



A2 Perspectives Challenge

Paths leading to your (dream) job

Teacher Guide



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All Challenges of level A2 are also available in a printed version in German. You can find them at www.jugendstärken.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.
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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".



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 element of the programme. They function as learning prompts in 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 color to help differentiate between them. A diagram of the entire programme is included at the beginning of this document.



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 adolescents’ 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

The students learn about different educational and career paths and develop a vision of their own (dream) job. They learn about which vocational fields fit their strengths and needs and how to make them visible. Numerous games help them train to prepare an application and take decisions, moving forward step by step on the path leading to their (dream) job. They learn how to endure and what they can change if it does not work out right away.

Core competences for the challenge:

I see myself as part of my environment and am able to find my place within.

Explanatory video for this challenge: www.youthstart.eu/A2PerspectivesEN



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The student manual to this challenge is structured as a portfolio that guides the students on their educational and career path. At the same time, it constitutes an important reference document for teachers, parents, coaches or other people supporting the students on this path. The guiding principle for this path is: Give the students time to grow up and mature, to have experiences, even to fail and to gain new courage for a fresh start.



Big idea behind the challenge

The challenge shall guide the students through their individual educational process on their path to choosing a career. The main concerns are: "Learning for life" and becoming aware of their strengths and skills for their career choice.

That way, the challenge helps them acquire career management skills and prepares them for an autonomous and informed choice of their education and job.

The students are strengthened and supported when it comes to

- dealing with their skills, interests and desires,
- researching and assessing information,
- defining and pursuing their own goals,
- building on their strengths when making a choice regarding their educational, training and career path and thus avoiding making wrong decisions as early as in the orientation process,
- taking and, if necessary, rethinking decisions. While going through this process, the students learn about the opportunities and requirements of work and professional life.

Entrepreneurial Competences according to the reference framework

www.youthstart.eu/en/whyitmatters/ (*Competence-oriented learning*)

- I can observe myself and my environment mindfully and act according to the needs I perceive.
- I can observe myself and my environment with confidence and learn from mistakes.
- I can identify and use my learning progress to set new and challenging goals for myself.
- I can name a person whom I consider a role model due to their strengths and skills.
- I can identify my strengths and weaknesses and apply them on the way to my dream job.
- I can learn in the way that is easiest for me.
- I can perceive challenges and problems as opportunities and use opportunities confidently.
- I can set goals for myself and plan the necessary steps to achieve them.
- I can consistently pursue my goals step by step even when it gets tough.
- I can identify what I need to learn to be able to fulfil tasks benefiting myself and the community.

Assessment

The students are motivated to think about their competences throughout the challenge. In step 7 they assess their newly acquired competences by filling out a questionnaire and, with the aid of a picture, reflect on themselves, on their commitment and on the steps they have taken so far on their path towards their job.

In preparation for all work steps:



Hand out the student manual containing the exercises for the individual steps to all students.

The titles of the exercises are labelled "E".



Step 1 - Learning about career paths

E 1.1. People talk about their path to a job

Fictional career stories (from young people living in Austria) show that there are different paths to a job and that these paths may be influenced by changes and upheavals. A career path will not always be set out clearly before you.

The students highlight the actions and activities of the 6 people which led to their career goal, thus receiving valuable tips for their own path.

Depending on the reading skills, the career stories may be prepared individually, in pairs or in teamwork. Attentive listening is trained by mutual narration and reproduction of the stories in partner work.



The **A2 Expert Challenge** provides more exercises to further train "attentive" listening in the chapter "Learning through Empathy". The challenge is structured as a flash card programme and includes numerous holistic learning methods: from learning through motion and with all senses to learning by asking and playing. The challenge "Learn how to learn in a holistic manner. A training programme for the 21st century" can be found at http://www.youthstart.eu/en/challenges/learning_holistic_learning/.

Proposals for a solution:

Lisa: completed a career aptitude test, found a suitable position for her days of practical work experience, received positive feedback, improved her grades in relevant subjects; mobility (vocational school in Tyrol)

Ahmed: finished his apprenticeship, gained work experience in a restaurant (service and kitchen), stay abroad (improved his foreign language skills), fact finding (research and brainstorming) for planned self-employment (own bistro)

Marijana: submitted numerous applications, did work trials, preparatory courses during apprenticeship for vocational school leaving examination, eyes on the prize

Carl: combination of his interests (mechanical engineering and IT), participated in a robotics competition, further language learning (English) in preparation of international activities, choosing a "profession of the future"

Sami: learned German fast, worked on social behaviour, carried on studying in his free time, first aid course, visited open house days of schools for social professions → If the career aspirations point in the direction of becoming a doctor, further medical careers including apprenticeships in that field should also be pointed out to the students. Schools for social professions ensure a well-founded training.

Maria: seized the opportunity for girls in technology, resilience and staying tuned, accepted her colleagues' support, work placements and collaboration in projects (gained work experience), used her strengths (creativity)





On www.watchado.com you can watch "video stories" (in German and English) where people talk about their jobs. A link is provided to each of the presented jobs which forwards you to any job vacancies. The stories help the students learn more about further paths to a career.

Choose people that might be interesting for your class or let the students choose their own from the platform. Let the students summarise some of the biographies in short career stories.

In all videos these three questions are answered:

- 3 tips for your 14-year-old self ...
- What is the coolest thing about your job?
- What did your career path look like?



These questions can also be used by the students to start their own "career path research" among their family and friends.

The **days of practical work experience** will provide another opportunity to collect career stories.

- Let the students formulate suitable questions, using the polite form of address.
- Elaborate together how to kindly ask someone for an interview.
- If required and allowed, the students could film the interviews, using their mobile phones.

Subsequently, the students write down the career stories of their interview partners (by hand or on the computer). Collect the stories on flash cards for the class.



In the **A2 Volunteer Challenge** students learn how to prepare a guideline for an interview, how to interview volunteers on their work and how to film them (download for free at http://www.youthstart.eu/en/challenges/doing_good_feels_good_/).

E 1.2. Useful tips for the path to your job

The students enter all tips they have filtered out of the career stories they find useful into the "top tip list" in their manual.

At the end of step 1 – and of every other step – you will find the following question:

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.

The "pointers to finding your job" (step 7) help the students summarise what impressed them most about the career paths of others and which top tips might help them best. The summaries of steps 1 to 6 are compiled in these "pointers". They form the essence of the experiences and insights the students gain on their path to a job in the course of this challenge.

Step 2 - Developing a vision

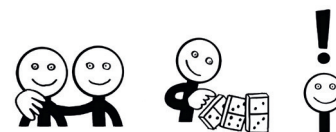
E 2.1. What do you need in order to have a fulfilled work life?

This exercise is suitable for self-reflection. All too often the students will already have a fixed idea of a job they know from friends or family. But do they even suit them? Questions on their needs will help the students think about who they want to become instead of what they want to do.

The students deal with 8 needs and sort them according to their individually perceived importance.



That way they find out what they need in order to be satisfied in their future job. It will help them stay authentic and find the job that matches their needs.



In the **A2 Empathy Challenge** the students can delve deeper into these and other needs. The challenge aims at **"Mutual understanding"**. In order to reach this goal, the students fill a **"Giraffe-Tool-Box"** with tools of non-violent communication according to Marshall B. Rosenberg and learn how to resolve conflicts or how to not even allow them to arise (view at http://www.youthstart.eu/en/challenges/mutual_understanding_giraffe_tool_box/).

E 2.2. What is VALUEable and important to you?

In this exercise students will deal with their personal values. They become aware of what powers drive them in life. They can use this knowledge to define their (vocational) goals.

Values serve as anchors on the path of life and on the career path and give meaning.

Out of the 16 given values, the students choose 3 that guide them through life. That way they become aware of the motives for their actions, and they can set goals that match their values. They will achieve greater satisfaction if their life or career goals match their personal values.

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

Ask the students what exactly they understand by the given values. Let them name and explain further personal values.

The meaning of these values shall be worked out together.

E.g.: Courage: I follow my heart and act in spite of fear. I do what I feel is right, even if this means that disadvantages are to be expected. I overcome my fear ...

→ Definition aids: www.viacharacter.org

The value "respect" was deliberately left out since the term has different connotations in different cultures and worlds. It can, however, be very fruitful to deal with this topic after a thorough preparation.



The **A2 Be A YES Challenge** uses the PERMA-model from the field of positive psychology in search of **"A path in flourishing"** (available for download at http://www.youthstart.eu/en/challenges/a_path_in_flourishing/). This also involves how to find meaningful goals.

A further and in-depth exercise is to let the students write stories about courage, friendship, tolerance, pleasure, humour etc. and collect them in a values portfolio for the class.

In a next step, the students choose which of the 5 given expectations of a job are most important to them.

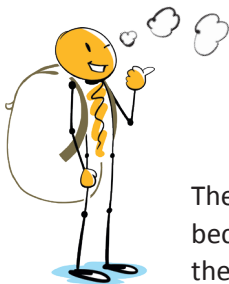


Subsequently, the students summarise the most important **needs**, **values** and **expectations** in a first application module. In the course of the challenge the students will develop 3 such modules which can be inserted in a suitable position in an application letter in step 5.

E 2.3. The 50 million euro question – your vision

By dreaming up their own vision, the students get closer to choosing a suitable vocational field and coming up with an idea for their future job.

This provocative 50 million euro question invites the students on an imaginary journey:



How would you spend your time if you no longer had to work? You would have enough money (50 million euros!) to afford everything that is important to you.

They would not have to think about **WHAT** they would want to spend the money on because they **COULD** afford anything! The focus lies on **HOW** they would spend their time if they had every opportunity for an "ideal life".

The students present their visions to each other.

What matters is that they talk to each other and the teacher about their visions, thus revealing what ideals and individual motives the vision of every student is based on. In joint discussions they learn how to express their values and motives and how to use them for their current career choice and educational path.

Advice regarding the implementation:

After overcoming the usual initial difficulties, the imaginary journey will be fairly liberating and inspiring for the students, seeing that in their visionary imagination their aims in life (based on their current level of knowledge) become visible.

It is crucial that the teacher does not judge the students based on personal (conscious or unconscious) ideals (e.g. "How can you not want to do anything?") but that he/she rather questions the forming ideal vision of their future in a gentle and esteeming way.

This exercise has been taken out of "Lebensperspektiven. Berufsorientierung an Schulen" which was drafted by Gernot Deutschmann and adapted and developed individually by schools.

→ <https://www.ansichtweisen.org/kuenstler/gernot-deutschmann> (in German)

The illustration shows a character with an empty rucksack. In the course of the challenge it is filled with useful tools, which the students will discover step by step and which will guide them to their jobs, and develops into the final closing image "Your path to a (dream) job" (Step 7, Exercise 3).



At the end of step 2 we will again find the question:

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.

The students summarise what they want from a job in order for it to be **VALUEable** and satisfy them, what is important in a job and where their visions lead them.



Step 3 - Making my strengths visible



In numerous challenges the **"Empowering Youth"** programme deals with the students' strengths. That applies especially to the **A2 Be A YES Challenge**, which adapts evidence-based interventions from the field of positive psychology for the use in class (view at http://www.youthstart.eu/en/challenges/a_path_in_flourishing/). It is therefore advisable to go through parts of that challenge with the students before starting with the challenge at hand.



The **A2 Hero Challenge** also encourages students to deal with their strengths, and - following their personal role-models - to learn how to use them. It can be downloaded at http://www.youthstart.eu/en/challenges/learning_from_role_models/.

E 3.1. Your fingerprint – that makes you unique!

What makes a person distinct is as unique as one's fingerprint. In economy we speak of one's USP (= unique selling proposition). If you know your USP, you can distinguish yourself from other applicants in applications and job interviews and attract more attention.

Every person is unique in his or her own way. In order to find out what makes them unique and distinctive, the students ask a trusted person to answer questions about themselves. This external assessment will give them an outside view and help them identify strengths they might not be aware of themselves.



It is recommended to copy the exercise beforehand. The students may then write down the other person's notes they made on the copy into their student manual.



Eulogy

A eulogy is a very powerful and effective intervention from the field of positive psychology to help strengthen one's self-assurance. It is beneficial for those who praise as well as for the person praised.

The students swap their fingerprints with someone from class and give a speech of praise based on the entries in **E 3.1. Your fingerprint – that makes you unique!** They may also add their own experiences and spontaneous thoughts.

Instructions:

- Based on the information given in the "fingerprint", talk about the virtues, skills and strengths of your partner.
- In which situations do their virtues come into their own?
- How do they use their strengths and what can they make of them in the future?



The exercise from the **A2 Storytelling Challenge** (Step 6, E 6.2: Your story of success) is suitable for afterwards: The students write down their own story of success by imagining what someone would say about them in 10, 20 or more years' time if they held a eulogy. View the challenge at http://www.youthstart.eu/en/challenges/creative_stories/.



At the end, the students summarise in one sentence for the application module what makes them unique in the eyes of others. In step 5 this second application module is inserted in a suitable position in the application letter.



Strengths map (copy template)

Following an in-depth analysis of their strengths, the students create a personal map of their strengths. The template in the appendix was developed by the Public Employment Service Vienna (AMS) / Career information centres (BIZ) for working with young people.

The students can ask persons close to them to help with choosing their strengths, some of which they might not be aware of themselves.

Encourage the students to choose from the template the strengths they see in themselves to match the following 5 areas:

- My personal characteristics
- My social skills (for a better coexistence ...)
- My working skills (which I can train ...)
- My abilities (which I can learn ...)
- My physical characteristics

E 3.2. Document your strengths!

What can I do? What am I confident that I can achieve? Which of my skills and interests are relevant for my future job? The students will learn through play how to answer these questions and how to make their strengths visible to others.

1-2-3-4-game (copy template)

This game will help the students decide which of the following 4 types fits them best: social, creative, manual or analytical. Then they summarise the statements from the game that best describe their type and present themselves and their strengths in front of the class. The other students ask when each of the strengths were last used. Only those strengths for which the student was able to give an example of use may be entered into the **me-card**:

e.g.:

I am actively engaged in the Red Cross (social) I have many ideas (creative)
I like to repair broken equipment (manual) I like to solve logic puzzles (analytical)



You will find a **copy template** for the credit-card sized **me-cards** (in the style of the e-card) in the appendix. Provide each of the students with a **me-card**. After they have filled them out, you should laminate them.

The students can use the card to make their strengths visible to themselves and others. If shown during a job interview, it might give prompts for a follow-up discussion. Presenting the strengths in front of fellow students will help them prepare and enable them to talk confidently about their own strengths in a well-founded manner even under pressure in situations such as in a job interview.

Finding out which type they are, the students will either be able to confirm the suitability of their ideas for a future job or they will find that they have to rethink their choice if their strengths do not match their career aspirations.

The 1-2-3-4 game will allow for a first, rough matching to the 4 types. The "SkillCards" that are used by many youth coaches will allow for a finer adjustment.

In the course of this interactive process that will require at least a double period it becomes clear in which professional sector or working area the students' potentials are concentrated. The illustrations to each "skill" can be very helpful when it comes to making the meaning of the different words clearer.

→ SkillCards: <https://www.skillcards.at/skillcards-sets/>



Possible jobs matching the 4 types can be found by following these links:

- <https://www.planitplus.net/JobProfiles?letter=A>
- <https://www.123test.com/career-test/>
- different kinds of self-assessments, e.g. "STEM or SOCIAL?": www.planet-beruf.de/schuelerinnen/meine-talente/interessen-staerken/weitere-beitraege-interessen-staerken/quiz-und-selbstcheck/ (in German)
- creative: www.aubi-plus.at/berufe/thema/kreative-berufe-ausbildungen-fuer-kuenstler-und-kreative-9/ (in German)
- analytical: www.ams.at/bis/bis/Kompetenzen.php?noteid=19 (in German)
- manual: www.aubi-plus.at/berufe/thema/handwerkliche-berufe-20/ (in German)

Feel your inner beast (copy template)

In many cultures, animals are used as a symbol for strengths such as wisdom, power or care. Working with inner beasts helps to create realistic and motivating links for the students. The advantage is that the great diversity that can be found in the animal kingdom makes it easy to playfully integrate aspects such as diversity and multilingualism.

The inner beast is a low-threshold method for working with strengths which is based on psychological knowledge. It allows the students to become aware of their strengths and to use them in their everyday life by being creative, reflecting and transferring.

Creating a personal inner beast makes the strengths tangible and consolidates the knowledge of and confidence in your own strengths. That way it becomes a symbol and companion in the students' lives.

Why not have the students work on visualising their inner beast in arts or IT class and saving them as a picture on their mobile phone? That way they will have a strength symbol to accompany them to their job interviews.

for more on working with beastly strengths: Project "Positivity goes wild ©"
(material and workshops, contact: barbara.j.hiess@gmail.com or via LinkedIn)



Strengths according to positive psychology

In the field of positive psychology, a scientifically substantiated strengths concept was developed which comprises 24 character strengths (Peterson and Seligman, 2004). A scientifically validated test will help the students to identify their biggest strengths. Building on the test results, the students can then fill out the work sheet „Feel your inner beast“.

There are different versions of this test:

- The 2018 version of the VIA institute (non-profit) comprises 120 questions: www.viacharacter.org
- Version with 240 questions run by the University of Zürich: www.charakterstaerken.org (in German)



A short version of the strengths test can be found in the **A2 Be A YES Challenge** at http://www.youthstart.eu/en/challenges/a_path_in_flourishing/. It was taken from the book "Flourish. A Visionary New Understanding of Happiness and Well-being" (Martin Seligman, 2012).

How can students make the strengths they have become aware of after completing the exercises visible in situations such as a job interview? Motivate the students to take photos of well-designed workpieces, prepare work samples or make a sketch or drawing of creative ideas. These will provide an excellent basis to talk about their preferences, interests and strengths during a job interview.



To conclude step 3, the students summarise what makes them unique in the eyes of others and how they can make their strengths visible in a situation such as a job interview and write it down in one of the "pointers to finding a job" (Step 7):

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.

Step 4 - Discovering and exploring different vocational fields

E 4.1. Which jobs have you discovered?

In their vision, the students have developed grand ideas. They look for suitable tasks that match their vision or interests in the picture puzzle. Choose 3 people and bring them to life by performing a statue theatre. The others guess which profession is shown. •



Jobs (based on an apprenticeship) shown in the picture puzzle:

installations and building technician – gas and sanitary technology (formerly: plumber) • civil engineer (bricklayer) • surveying technician • professional motor vehicle driver • roofer • in-house logistics services clerk (formerly: warehouse logistician) • metalworker • metalwork technician – mechanical engineering • technical designer • IT technician • installations and building technology expert – specialising in ecological energy technology (formerly: plumber) • industrial clerk • road servicing specialist • electrical engineer – specialising in plant and industrial engineering • rail track construction technician • craftsman of viniculture and winery • motor vehicle engineer (formerly: mechanic) • fitness coach • retail salesperson – textile trade • clothing designer • freight forwarding clerk • retail salesperson – food trade • cleaning technician • meat seller • joiner • glass building technology engineer (formerly: glazier) • event technology specialist • professional photographer • garden and park design specialist (formerly: landscape gardener) • painter and coating technician • watchmaker and clockmaker – time measurement technician • restaurant specialist (formerly: waiter) • hotel and catering assistant (HCA) • cake and pastry baker • cook • electronic engineer – specialising in communication electronics • masseur/masseuse • chimney sweep • media expert • office assistant • bank clerk • travel agency assistant • book and music retail trader • pest control specialist • dental assistant • hairdresser (stylist) • pedicurist • florist

Not based on an apprenticeship: storekeeper • police officer • parish priest • pop star • dentist

Discuss with the students about how the jobs shown in the picture will change in the future. Which of these will no longer exist? Which jobs are missing in the picture?

Together develop "vocational fields of the future" and encourage the students to find or make up new jobs that match their strengths and interests.

- The picture puzzle was developed by ibw Austria - Research & Development in VET and aims at showing as many jobs based on apprenticeships as possible. You can order a poster at www.ibw.at/bibliothek/id/286. There you will also find further prompts for additional exercises around the picture (in German).

E 4.2. Which jobs do you find interesting?

This exercise wants to make the multitude of career options accessible to the students. A detailed research helps with orientation.



A career aptitude test helps the students find out which jobs might suit them.

- <https://www.careerfitter.com>, <https://www.careerexplorer.com> or <https://www.123test.com/career-test/>
- www.berufsinteressentest.at, www.jopsy.at (in German)

Choose 3 jobs: two of interest and one they know little about. They do detailed research on all 3 and complete a mind map with their search results.



Research sheet on digital jobs (copy template)

Specific research will help the students find detailed information on each of the jobs. This will help them get a clearer picture of the job.

The research sheet serves as a guideline for which questions should be answered by the students' research. It may also be used for other jobs.

Encourage the students to also specifically research professions of the future or understaffed professions.

- job research: www.bic.at (in German and English), www.beruflexikon.at (in German)
- digital jobs: www.digitaleberufe.at (in German)
- environmental jobs: www.aubi-plus.at/berufe/thema/berufe-rund-um-den-umweltschutz-63/ (in German)
- top jobs with prospects: http://bis.ams.or.at/qualibarometer/load_top.php?load=berufe_toptrends (in German)

With the help of their mind maps, the students present their jobs to the class, making sure to use typical key terms for this field.

E 4.3. Matching – Which job suits you?

The students know their needs, they have developed a vision and did research on different jobs. This exercise aims to thoroughly check whether the jobs the students are interested in match their own strengths and skills.

The students choose 1 to 3 interesting jobs on which they have found sufficient information. They enter the requirements needed for these jobs into a table, including notes on which of their strengths and skills match the respective job. That's how "matches" are created between them and their job.

Which competences are they missing on the path to their favoured jobs? Talk about how the students can acquire the skills they are lacking! Write this information into the 3rd box.

Mara's Matching (copy template)

This worksheet can be used to prepare the students for their own matching or as a basis for an in-depth examination of what to consider in order to create a "match" for the chosen job.

The examples from Mara's life shall encourage the students to gather stories from their own everyday life that explain why they are interested in a certain job.

These stories about their preferences, daily routine or commitments are written down in 1 to 2 sentences. The sentences may be used for the application letter.





Proposals for a solution and further links:

The following jobs do not match Mara's interests: dental technician, hairdresser and veterinary surgeon assistant. Mara is suited for the following jobs (in the order of her statements):

1. event technology specialist:

→ www.whatchado.com/de/stories?listView=true&pageNumber=1&search=Veranstaltungstechnike&videoOccupationGroup=APPRENTICES (in German)

2. hearing aid audiologist:

→ www.bic.at/berufsinformation.php?brfid=258 (in German)

→ www.whatchado.com/de/stories/christine-dangl (in German)

3. paper hanger and decorator:

→ www.bic.at/berufsinformation.php?brfid=360 (in German)

4. hotel and catering assistant:

→ www.whatchado.com/de/stories?listView=true&pageNumber=1&sc=Story&scrollToList=false&search=Hotel-%20und%20Gastgewerbeassistentin&videoOccupationGroup=APPRENTICES (in German)

→ www.bic.at/berufsinformation.php?brfid=259 (3 years of training) (in German)

5. E-commerce trader: this is a new career opportunity for future specialists in multi-channel commerce; the training focuses on: working with shop management systems, presentation of goods in online shops, using advertising methods in display marketing and creating a newsletter

→ www.wko.at/branchen/handel/lehrberuf-e-commerce-kaufmann-frau.html (in German)

→ www.bic.at/berufsinformation.php?beruf=e-commerce-kaufmann-e-commerce-kauffrau_lehrberuf&brfid=2651 (in German)

Many new jobs based on apprenticeships are developing; existing ones are being adapted to new requirements.

In addition to E-commerce traders, new jobs based on apprenticeships include: construction engineering assistance, glass processes engineering, make-up artist, stonemason's technology, veterinary surgeon assistance, dental (technician) assistance, dental technology, stonemason and stonemason's technology. The following will soon be adapted: chemical processes engineering, upholsterer and chimney sweep.

E 4.4. Your job mosaic

This exercise serves as a pause and an opportunity to reflect on the stations you have passed along your path to your (dream) job. It provides orientation with a view to the next steps.

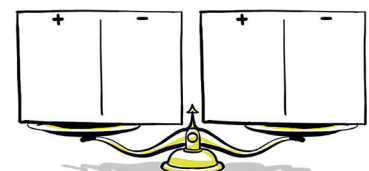
The students draw or write all useful information they have gathered throughout the challenge into the pieces of the mosaic: strengths, skills, interests, expectations, interesting activities, vocational fields and educational paths, information on interesting companies, persons who can help, useful websites, important contacts, goals and values, next steps, ...



Just like with a mosaic, these individual small pieces form an ever larger and clearer picture of the job matching the student.

E 4.5. First decisions ...

The mosaic can help to make first decisions. A pro and cons list can help to weigh things up. If the list does not yet help to take a decision, there are other decision-making methods that can be applied





Decision workshop (copy template)

Introduce the following effective methods to support the decision-making process: "ABC list", "list of pros and cons", "decision matrix", "Take a look into the future: 10-10-10 model" or "flip a coin". Introduce each method and let the students choose the most appealing one for themselves.

- ABC list: www.lehrling.at/abc-liste-lerntechnik-und-entscheidungshilfe/ (in German)
- decision matrix: www.infonautics.ch/blog/decision-matrix/



In the end, the students take a decision and write it into their manual, including the grounds for their decision.

At the end of step 4 they will again find the question:

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.

The students summarise which jobs they explored in more detail, which of those suit them and which first decisions they took.

Step 5 - Becoming active myself

In this step the students are encouraged to become active themselves and start preparing their application documents. The focus is placed on any experiences that may be relevant for the chosen job, the writing of application letters and training for job interviews. The preparation is carried out in a playful fashion.

E 5.1. Gather experiences and document them!

As seen in **Mara's Matching**, this is about experiences the students have already gathered in the chosen vocational field and how to document them for application letters and job interviews.

The students talk about their experiences in front of the class and write down their personal stories about their special commitment in everyday life or at school, and they describe a hobby or an interesting experience they made during their days or weeks of practical work experience.



The **A2 Volunteer Challenge** motivates the students to volunteer to commit themselves to help other people, animals or the environment. Volunteering can be a rewarding and an expedient way of preparing for a job (view at http://www.youthstart.eu/en/challenges/doing_good_feels_good_/).



The students summarise the core statements of their accounts in the 3rd (and last) application module: What inspires them? What experiences have they already gained that they can use to prepare for their dream job? And possibly the most important question:

How did they use their strengths?

This application module can also be inserted in a suitable position in the application letter.

Make sure to get the students moving in between lessons. Such regular active breaks help them restore their energies after having had to concentrate for longer periods at a time.

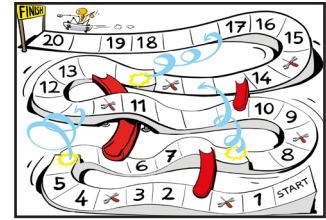


The exercise described in the student manual comes from rhythmic (body percussion) and enhances the students' concentration and ability to remember things by coordination of the left and right part of the brain. You can find a short video on "concentration" with further exercises on Activation & Concentration at www.youthstart.eu under "Mind & Body".



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

The TOP or FLOP game is a fun way for the students to find out about which top tips might help them and which flops to avoid in an application letter. Enlarge the **game board** which is included in the **copy templates**.



E 5.3. Write a top-level application



This exercise helps the students train to write application letters. The 3 application modules gathered in the course of the challenge are now inserted in the appropriate place. Complementary to these modules, the **"First and last" worksheet (copy template)** provides examples for first and last sentences for the students to choose from to begin and end their application.

Guide the students in carrying out company research and integrating the company's slogan into their application (see the **"First and last" worksheet**).



You will also find instructions on how to write a conclusive CV among the **copy templates. Witty CV: up-to-date and conclusive.**

Among other things, it gives information on what your photo and the mention of leisure time activities reveal (or rather should not reveal ...) about you.

Further tips on how to layout your CV (by the career information centre (BIZ) of the Public Employment Service Vienna (AMS) for trainings with school classes):

The following information is a must in every CV:

- personal details
- school education
- trial days, summer jobs, internships
- any further qualifications: language skills, IT skills, further abilities and skills
- leisure time activities, hobbies and interests
- place and date, signature

What you should not include in your CV (except if it is explicitly requested):

- religious affiliation
- information on parents and siblings

The CV must be easy to read and quickly readable

(font: Times New Roman or Arial; font size: 12pt, headings: 14pt; use the tab for evenly distanced columns)

- AMS templates for CVs tailored to specific professions:
<https://bewerbungsportal.ams.or.at> (in German) - *Musterbewerbungen / bottom left „Situationen“ / „Lehrstellenbewerbung“* click on / Choose your job and template (save to your USB stick and adapt
- Events around jobs, education and the working world for students, classes and teachers:
www.biz-buchung.at/event/list (for Viennese schools, in German)
- Background information on the days of practical work experience:
https://www.wko.at/service/arbeitsrecht-sozialrecht/Berufspraktische_Tage.html (for Austrian schools, in German)

The students should also familiarise themselves with useful tips on "telephone manners" to be prepared for making contact by phone and telephone interviews.



The 12 golden telephone rules

(adapted from documents of the career information centre (BIZ) of the Public Employment Service Vienna (AMS))

1. Prepare yourself and write down a few sentences that describe your strengths. Have the phonetic alphabet ready.
2. Ask friends or family to practice the conversation with you beforehand.
3. Have your CV ready. (-> and also a pen, paper and your calendar)
4. Stand up or sit in an upright position. This will make your voice sound clearer. (-> it supports breathing)
5. Smile when you talk (Use a mirror!). This makes your voice sound pleasant.
6. Address your conversation partner politely by his/her name. Don't forget the title.
7. Start the conversation with a friendly greeting and introduce yourself.
8. Try to keep the call short (1 to 2 minutes). (-> hence item 1)
9. Avoid disruptions such as background or eating noises.
10. Arrange an appointment for another call, a call-back or a personal meeting.
11. Come to a positive conclusion and thank your conversation partner for his/her time.
12. Don't hang up before your conversation partner has.

Phonetic alphabet

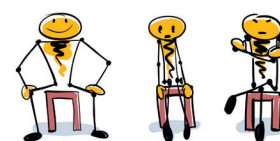
A Alpha	G Golf	L Lima	Q Quebec	V Victor
B Bravo	H Hotel	M Mike	R Romeo	W Whiskey
C Charlie	I India	N November	S Sierra	X X-Ray
D Delta	J Juliett	O Oscar	T Tango	Y Yankee
E Echo	K Kilo	P Papa	U Uniform	Z Zulu
F Foxtrot				

E 5.4. Score with your body language

The first impression counts and lasts forever. The human brain only needs a few seconds to gain an impression in a face to face encounter. To make sure it is a positive impression, the students are provided with behavioural guidelines for their first job interview.

Also practice with your students how to enter the room - walking towards the conversation partner, smiling - and how to greet in a firm voice.

(Look for an appropriate substitute for the handshake which, due to Corona, should be omitted.) It is advisable to mirror the other person.



The sitting posture and body language during the conversation reveal a lot about one's attitudes and thoughts.

E 5.5. The circus game – a training for job interviews

The circus game was taken from a collection of self-coaching tools and is suited to prepare for a job interview. It trains in a playful manner, how to "sell" your strengths.

A circus is founded, and all positions must be filled: acrobats, tamers, masters of ceremony, ringmaster, clowns, musicians, technicians, candy floss vendors, ushers etc. After imagining what positions there could be in a circus, the students choose one that appeal to them and apply for it. They introduce themselves to the circus operator and talk about their "experiences" in this role for a few minutes, while letting their imagination run free, describing themselves and their made-up adventures in bursting colours with the most impressive stories. They are allowed to exaggerate and even add more strengths to the ones they already have.



Source: Sabine Prohaska according to Sabine Asgodom



Application game (copy template)

The "application game" (a role play between boss and applicant) will prepare the students for the most frequently asked questions in a job interview and encourage them to evaluate how well they did, using the traffic light colours when filling out the **self-assessment sheet**.

Start with what went well:



Green: That was easy for me.

Yellow: I need a bit more practice for that.

Red: That was hard for me. I need a lot more practice.

Many schools offer application trainings. Students are allowed to bring their workbooks/portfolios to the trainings and demonstrate how intensively they have researched possible paths to a job.

- Best Practice - Application trainings at the new middle school Schopenhauerstraße Vienna:
www.schop79.at/index.php/unterricht/berufsorientierung (in German)
- Application training at the Austrian trade association (Österreichischer Gewerbeverein) in Vienna:
www.ögv.at (in German, for Viennese schools)

E 5.6. The Team Challenge – Preparing for application tests

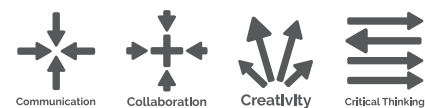
Companies want to get a precise picture of a candidate's personality. It is difficult to derive from the application documents the conduct of that person. That is why there are selection procedures to test how applicants act in a team or under stress.

The Team Challenge will help the students prepare for role plays that are often part of such application procedures. Together with the students, analyse which part they played in the team, how they communicated and presented, how they cooperated and how they used their strengths to find creative solutions (together).



The Team Challenge game manual (copy template) describes the game in detail which focuses on the 4 Cs - the *21st Century Skills*:

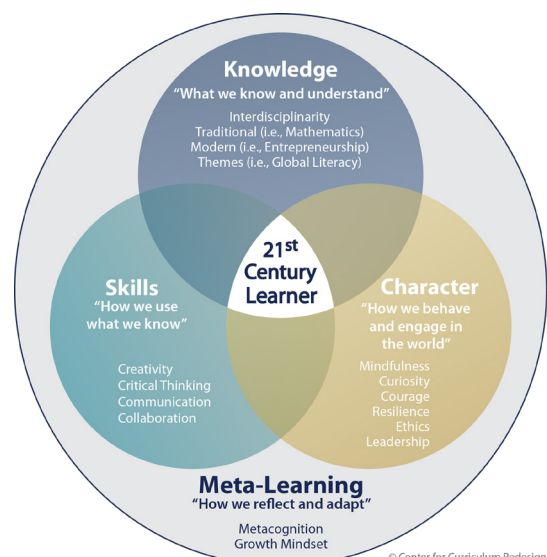
Communication, Collaboration, Creativity and Critical thinking.



The concept of *21st Century Skills* was coined by the *Center for Curriculum Redesign* and was taken from their concept on "*21st Century Learning*":

Children and teenagers require **knowledge**, **competences** (= *21st Century Skills*) and **character** to enable them to develop a **dynamic self-reflection** in order to react flexibly and openly to the challenges the future holds for them. The 4 key competences (the 4 Cs) help apply interdisciplinary, traditional and modern knowledge - combined with cross-cutting issues - in different life situations. **How** we apply knowledge depends on our character, as demonstrated in the chart.

- Center for Curriculum Redesign:
www.curriculumredesign.org/our-work/papers/





The **A2 Expert Challenge** (a programme structured into flash cards which includes methods for holistic learning) refers to these four key competences in all offered methods. Symbols indicate which of the 4 competences is especially trained with which method.

The challenge "Learning Holistic Learning" is available at http://www.youthstart.eu/en/challenges/learning_holistic_learning/.

- The website "Playmit" provides numerous exercises for different subjects or vocational fields for the students to test and broaden their knowledge. They can acquire a certificate which will bring them advantages for their application: www.playmit.com (in German)

To conclude step 5, the students summarise what they have learned during their application training by writing down as a "pointer to finding a job" (step 7) how to score in a job interview, how to best present themselves and which exercises helped them most:

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.

Step 6 - Rethinking my decisions

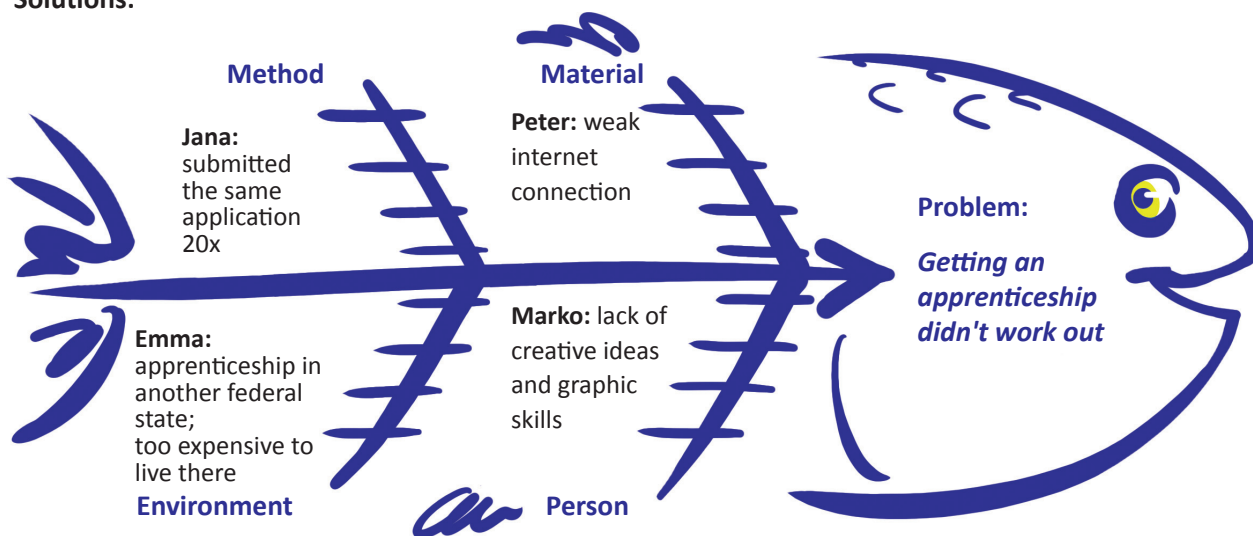
E 6.1. Why is that? Analyse the problem!

An adapted Ishikawa diagram (= cause-effect diagram) helps the students find out the reasons for why they didn't find an apprenticeship or why they weren't accepted at a school. The Ishikawa diagram was developed in Japan in the early 1940s for the automobile industry as a tool to identify sources of error and prevent problems.

The students are introduced to 4 teenagers who have not - yet - managed to get a work or school place. What are the causes for that? **Method, material, environment or person?**

An analysis of the causes leads to the realisation of what needs to be changed - that is, if it can be changed - on the one hand and illustrates that the reason for failure is not always the person. This will be liberating for them especially if the students have already suffered from setbacks.

Solutions:



Help the students analyse, what the 4 teenagers did well in the shown examples, what they should do again the same way and what they should change.



E 6.3 What can you learn from your experience if it does not work out the first time? deals with what the 4 fictional teenagers can learn from the problem analysis.

The students write down how the 4 teenagers could proceed further.

Proposals for a solution:

Emma could research other jobs based on an apprenticeship that have to do with animals.

Marko could do a career test or strengths exercises to find out what his interests and strengths are and then look for schools where he makes the best use of them..

Peter did not have any influence on the mishap. Knowing this should relieve the stress. He could concentrate on what he did right and carry on writing applications.

Jana did not adapt her applications to each company. She could learn from this mistake and research the companies in the future before customising the wording of her application letters to the respective companies.

First, however, the students should gain encouragement from these **encouraging tips**:

E 6.2. The inspirational

The Mutmacherei (inspirational, www.mutmacherei.net – in German), a project carried out by a Viennese team around Ira Mollay, was the inspiring source for this exercise. The inspirational collects and spreads good news, encouraging quotations and projects and offers workshops that are based on findings from the field of positive psychology.

The students read through encouraging tips, find their own and write them on a poster. In groups of three or four they create their own "inspirationalaries" and give the 4 fictional teenagers from **E 6.1 Why is that?**

Analyse the problem! encouraging tips.

With their renewed strength to keep going they carry on with **E 6.3.**, where they think about: **What can you learn from your experience if it does not work out the first time?** First they come up with the next steps for the 4 fictional teenagers (see above) and then for themselves: If they themselves have not yet managed to get their desired training or school place, they can analyse the causes using the **Ishikawa diagram (copy template)**.

The following questions serve as a guideline:

- **Person:** Is it because of you that you did not receive a training or school place? (e. g. because you have strengths other than those required - just like *Marko, who discovered that he lacks creativity and graphic skills*)
- **Environment:** Is it because of things happening around you which you cannot control that led to you not getting the training or school place? (*like with Emma who did not find an apprenticeship position in the vicinity*)
- **Material:** Or can you not succeed in getting a place because you lack certain things (e.g. technical equipment)? (*e.g. a computer or provider with a stable internet connection*)
- **Method (or approach):** Or is it because you do not know exactly how to apply for this place, and that is why you made some mistakes? (*like Jana who forgot to adapt her application letters to each of the companies*)

This analysis can help to solve the problem.

The students think about where to seek encouragement and define their personal **top encouragers**. In a final step, the students rethink their previous decisions and define their next steps.



Work out together with the students who might be able to help them.

This concludes step 6, and again the students summarise their findings in a "pointer to finding your job" (step 7): The students write down what they can do if it does not work out the first time, how and where they can gain new courage and find encouragement, and what decisions they retake.

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.

Step 7 - Thinking things over

E 7.1. How well can you do that already?

The self-assessment sheet helps the students summarise the essential points of the challenge. The students assess how well they can do what.

E 7.2. Pointer to finding your job

This is where the students can find the most important findings from the previous 6 steps in a summarised form. Talk about it in class!

The students should refer to this page whenever they are facing a new decision on their path to a job. These are important and highly individual pointers.

E 7.3. Your path to a (dream) job

The following closing image provides a visual summary of all stages on the path to a job. The character which at the beginning, with its empty rucksack, could only dream of its vision, is now shown with a backpack filled with the symbols describing the most important stages of the challenge:

thought cloud for your visions, magnifying glass for spotting jobs, job mosaic, me-card as a symbol for your strengths, icons for the 4 Cs, the fingerprint that makes you unique, circus tent from the role play, scales for decision-making and the Ishikawa diagram. In its hand it is holding the game board for the TOP or FLOP game (as a preparation for writing applications). Lining the path are obstacles, but also cheering supporters - people guiding the way, past places that invite you to pause and rest, before it branches out over and over, the signposts showing question marks, offering new opportunities.

Give the students enough time to reflect on the picture and the quotation from Thoreau before you discuss it in class.



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.



TRIO Model for Entrepreneurship

According to the TRIO Model, a holistic definition of entrepreneurship, the Perspectives Challenge belongs to the area of "**Entrepreneurial Culture**", which is all about personal development: acting on one's own initiative, believing in oneself, working as a team, acting empathetically and encouraging oneself and others.

Time/Length of the challenge

One school-year in the field of "job orientation", interdisciplinary with English or German, basic digital education and suitable social and creative subjects; the challenge may also be divided into modules and spread over several school years

Necessary background knowledge

Job orientation should not begin with the preparation of application documents in 8th grade, but when students start dealing with their own strengths and role models (from 1st grade: A1 Be A YES Challenge at http://www.youthstart.eu/en/challenges/concentrate_on_what_is_good_for_you/; from 5th grade: A2 Be A YES Challenge at http://www.youthstart.eu/en/challenges/a_path_in_flourishing/ And the A2 Hero Challenge at http://www.youthstart.eu/en/challenges/learning_from_role_models/).

Context within the "Youth Start Entrepreneurial Challenges" Programme

All Challenges: www.youthstart.eu

The "A2 Perspectives Challenge" builds on the "A1 Perspectives Challenge" (http://www.youthstart.eu/en/challenges/tracking_20_euros/), in which primary level students begin to understand that they are a part of the business world. The "B2 Perspectives Challenge" is about networked thinking.

There is a close cross-connection to the "A2 Be A YES Challenge – A path to flourishing" (http://www.youthstart.eu/en/challenges/a_path_in_flourishing/) to the "A2 Hero Challenge" (http://www.youthstart.eu/en/challenges/learning_from_role_models/), to the "A2 Empathy Challenge" (http://www.youthstart.eu/en/challenges/mutual_understanding_giraffe_tool_box/) and to the "A2 Volunteer Challenge" (http://www.youthstart.eu/en/challenges/doing_good_feels_good/).

The training programmes "Why mindfulness?" and "Learn how to learn in a holistic manner" supplement the challenge (view "**Mind & Body**" section at www.youthstart.eu).

Additional suitable materials

information, counselling and orientation for education and career (support for teachers and advisors in the field of job orientation with references to current offerings for further and continuing education of the university college of teacher education and cooperative events with non-academic partners):

<https://careerwise.minnstate.edu/mymncareers/advance-career/your-interests.html>

<https://portal.ibobb.at/unterrichtsthemen/sekundarstufe-i/> (in German)

Offerings for schools in Vienna in the field of apprenticeship and labour market: www.wienextra.at/schul-events/schulpartner (in German)

job ABC: job vocabulary in six languages (important words or activities related to jobs, organised according to vocational fields): <https://www.meine-berufserfahrung.de/index.php?&lang=en>

Map of Strengths

My personal characteristics

Fundamental personality

- introverted
- extroverted

Self-confidence

- confident manner
- self-esteem
- authentic
- appreciative
- confidence
- autonomous working method
- attentive
- self-efficacy
- devotedness
- being proactive
- enthusiastic
- poised
- active
- self-reflective skills
- self-discipline
- determination

Sense of responsibility

- reliable
- punctual
- time management
- dutiful
- loyal
- discipline
- trustworthy
- awareness of values
- being proactive
- autonomy/personal responsibility

Resilience

- perseverance
- persistent
- willingness to change
- flexible
- stress management
- keeping an overview and calm in hectic times
- balanced
- frustration tolerance
- advised
- calm
- productivity
- psychologically resilient
- stable
- self-control
- strong nerves

Accuracy

- thoroughness in performing tasks
- discretion
- optimistic
- honest
- self-discipline
- mindfulness
- caution
- detail-oriented
- meticulous
- thorough
- consistent
- correct
- quality orientation

My social skills

(for a better coexistence ...)

Ability to work together

- insight into human nature
- adaptability
- good team-player
- cooperation skills
- tolerant
- able to deal with conflict
- open-minded
- capability to motivate
- enthusiasm
- diversity competence/openness towards "being different"
- identifying with the tasks/job
- respect
- appreciative
- fairness
- empathy
- comprehension
- appreciation
- mindfulness
- caring
- good manners
- compassion
- considerate
- integration capability
- good at building relationships

Customer-orientation

- interpersonal skills
- sociable character
- intercultural competence
- empathy/intuition
- gender competence
- patience
- credibility
- helpful
- open to criticism
- friendly
- tactful
- ready to talk
- polite
- understanding
- sociable
- service-oriented
- straightforward character

Problem-solving ability

- solution-oriented
- analytical skills
- finding alternatives
- decision-making ability
- good judgement
- ability to judge
- humour
- open to compromise
- innovative
- hands-on
- common sense
- versatile
- objective
- transparent way of working
- future-oriented

My working skills

(which I can train ...)

Working attitude

- good power of observation
- good memory
- power of concentration
- combination skills
- networked thinking
- willingness to learn
- perseverance
- ability to remember things
- determination
- quick comprehension
- diligence/industriousness
- task-driven
- ambitious
- eager
- target-oriented
- curious
- intelligent
- orderly
- commitment
- focussed
- multitasking capability
- leadership qualities
- efficient working method

Good appearance

- cultivated appearance
- representational skills
- charisma
- charm
- sympathetic
- professional attitude

Organisational skills

- working in a methodical manner
- planning ability
- coordination skills
- forward-thinking
- prudent
- strategic thinking
- time management
- detail-oriented
- prioritising

Geographical mobility

- willingness to travel
- good sense of orientation
- able to read plans/maps

My abilities which I can learn ...)

Language skills

- very good English skills
- able to read and understand
- foreign language skills
- oral articulateness
- writing skills
- very good level of spelling proficiency
- very good grammar skills
- willingness to learn
- very good knowledge of punctuation rules
- eloquence

Good general education

- recognise interrelationships

Communication skills

- good rhetorical skills
- negotiation skills
- sales talent
- readiness to listen
- influencing skills
- argumentation skills
- expressiveness
- presentation skills
- open to dialogue

Health awareness

- nutritional expertise
- understanding of medical issues
- awareness of hygiene
- cleanliness

Technical insight

- understanding of numbers
- calculation skills
- mathematical know-how
- logical/analytical thinking
- geometry
- spatial sense
- IT application skills
- IT skills
- programming skills
- media competence
- handy with tools
- product know-how and knowledge of materials

Commercial understanding

- economic grasp
- entrepreneurial spirit
- awareness of costs
- legal consciousness

Artistic abilities

- understanding of art
- fashion consciousness
- colour sense
- a feel for shapes
- creative
- sense of aesthetics
- drawing talent
- imaginative
- musical appreciation

Understanding of chemistry

- environmental awareness
- sustainable thinking and acting
- risk awareness
- safety awareness

My physical characteristics

Good physical fitness

- flexibility
- athletic
- ability to react quickly
- physical strength
- manages long periods of standing
- perseverance
- able to work "overhead"
- allergy-free
- physical talent
- agility
- energetic
- able to withstand physical stress

Manual skills

- hand-eye coordination
- dexterity
- pronounced sense of touch
- fine motor skills
- manual dexterity
- assertiveness

Insensitivity

- to noise
- to artificial light
- to chemical materials
- to dust
- to heat / cold / changes of temperature
- to humidity / cold / weather conditions
- to odours
- to dirt
- skin insensitivity
- sense of balance

Sense of balance

- free from giddiness
- sure-footed

Good vision

- colour vision (innate)
- colour sense (can be learned)
- sound visual thinking (can be learned)

Good hearing

- perfect pitch
- musicality
- feeling for rhythm

Fine sense of taste

Well-developed sense of smell



Carefully read through each of the sentences. Does the statement apply to you? Then enter a tick in the right column.

	1	2	3	4
I like to work with my hands. (Column 4)				
When there is a problem, I take it step by step to find a solution. (Column 3)				
In my spare time I commit myself to other people, animals or the environment. (Column 1)				
I have many ideas on how to remodel things. (Column 2)				
I find it easy to solve mathematical puzzles. (Column 3)				
I like to think up new things. (Column 2)				
I often work with tools and am able to make small repairs. (Column 4)				
I can memorise details and accurately reproduce them. (Column 3)				
I like to help my fellow students. (Column 1)				
I have a lot of imagination and like to make up stories or songs. (Column 2)				
I like to build things from different materials. (Column 4)				
At home I reliably take care of household tasks. (Column 1)				
I like to solve logic puzzles. (Column 3)				
Whenever an original solution is sought, I am sure to think of something. (Column 2)				
I can make precise cuts and take accurate measurements. (Column 4)				
I enjoy talking to people in their mother tongue. (Column 1)				
Number of ticks per column				



Enter the number of ticks in the right honeycombs. They stand for the four types:

1 = social type: You are reliable and like to help others. People trust you.

2 = creative type: You like designing and creating new things, demonstrating your visionary mind.

3 = analytical type: Your actions are thought through. You enjoy solving tricky puzzles.

4 = manual type: You like to do handicrafts and repair things and know which tools to use.



Start the corner game! Every corner of your classroom stands for one of the 4 types.

In the first round, go to the corner that stands for the type in which you ticked the most areas. If the number of answers is tied for two types, decide which type to start with. Talk about why you are standing in this corner. What makes you a social, creative, analytical or manual type?

Choose another corner each round (depending on the number of ticked answers in decreasing order). Is there a corner you won't visit at all?

Think and talk about if the assignment to the types works for you.



What type would you consider yourself? Would you assess yourself differently? Have you discovered strengths of different types in yourself?

Think about what this matching to the types means for your career choice and talk to others about it.



me-card

Name:

mail address:

telephone number:

social

creative

analytical

manual

me-card

Name:

mail address:

telephone number:

social

creative

analytical

manual

me-card

Name:

mail address:

telephone number:

social

creative

analytical

manual

me-card

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Name:

mail address:

telephone number:

social

creative

analytical

manual

me-card

Name:

mail address:

telephone number:

social

creative

analytical

manual



Strengths sheet: Feel your inner beast

Human and animal – we all have our own strengths. Slumbering within you is your inner beast that helps you master any challenge. Discover your inner beast!



1. Write down your five biggest strengths.



2. Match each strength with a beast that you associate with it.



3. Draw or create a (fantasy) beast that combines all of your strengths. That way you create your very own inner beast. It is a symbol for all the strengths you carry inside you.

Tip:

Take a photo of your inner beast with your mobile phone and set it as a wallpaper. That way it will be a daily reminder for you to use your strengths. After all, the more often you see something, the more firmly it will be etched into your memory, and thus the quicker and easier it will be for you to use.



4. Think about how your inner beast can help you use your strengths in everyday life.



5. How and in what situations have your strengths helped you before?



6. Think about your next challenge.

7. Write down, how you can use your strengths to master that challenge.



Your strengths will change, depending on how you handle them. If you care for your inner beast and use your strengths in everyday life, it will grow and support you your whole life.



It is important that you do your research accurately so you know the exact job titles and can apply for jobs in a more targeted way.

Get to know three people in video stories who share their experience with a digital profession. Choose one of them and watch the video:

<https://www.whatchado.com/de/stories/pedro-ayala>

<https://www.whatchado.com/de/stories/ninad-kulkarni>

<https://www.whatchado.com/de/stories/daniel-pfeiffer>

<https://www.whatchado.com/de/stories/martina-pichler>



Answer the following questions. Use the appropriate job description that matches the chosen digital profession:

<https://www.mightyrecruiter.com/job-descriptions/computer-hardware-engineer/>

<https://www.betterteam.com/software-developer-job-description>

<https://www.betterteam.com/data-scientist-interview-questions>

<https://www.betterteam.com/software-engineer-job-description>

Which digital profession is presented in the video story?

In which sectors, i.e. in which economic fields, can this profession be found?

What are the prospects for the future of such a job?

Which skills do you need to be able to work in such a job?

Which technical terms have you learned?



You can also use this research sheet to find out more about other professions, e.g. in environmental jobs, professions of the future, ...



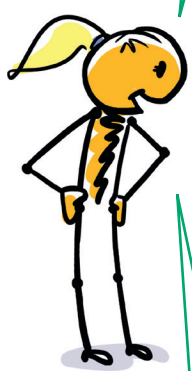
Mara is 14 years old and thinking about doing an apprenticeship after school. She has many interests. That is why she looked into different apprenticeships in more detail:

dental technician, hairdresser, hearing aid audiologist, paper hanger and decorator, event technology specialist, hotel and catering assistant, veterinary surgeon assistant, E-commerce trader



Read the following text in which Mara talks about herself. Which jobs match her strengths and interests and what you have learned about her everyday life? Write a suitable job, including the full job title, into the arrows.

In your opinion, which jobs do not suit her? Talk to others about your assessments.



I have been playing the drums for several years. My band and I were allowed to turn our hobby room into a rehearsal space. I insulated the room, and with the help of my uncle, who is a trained electrician, we laid the cables.

I was there when my granddad had his hearing aid fitted. He was asked a lot of questions, and everybody listened patiently. I am very happy for him that he finally enjoys our family gatherings again - after all, now he can hear us again!

I love variety in what I am doing and like to redecorate my room again and again. I like to visit vintage markets and look for nice decorative objects, but I also enjoy making things myself. I wallpapered my own room and re-upholstered an old sofa.

During my days of practical work experience in a youth hostel, I was finally able to speak English. I found it very easy, and it was a lot of fun. I like getting to know new people! I was surprised at how patient I was - even when there was a problem.

I often browse through web shops and compare prices, especially when I am looking for new cheap decorations for my room... I have even helped my parents a few times when they wanted to sell something online.



What can you tell from your everyday life? What are your interests and strengths? Talk to others about it or write little stories about your everyday life (1 to 2 sentences!) - just like Mara. You can use these sentences for your application letter to explain why you are interested in this job in particular.



If you think about a decision for too long, you might lose track of things. The following methods can help you to sort your thoughts and see clearer. Try them!



→ ABC list (method by Vera Birkenbihl)

Write down words starting with the letters A to Z, the first that spring to your mind with regard to jobs or secondary schools. Read through the pictures you already have of each job or training. Does that help you with your decision?

You can also use ABC lists as a learning technique.

→ List of pros and cons

Take a sheet of paper. Write down the question to decide about at the top of the page (e.g.: Should I apply for an apprenticeship?). Divide the page into 3 columns. First, write all supporting arguments (pros) into the first column, and then all counter-arguments (cons) into the second column. Note down any questions and ideas you may have in the third column. Show your list to a trusted person. Make sure that person is not directly affected by your decision. Ask him/her to complement your list. That way you might gain further important perspectives to help with your decision.



You might even realise how you want to decide while you are writing down your arguments. Writing alone often brings clarity. Take your gut feeling into consideration!

→ Decision matrix

If you have several options to decide between, you might want to enter them into a table to compare them. Define criteria and award points for each criterion on a 10 point scale (e.g. 10 points for "salary" indicates that the pay is very good).

Add the points for each option you have to choose from. Which option receives the most points

In step 2 you thought about what you need in order to have a fulfilled work life and the expectations you have. Choose the criteria that are most important to you.

	My options (alternatives)		
criteria	job A	job B	job C
suits me			
near home			
...			
Total score			

→ Take a look into the future: 10-10-10 model

This method will help you keep your eyes on your goal (think of your vision).

Ask yourself what you will think of your decision in 10 minutes, 10 months, 10 years.

- Will you be happy about the decision you took in 10 months?
- Will this decision take you where you want to be in 10 years' time?

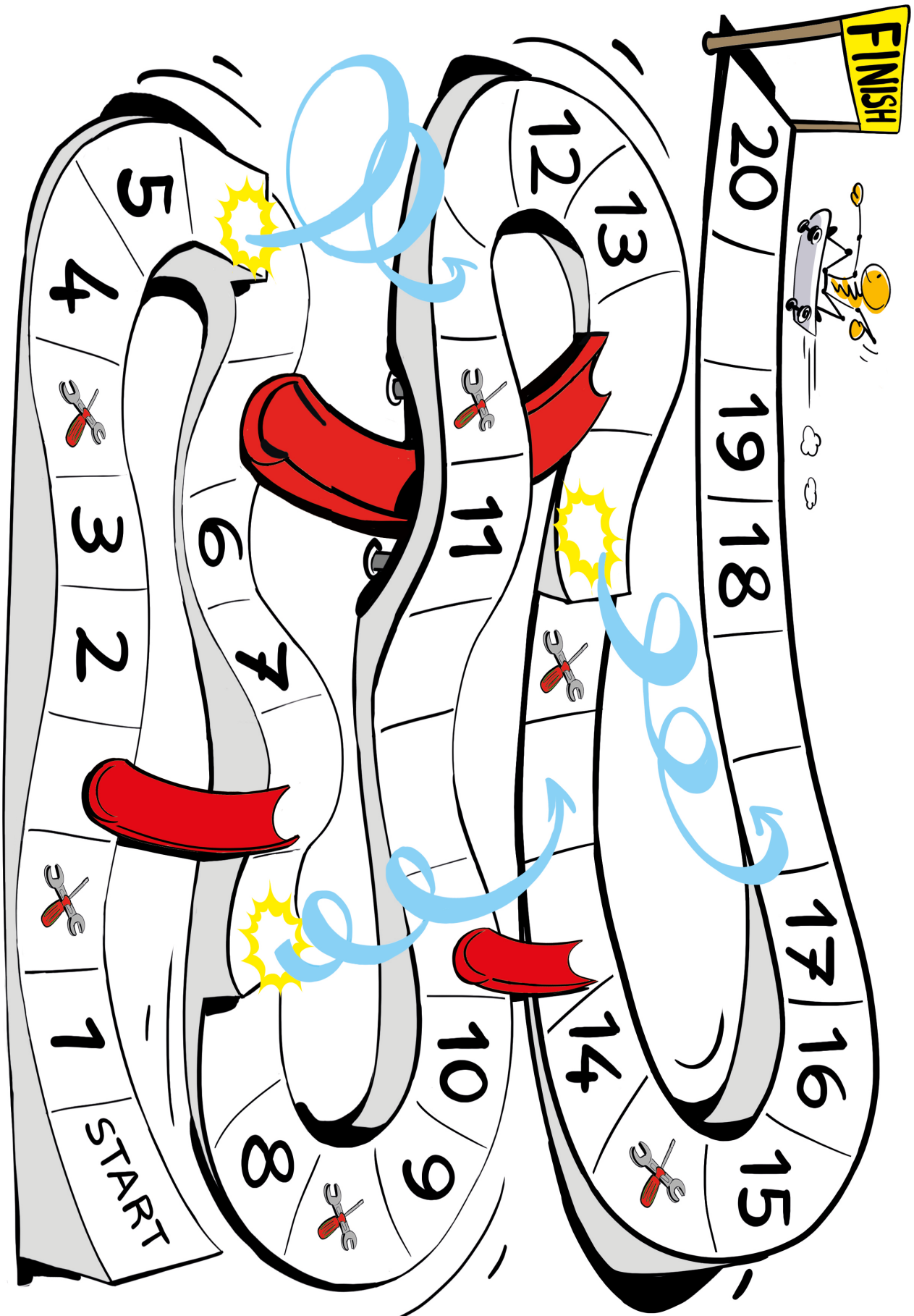
→ Flip a coin

Each side of the coin stands for an alternative. Are you glad about the side facing upwards or are you disappointed?





Game board for the "TOP or FLOP" game





In your application letter you explain **why** you are applying for this exact position. What is your **motivation**? This is why application letters are also called **letters of motivation**. Your motivation should be evident when reading your application.



Choose the sentences that best match yourself and your application and fill in the missing details.

"First" – Personal sentences to begin your letter

Your letter should be personal from the very beginning. Starting with the first sentence, it should be evident that you are interested in working for the company. Include information from the company's website and write it down in their corporate colours. Tip: Integrate the company's slogan (see example 3).

1 Many thanks for taking your time for my call. Our pleasant conversation encouraged me in my decision to work for _____. *(Insert the company's name in the gap.)*

I will gladly put my skills and my passion for _____ at your disposal. *(Insert in the gap your passion if it fits to what the company is engaged in)*

2 For some time now, I have been working with _____.

(Insert here something that matches the requirements of the advertised position in the company.)

As soon as I spotted your job advertisement, I knew: It's a match! The challenges had me inspired at once. I would like to apply my strengths, such as _____, to support your company.

(Name your strengths that suit the job requirements!)

3 Because I also find it important to start **today** to save our environment **for tomorrow for us**, I am a committed public transport rider. I fit in the ÖBB family perfectly with my attitude. This is why I want to apply for the vacant position. *(The ÖBB's slogan is: Today. For tomorrow. For us.) (Use a similar sentence for your application by creatively rewording "your" company's slogan)*

"Last" – strong last sentences

The last sentence should linger in your readers' minds and convince them to invite you to a job interview. Make sure you don't come across as a beggar. However, you don't want to be regarded as the arrogant type either.

- 1.** Have I piqued your interest? I would be glad to visit for a personal meeting.
- 2.** I look forward to telling you more about myself and my interests when we meet.
- 3.** I look forward to your reply and am happy to answer any further questions.
- 4.** I hope I was able to convince you and look forward to your positive feedback.
- 5.** I look forward to new practical challenges and to meeting you in person.

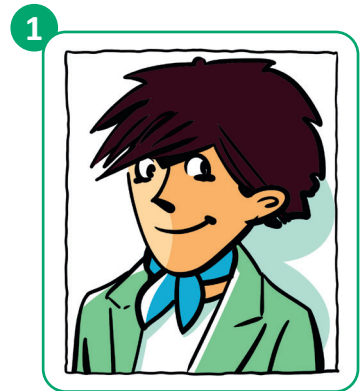


Sam Sample

Sample street 1
1234 Sample City

Telephone: 0660/12345371
E-Mail: s.sample@gmail.com

Birth date: 01. January 2005
Nationality: Austrian



Education

Since 2020	School; Sample Street; 1234 Sample City → <i>Chosen fields</i> : tourism, services, trade/office
2015 – 2020	New Middle School; Sample Street; 1234 Sample City
2011 – 2015	Primary School; Sample Street; 1234 Sample City

Practical work experience

2 May 2019	Days of practical work experience at McSample Vienna Insights into the vocational field: chain restaurant expert (kitchen/service)
------------	--

Skills and interests

3 Language skills:	German and Polish (mother tongues) English (good)
4 Computer skills:	European Computer Driving Licence (ECDL-Advanced)
4 Qualifications:	first aid course, Playmit certificate, mediator training
Favourite subjects:	German, English, required expertise
Memberships:	Red Cross FC City (U17 Junior Soccer 1st team)
5 Hobbies:	Cooking, volunteering in the animal shelter, sports (football and volleyball), guitar in the school orchestra

Sample City, 9 September 2020

¹ CV is short for Curriculum Vitae (= Latin word for resume).



1 Photo:

Your photo is like a visual handshake and gives a first impression. Follow these tips:

- friendly smile
- suitable clothes (should fit the job and not be creased)
- suitable styling (don't overdo your make-up – less is more)
- no selfies (use a photo taken by the school photographer or ask someone to take a photo of you with his/her mobile phone; light, blank wall in the background)
- no posing, don't exaggerate digital editing (the photo should be authentic)
- where appropriate: clothes or shawl in the company's colour

2 Practical work experience:

In addition to days of practical work experience, you can also cite any "trial days" at companies you visited or summer jobs and internships you did. Mention things you learned that would be beneficial for your job.

3 Language skills:

Provide details: basic knowledge / intermediate / fluent (= oral and written command) / business fluent / proficient

4 Computer skills:

Indicate your ECDL level or describe your computer skills in detail. Write down all programmes you have mastered that might be relevant for the position: e.g. text processing programmes (such as MS Word or Open Office Word), presentation programmes (such as MS PowerPoint or Open Office Impress), spreadsheet programmes (such as MS Excel or Open Office Calc)

5 Hobbies:

- Choose 2 to 4 leisure time activities that suit your application.
- They should be meaningful, letting you stand out from the "crowd" and providing prompts for interesting conversation.
- Make sure it is a balanced mix (not only sports).
- These leisure time activities or hobbies will look good on your application – of course only if you really are interested in them (be prepared for questions!):

Yoga **Music** **Photography** **Image editing** **Basketball**
Blogging **Rowing** **Gardening** **Taekwondo** **Volunteering** **Jogging**
Model-building **Cooking**

- What does not look good: Passive activities such as listening to music, watching films, ...
- No-Go: chilling, shopping



Split up into pairs. Carefully read through the table with the frequently asked questions in job interviews. Outline your answers on an extra sheet.

Agree on who begins the first round as applicant and who is the "boss". Then switch roles. Role play a job interview.

Schedule (for a double lesson):

First lesson:	Read through interview questions and outline answers	10 minutes
	role play round 1	10 minutes
	role play round 2 (reversed roles)	10 minutes
	self-assessment (using the self-assessment sheet)	5 minutes
	discussion of experiences in class:	15 minutes
	<ul style="list-style-type: none"> • What went especially well? • Where do you need more practice? • Which experience(s) would you like to pass on? 	
Second lesson:	Supplement the forgotten details on the answer sheet	5 minutes
	role play with other partners	
	<i>(So you can immediately apply what you learned!)</i>	10 minutes
	role play round 2 (reversed roles)	10 minutes
	self-assessment (using the self-assessment sheet)	5 minutes



Whoever wants to can do their role play in front of the whole class. If you agree, your teacher could film you. The video will help you analyse your job interview in even more detail.



Turn your body towards your "boss" and look friendly. Speak up and talk clearly. You will find further tips on your self-assessment sheet.

	Frequently asked questions	How to prepare
1	Tell us something about yourself.	Confidently talk about yourself for at least 3 minutes. Base your presentation on your CV. Be truthful.
2	What are your strengths?	Give practical examples. Point out your social skills: good team-player, autonomy, flexibility, reliability, ...
3	What are your weaknesses?	Only mention weaknesses that are not relevant for the job. It is best if you name a weakness that you are already working on.
4	Why have you chosen this career/ educational path?	What is it that motivates you for this job? Include 1 or 2 sentences talking about your everyday life that show your interest for the job (just like Mara in "Mara's Matching").
5	Why should we choose you?	This question is about experiences/special skills/strengths that are important for the job. Summarise them.
6	Do you have any questions?	Prepare some questions: e.g. Is it possible to spend a trial day at the company? How many apprentices do you have?

* Choose a job for the role play you really want to apply for!

Source: Job orientation map of the Vienna Chamber of Labour (AK Wien) "Schritt für Schritt zum Wunschberuf" (in German): <https://wien.arbeiterkammer.at/service/broschueren/Bildung/Berufsorientierungsmappe.html>



The AK job orientation map will provide you with more questions to prepare for your job interview. The more answers you prepare, the easier the interview will be!



Follow these tips - also when you have your real job interview.
Using the traffic light colours, highlight how you did in the application game.



Green: That was easy for me.

Yellow: I need a bit more practice for that.

Red: That was hard for me. I need a lot more practice.

How were you able to implement the following tips in the application game?	Draw a circle in the suitable colour.
Greet the "boss" in a friendly manner.	
Adopt an open posture and turn your body towards your "boss".	
Maintain eye contact with the "boss" and smile.	
Speak up and talk clearly.	
Speak in full sentences.	
Avoid long breaks and keep the conversation going.	
Listen attentively and respond precisely to the questions asked.	
Ask whenever something is not quite clear.	
Talk confidently about yourself and use your CV as a guide.	
Give practical examples for your strengths.	
Name a weakness you are already working on.	
Talk about experiences from everyday life that prove your interest in the job.	
Name skills you have that match the job exactly.	
Ask the questions you have prepared.	
Say goodbye politely and thank your conversation partner for the interview.	



Work on the tips you were not yet able to implement well. Once you have done so, ask your teacher for green sticky dots and stick them over the yellow and red dots.



You are stranded on a deserted island, trying to catch the attention of passing ships or aeroplanes.

You will need: random objects (at least 10; will be prepared by the teacher), teams of 4 to 5 people

Game idea: Choose 4 of the objects and explain how you want to use them to draw the ships' or planes' attention to yourself.



Game rules:

- Find arguments explaining which object will serve which cause.
- Decide together on 4 objects.
- Leave the objects where they are and don't tell the other teams what you chose.
- Prepare a creative presentation of how you want to use your objects for your rescue from the island (role play, drawing, ...).

Duration: 30 minutes for deciding and preparing the presentation
5 minutes for the presentation

This game promotes all 4 key competences in the 21st century (the 4 Cs): communication, collaboration (teamwork), creativity, critical thinking

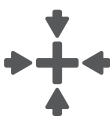


How did you demonstrate the 4 key competences?



Communication

- **Communication:** My argument about the objects was clearly understandable; I talked a lot with the other members of my team; I worked towards finding a joint solution in my team; I described our solution in words during our presentation ...



Collaboration

- **Collaboration:** I coordinated duly with the others while preparing for the presentation; I accepted other opinions in the decision-making process; I mediated between the team members; I acted in a balancing way when there were tensions in the team; I presented together with others ...



Creativity

- **Creativity:** I had many ideas regarding how to use the objects (including unusual and crazy ideas); I thought outside the box; I came up with creative ways for visualising our presentation (e.g. drawing, pantomime) ...



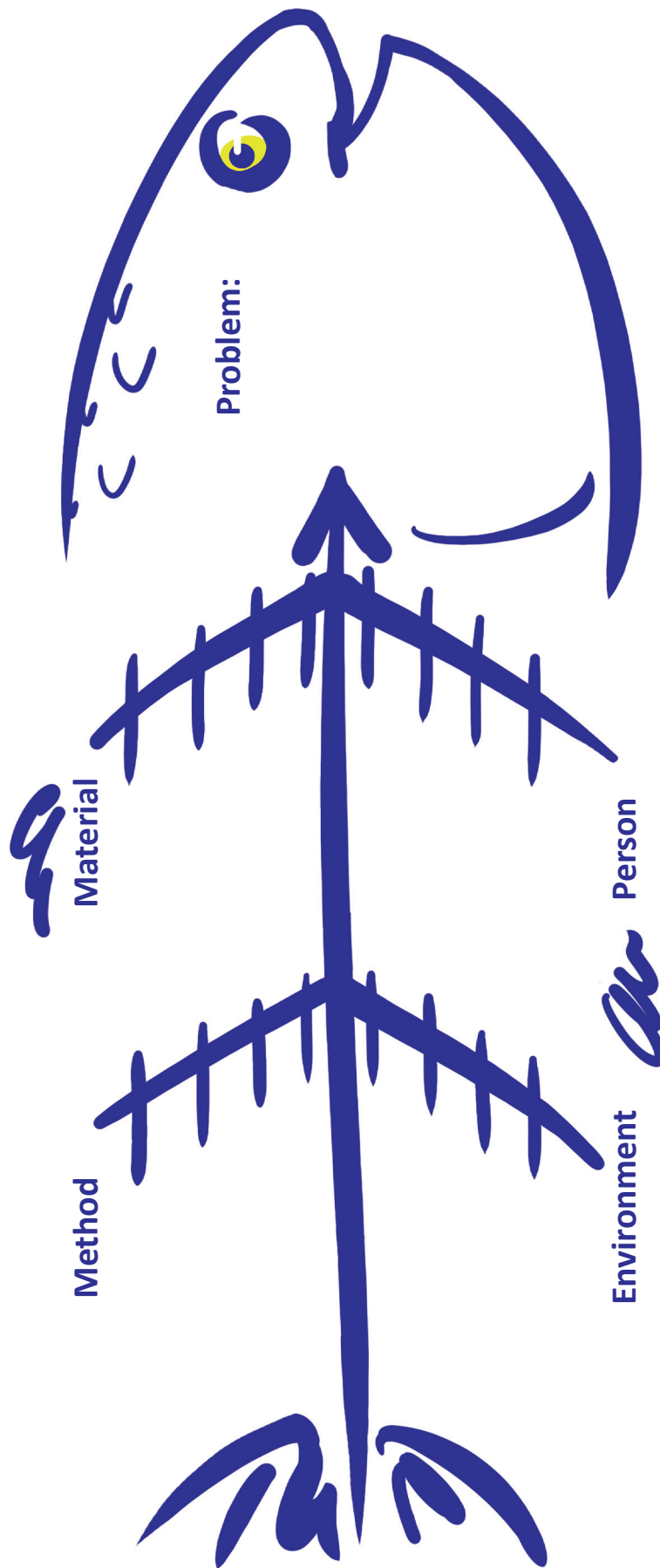
Critical Thinking

- **Critical thinking:** I considered what we could use each object for; I scrutinised each idea with regard to its practicability; I included different views; I thought about it and then took deliberate actions ...



What was easy for you? Which competence could you score most with?





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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