphasised!



A new circus is founded. All positions must be filled. Think about which task suits you. Which strengths do you bring to the table? Talk to others about your idea.



Draw or write into the tent which position you want to apply for. Add your strengths.



Apply for the job. Why should you of all people be hired? Simulate the job interview in pairs in front of the class. Bring all of your strengths into play that fit the job.



How do you feel? Which strengths were you able to present? What did you make the biggest impression with? Which feedback did you get? Talk about it.



The "application game" will help you prepare for the most common questions asked in a job interview. Afterwards you will be able to assess yourself. Ask your teacher.



5.6. The Team Challenge – Preparing for application assessments

Many companies invite applicants to an assessment or "casting". These computer tests are conducted either online or within the framework of selection days and will demonstrate your knowledge and skills.

The four key competences in the 21st century are the following popular "skills":
Communication and **Collaboration** - i.e. how you communicate and work together with others - as well as **Creativity** and **Critical thinking**.



➡ Test your strengths with the 4 Cs in our Team Challenge.
The game manual is available in the teacher guide.

- Communication
- Collaboration
- Creativity
- Critical Thinking



Communication



Collaboration



Creativity



Critical Thinking



After you have completed the Team Challenge, answer the following questions:

| | |
|--|--|
| How did you demonstrate the four key competences? | |
| With which of the four key competences were you able to score the most points? | |



Our materials on **Learning Holistic Learning** provide many exercises to train these four key competences. You can download them at http://www.youthstart.eu/en/challenges/learning_holistic_learning/.



For German speaking students: Visit the "Playmit" website. There you will find numerous exercises to test and broaden your knowledge on different subjects or vocational fields. Score points with the certificate you obtain if you include it in your next application: www.playmit.com



What will you take away from **step 5**? Write down the answer as a "pointer to finding your job" at the end of the challenge.



6.1. What is the reason? Analyse the problem!

If at first you don't succeed in getting an apprenticeship or into school, ...
Analyse the problem and find the reasons. Ask for support and get new courage while rethinking your decisions. There's more than one way to reach your goal - even though sometimes they might seem like detours!



Why hasn't it worked out - yet - with getting an apprenticeship or getting into school?
Highlight possible reasons in the text.

Emma wants to become an animal keeper. She has researched well what awaits her in this job. Her application portfolio is complete and appealing. However, the only free apprenticeship is in another federal state. She cannot afford to move.

Marko would like to apply for a higher technical college for graphic design. In order to do that, he needs a portfolio with the graphic artwork he created so far. While he looks at examples of successful portfolios, he realises that he lacks creative ideas as well as graphic skill.

Peter has applied for an apprenticeship position as IT merchant. His job interview will take place online via video conferencing. He is sitting, well prepared and appropriately dressed, in a quiet space. Just as the interview begins, the internet connection fails. He will not get the position.

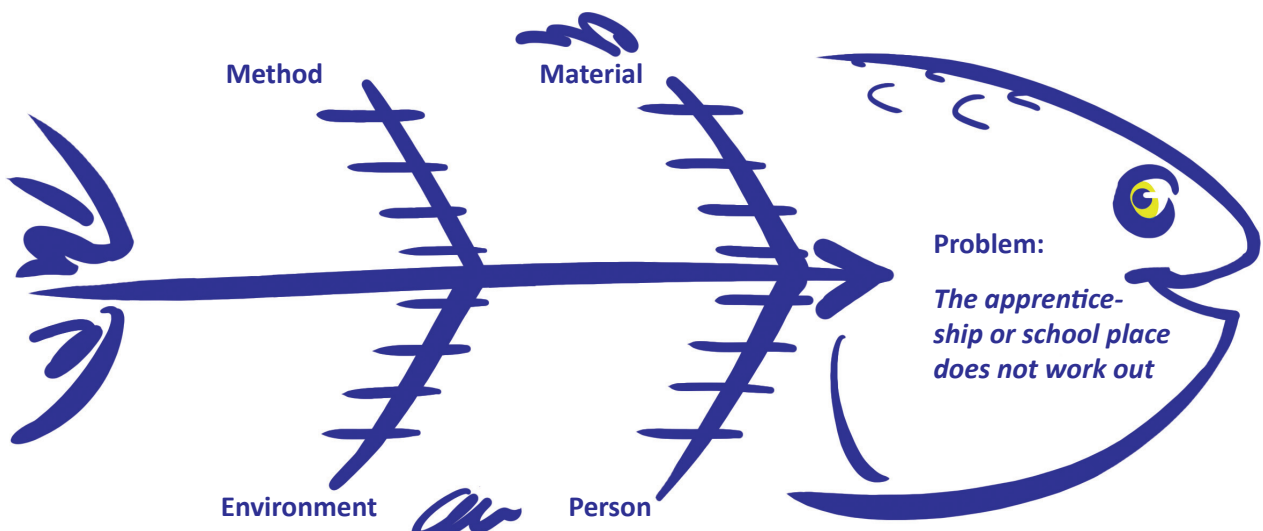
Jana is looking for an apprenticeship place. She has put a lot of thought into her application letter but sent the same document to 20 different companies. Up until now she has not yet heard back from any of them.



Find out the causes for the problems of the four teenagers. It will be easier to solve them then!
It is not always the person ...

Into which area do the reasons fit? Write them as key words into the fishbone diagram. You will find a proposal for a solution in the teacher guide.

- **Method:** Is it because of the application? Have important rules been disregarded?
- **Material:** Is it due to technical causes?
- **Environment:** Is the problem to be found in the environment?
- **Person:** Is it the person? Does he/she not meet the necessary requirements?





6.2. Inspirationaly



Read through the following tips carefully. Highlight those that most appeal to you.

Encouraging tips:

1. Analyse the problem! Change whatever you can influence.
2. Find out which strengths you should further develop on your path to your job and work on them.
3. Keep cool. Don't take a rejection personally and enquire as to the reasons. You can learn from your mistakes.
4. Every application letter and every job interview is another chance to learn more about yourself. Every experience is a learning opportunity.
5. The employer must suit you and you must fit in. You won't feel comfortable if it isn't right for both sides.
6. Use the time before the next application wisely. Deepen your knowledge and train the skills you still need to acquire.
7. There are often transitional stages preceding the transfer to a secondary school. Look for such interim solutions.
8. Don't give up and carry on writing applications (even unsolicited applications. Ask around among your friends and family if they know of any free positions.
9. Inform yourself, in which areas apprentices are wanted. Use such gaps as a chance!
10. Don't lose sight of your goal. Patience and perseverance pay off.
11. Imagine with all your senses what it will be like when you have reached your (dream) job. Write down or paint a picture of your future: How are you going to feel? What will you see, hear, smell, taste and touch? This helps you endure.



Form an "**inspirationary**" with two or three study buddies.

- Which encouraging tips might help Emma, Marko, Peter and Jana?

- How can you encourage others if it does not work out for them the first time?

- How do you encourage yourself? Look for encouraging websites (like www.mutmacherei.net – in German).

Present your results in front of the class and create a **poster of encouragement** that summarises all ideas!



6.3. It didn't work out the first time? What can you learn from it?

Job orientation is a long road. Sometimes you will find yourself in front of a fork where you will have to decide which way to turn. Sometimes you will have to take a detour. Be inquisitive about what opportunities might lie left and right of your path.



What can Emma, Marko, Peter and Jana learn from their experiences? What can they control and what not?

Emma cannot control her environment. It is a fact that there are hardly any apprenticeships for animal keepers. What steps could Emma take to be able to work with animals after all?

How will Marko find the school that best suits him?

What can Peter do to get an apprenticeship in spite of his technical problems?
What could help him not to despair?

What could Jana do to increase her chances in the application process?



In case it does not work out right away, ...

- Analyse the problem with the help of the fishbone diagram (= Ishikawa diagram)*.
What are the causes?
- Can you control them? Use the analysis to solve the problem!

My top encouragers:

- Which decisions will you re-evaluate? What will your next steps be?

Talk to others about it and get yourself support if you need it.



What will you take away from **step 6**? Write down the answer as a "pointer to finding your job" at the end of the challenge.

*You will find a copy template in the teacher guide.



7.1. How well can you do that already?



Carefully read the sentence below and think about how well you can do these things.
Mark the area under the symbol that fits best.

Here is what the four symbols mean:



I can do that in most cases.



I can do that in some cases.



I can rarely do that.



I need a lot more practice for that.

| I can say what I want from a job in order for it to fulfil my life. | | | | |
|---|--|--|--|--|
| I can research the requirements I need to meet for a job. | | | | |
| I have a clear picture of the jobs that interest me. | | | | |
| I know my strengths and skills. | | | | |
| I know which strengths match which jobs. | | | | |
| I can choose a job or an educational path once I have gathered enough information on them. | | | | |
| I take active steps on my path to the job or to a secondary school. | | | | |
| I can obtain information on the company I'm applying for and am prepared for their questions. | | | | |
| I can put together an appealing application letter, while taking into consideration the tips given on the TOP-or-FLOP-list. | | | | |
| I can present myself in a self-confident manner and back up my strengths with examples or documents. | | | | |
| If it does not work out the first time, I can analyse the problem and find out what caused it. | | | | |
| I can rethink my decisions if necessary. | | | | |
| I can pursue my goal confidently and patiently and ask for encouragement or encourage myself on the way. | | | | |



7.2. Pointers to finding your job

You have dealt intensively with potential career paths and now know how to become active yourself, which traps to avoid and what to look out for. You have developed a vision of your future, you know your strengths and have trained to present yourself.

Step 1: Learning about career paths

What has impressed you most about the career paths of other people?
Which top tips help you most?

Step 2: Developing a vision

What do you want from a job in order for it to be VALUEable and satisfy you?
What is important to you in a job?
Where does your vision guide you?

Step 3: Making my strengths visible

What - in the eyes of other people - makes you unique?
Which of your strengths can you show in an application?
How?

Step 4: Discovering and exploring different vocational fields

Which jobs have you taken a closer look at?
Which job suits you?
Which first decisions have you taken?

Step 5: Becoming active yourself

What have you learned from the application trainings?
What were you able to score points with and how did you present yourself well?
Which exercises helped you most?

Step 6: Rethinking my decisions

What can you do if it does not work out immediately?
How and where do you seek encouragement?
What do you decide anew?



Read through your answers every time you have to make a new decision.
These are important pointers on your career path. Talk about it.



7.3. The path to your (dream) job

What lies behind us and what lies before us are tiny matters compared to what lies within us. And when we bring what is within out into the world, miracles happen.

Henry David Thoreau (1817–1862), American writer and philosopher



Think about the quotation and the picture shown below. What do they tell you about the path to your (dream) job? Talk about it.



Let the **Perspectives Challenge** guide you on the path to your (dream) job. You can come back whenever you feel you need support in not losing sight of your goal ... Revert to it when you consult with your parents, teachers, coach or whenever you meet people who support you in choosing your educational path or job.

Sources (all in German):

- A city full of job opportunities (200 jobs based on apprenticeships) - Poster, brochure and game: <https://ibw.at/bibliothek/id/286/>
- Job orientation map of the Vienna chamber of labour (AK Wien): <https://wien.arbeiterkammer.at/service/broschueren/Bildung/Berufsorientierungsmappe.html>
- me-card of the WOMEN mentoring project: <https://www.women.at/de/node/257>
- map of strengths of the Public Employment Service Vienna (AMS) Youth, career information centre (= BerufsInfoZentrum BIZ 12): **Gabriele Oulehla** (gabriele.oulehla@ams.at)
- strengths form "Feel your inner beast": **Barbara Hiess** (barbara.j.hiess@gmail.com)

Further materials and videos:

- Digital teaching and learning materials on educational and job orientation: <https://portal.ibobb.at/>; <https://portal.ibobb.at/unterrichtsthemen/bo-fuer-zuhause/> (in German) <https://phzh.ch/en/Services/IPE/job-orientation/>
- Careers A-Z: <https://www.planitplus.net/JobProfiles?letter=A> www.bic.at (in German and English) www.beruflexikon.at, <http://www.lehrberufsabc.at/startseite.html>, www.digitaleberufe.at (in German)
- teaching material to support students in choosing their career: <https://portal.ibobb.at/unterrichtsthemen/sekundarstufe-i/> <https://careerwise.minnstate.edu/mymncareers/advance-career/your-interests.html> <https://portal.ibobb.at/unterrichtsthemen/sekundarstufe-i/> (in German) <https://aws.arbeiterkammer.at/unterrichtsmaterial> (in German) <https://bo.tsn.at/?q=content/inhaltsangabe-bo-mappe-7-32-stundenbilder> (in German) <https://bo.tsn.at/?q=content/bo-mappe-8-schulstufe> (in German)
- information folder on the Entrepreneur's Skills Certificate (= Unternehmerführerschein): https://www.wko.at/site/ufs_de/downloadbereich/downloads-und-links.html (in German)
- videos showing short interviews about people's career stories: www.whatchado.com (in English & German)
- videos on jobs based on an apprenticeship: www.karrierevideos.at/channel/6-Lehre (in German)
- school & career in the 21st century: <https://www.unicef.org/azerbaijan/media/1541/file/basic%20life%20skills.pdf>

All Challenges of level A2 are also available in a printed version in German.

You can find them at www.jugendstaerken.at (Jugend stärken, volume 1 - 4).



Empowering Youth is a holistic learning programme for lower secondary school students. It is part of the “Youth Start Entrepreneurial Challenges” programme.

All **competence levels (from A1 = primary level to B2 = secondary level II)** can be downloaded for free at www.youthstart.eu in **German, English** and, in some cases, in five other languages.

The “**Mind & Body**” section provides short video clips with physical “activate & concentrate” exercises and the *Youth Start mindfulness programme*.



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The Youth Start Team would love to hear from you: if you want to network with national partners and learn more about their offers or support the implementation of the project please write to office@ifte.at.



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