

3

REALITY CHECK

TRY IT OUT AND DISCOVER YOUR TALENT

New RealityChecks per Country:

Austria, Germany, Italy and Sweden



12

RealityChecks in total | 3A3E



Co-funded by
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December 2023

Project number 2022-1-AT01-KA220-SCH-000087603



Co-funded by
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The general aim of the Project “Reality Check:

To identify and evaluate the prerequisites of timely practical experience in the real working and professional world of young people in the course of their training and career choice process and to use practicable methods and procedures for cooperation between schools and to develop, test and evaluate the world of work. These are the "RealityChecks".

The main result of the work package 3: A set of 12 RealityChecks, which are suitable for enabling new practical perspectives for all actors in school and the world of work.

This Document contains:

Part A: Summary of the 12 new developed RealityChecks of the Partner countries Austria, Germany, Italy, Sweden in short version.

Part B: Detailed description of the 12 New RealityChecks on the base of a common format, developed and agreed by the project partners in WP3.

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New RealityChecks per Country:

Austria, Germany, Italy and
Sweden

PART A

EXECUTIVE SUMMARY

AUSTRIA

1. BdkzAmT -Bring your child to work with you day

Parents or close carers take their children to their workplace and let them experience a day at work. Companies also see their employees as parents and thus support dialogue and reflection in the family environment.

Target group:

Pupils in grades 3 and 7 (approx. 9 and 13 years old), their parents or close personal contacts, companies

Main objectives of the RealityCheck:

Introducing children and young people - primary level 3rd grade, secondary level 7th grade - to the real world of work based on the professional world of their parents or close relatives.

One innovative aspect of this is that companies are encouraged to see their employees in their role as parents - one of the most challenging agendas in the professional orientation of young people - and to use this multiple lever to strengthen the contact between companies and schools concerning RealityChecks.

Career guidance process:

The following aspects, in particular, are addressed as part of the career counselling process:

Experiencing the real world of work based on parents' activities as a basis for discussion at home - what could I wish for in my life - initial reflections on possible interests, wishes and values, expectations and goals for the future world of life and work.

It stimulates interest in looking at oneself, the world of work and possible further developments - also in dialogue with close family members.

Conclusions and outlook:

The experiences and insights from this day can be used for further discussions at home, with the family and - especially in Year 7 - in a suitable way for integration into the careers guidance process at school.

At the same time, parents experience their children in a new role and discover children's interests and questions that would otherwise not be articulated in this way.

2. Jobs out of the box - MINT

Typical professional activities from the STEM sector are brought to life and brought to life using practical "hands-on" examples. Afterwards, entrepreneurial personalities from the region provide information from the regional professional world and offer the opportunity for exchange and reflection

Target group:

Young people aged 13 - 15, teachers, entrepreneurial personalities from the region

Main objectives of the RealityCheck:

In particular, the following objectives are addressed

- Insight into the diverse field of STEM professions
- Exemplary experience in STEM activities using selected "hands-on" examples
- Arouse interest in exploring this range of professions
- First-hand information and experience from entrepreneurs in the region
- Linking the knowledge gained with the educational programme at school

Career guidance process:

The concept can be integrated as a non-formal supplementary educational programme within the formal educational and vocational orientation curriculum.

Conclusions and outlook:

The "hands-on" activation of young people allows them to gain an impression of typical STEM activities, recognise their interests and skills, obtain specific information from regional companies and establish contacts with training companies in the region

3. Interactive career presentation

Apprentices from companies in the regional network develop vivid examples of their core areas and combine them into a cross-company approach. This presentation offers an exciting and activating approach that can be presented in schools, at trade fairs, etc. It encourages people to engage with the diverse world of work in the region.

Target group:

Young people at the interfaces and transitions between initial school education and further education, training and career paths in lower and upper secondary education

Main objectives of the RealityCheck:

Activation of companies to actively involve apprentices

Vivid, lively presentation of core areas of the company in an integrated overview as an approach to leading to professional activities

Peer-to-peer information from young people for young people

The joint appearance of companies from the regional network at various events.

Career guidance process:

It can be used in various ways, e.g. in education and careers guidance lessons, at careers fairs and similar events.

Conclusions and outlook:

This concept encourages companies to present themselves in a lively, youth-orientated way, not in isolation, but in cooperation with several regional companies and young people at school and their teachers to get to grips with complex professional and entrepreneurial realities.

GERMANY

1. CareerCraft

The reality check "CareerCraft: Shape your professional future" aims to offer pupils from Year 8 onwards practical insights into the world of skilled trades. Realistic scenarios and interactive role-playing games are used to familiarise young people with the diversity and opportunities in this field.

Target group:

CareerCraft is aimed at young people from the 8th grade onwards, aiming to sensitise and inspire them early in the world of work, especially for skilled trades.

Main objectives of the RealityCheck:

Career guidance: Young people should develop a broader understanding and awareness of the diversity and importance of skilled trades.

Practical skills: The project emphasises developing basic manual and vocational skills through practical experience.

Career inspiration: By actively engaging with skilled trades, young people are motivated to explore these as potential career paths.

Career guidance process:

CareerCraft guides participants through a multi-stage career orientation process that begins with self-reflection ("What do I want? What motivates me?"), continues with the identification of personal strengths and talents ("Who am I? What can I do?") and ends with the exploration of suitable educational and work paths ("What type of training/job suits me? Where can I do that?").

Conclusions and outlook:

CareerCraft plays a vital role in familiarising young people with the importance of skilled trades and getting them excited about a future career in this field. The RealityCheck shows how important it is to support young people early on with practical and realistic experiences so that they can make informed decisions about their professional future. The approach of getting young people interested in careers through active participation and practical experiences could serve as a model for other career-orientation measures.

2. JobAction

The "JobAction" RealityCheck improves visits to careers fairs with a digital app (Actionbound) that motivates pupils to engage with exhibitors actively. By solving tasks and collecting points, young people are encouraged to have in-depth discussions with companies and learn more about career prospects.

Target group:

JobAction specifically targets pupils aged 13 to 19 to give them practical and interactive access to the world of work. The project focuses, in particular, on offering young people direct insights into internship and training opportunities and bringing them into contact with potential employers.

Main objectives:

Direct contact: Enables students to explore internships and apprenticeships actively.

Designing a sustainable trade fair visit: Promotes a more focused and interactive approach to make careers fairs more appealing to young people.

Career guidance process:

"JobAction" is located in the career orientation process, and it is about exploring and deciding on career opportunities. Through an app-based scavenger hunt at career fairs, students are motivated to interact directly with companies to explore their career interests and goals. This approach actively supports them in exploring potential career paths and making decisions about their professional future.

Conclusions and outlook:

"JobAction" represents an innovative and forward-looking approach to career guidance that can potentially change how young people experience and use career fairs in the long term. By combining technology, play and direct dialogue, the project creates valuable experiences that enrich the participants' career orientation and significantly increase their commitment and interest in shaping their future.

3. Internships with purpose

"Internships with a purpose" comprehensively prepares eighth-graders for their work placement in year 9. The "TalentCheck", a career choice test, and detailed counselling sessions with parents determine where young people could complete their internship. The aim is to find a meaningful internship that helps young people actively consider their career choices.

Target group:

The project is aimed at pupils in grades 8 and 9 to prepare them for their first work placement and to help them discover their professional interests and skills.

Main objectives:

Career orientation: Complete a meaningful internship that encourages students to consider their career choices actively.

Career inspiration: try out and get to know professions.

Self-efficacy: Reflecting on one's actions and recognising the importance of personal initiative for career choices.

Career guidance process:

"Internships with a purpose" guides pupils through a structured process that begins with identifying personal talents and interests and extends through counselling with specialists and parents to plan and implement the internship actively. This systematic preparation for the work placement encourages students to consider their professional future consciously.

Conclusions and outlook:

The RealityCheck makes an essential contribution to preparing young people for the world of work. Through the close involvement of parents and the practical exploration of occupational fields, "Praktika mit Sinn" promotes not only career orientation but also the self-confidence and initiative of young people. It provides a solid basis for an informed and self-determined career choice.

ITALY

1. The Wheel of Professions

"The Wheel of Professions" is an interactive and playful educational project that aims to give young people a broader understanding of the labour market and the diversity of professional opportunities. Through group activities and learning-by-doing methods, participants are encouraged to engage with different professional fields while having fun learning actively.

Target group:

The RealityCheck is explicitly aimed at young people aged 13 to 16. It seeks to inform this age group about career opportunities and support them in exploring their career aspirations.

Main objectives of the RealityCheck:

The central aims of RealityCheck include expanding knowledge about various occupational fields, encouraging young people to search for job information independently and supporting them in developing their career aspirations and goals.

Career guidance process:

"The Wheel of Professions" is located in the career orientation phase, in which young people deal with questions such as "What kind of education/work suits me?" and "Where can I do this?". The project encourages young people to explore occupational fields and job profiles and promotes active research and information gathering.

Conclusions and outlook:

By offering an innovative and interactive learning experience, "The Wheel of Professions" represents a promising approach to awakening young people's interest in the world of work and motivating them to explore their career options actively. Through its playful and engaging approach, the project can contribute to effectively supporting and enriching the career guidance of young people.

2. What Happens in a Company?

"What Happens in a Company?" enables pupils to learn real working materials and equipment through practical workshops organised by companies directly in the school. Companies bring along the equipment and materials they use to give young people an authentic insight into the work processes of a local company.

Target group:

The RealityCheck is aimed at young people aged 15 to 19 and older pupils. It seeks to give them practical experience and insights into the everyday life of companies and to get them interested in new professional fields.

Main objectives of the RealityCheck:

The main objectives include discovering new professions and technological devices, gaining practical insights into an organisation's daily work, getting a clearer picture of the activities carried out in a workplace and developing an interest in new professional fields or activities.

Career guidance process:

The RealityCheck supports young people, particularly in exploring occupational fields and deciding on a suitable apprenticeship or job. It focuses on the stages "What kind of education/work suits me? Where can I do this?" and "Does this match my goals? Am I ready to make a decision?" by encouraging research into occupational fields, job profiles and training opportunities and supporting young people in reviewing their decisions.

Conclusions and outlook:

"What Happens in a Company?" offers a unique opportunity to experience the world of work first-hand through its practice-orientated workshops. Through the direct involvement of companies in the educational context and the provision of real work materials and equipment, young people can gain a realistic impression of various professional fields. This promotes their understanding of the requirements and processes in companies and motivates them to explore their professional interests further. Integrating such hands-on experiences into the school curriculum or as an extracurricular activity contributes significantly to career guidance and opens new perspectives for the participants' professional future.

3. Your First Work Experience: What to Know Before?

"Your First Work Experience" offers young people the opportunity to learn directly from the experiences of other young people and employers through peer-to-peer educational videos. Viewers are informed about challenges, obstacles and situations they may face in their first work experience, as well as strategies to avoid or overcome them.

Target group:

The RealityCheck is aimed at young people aged 15 to 19 and older preparing for their first work experience or internship. It seeks to prepare them for the real conditions of working life and give them a better understanding of the world of work.

Main objectives of the RealityCheck:

- Sensitisation of the unique features of the first work or internship experience.
- Learning the importance of a positive and flexible attitude in the workplace.
- Preparation for situations that may deviate from your expectations.

Career guidance process:

RealityCheck supports young people in the early stages of career orientation, particularly in reflecting on personal goals and motivations ("What do I want? What motivates me?") and adapting expectations to the realities of the workplace. It promotes an understanding that working environments are complex and include various elements such as rights, duties and work processes.

Conclusions and outlook:

"Your First Work Experience" offers an innovative and practical approach through peer-to-peer learning videos to better prepare young people for their first work experience. By sharing the experiences of other young people and engaging employers, the project helps to set realistic expectations of the world of work. It encourages an open, adaptable and resilient attitude to the challenges of working life. It could become integral to any school, organisational or governmental career guidance and job placement programme.

SWEDEN

1. Film contest!

A creative film competition in which school classes make short films about various professions to gain insight into the world of work. The pupils write scripts and use mobile phones to produce the movie. The best entry is shown at the Skellefteå Film Festival and contributes to a class trip.

Target group:

Young people between 13 and 19 use the film project to take a creative look at job profiles and explore different occupational fields.

Main objectives of the RealityCheck:

It strengthens the link between school and working life, imparts knowledge about different professions and skills in demand, and reduces the risk of dropping out of school and involuntary absenteeism.

Career guidance process:

The competition covers several phases of career orientation, from reflecting on personal interests and strengths to deciding on a suitable apprenticeship or job.

Conclusions and outlook:

This innovative RealityCheck offers a unique opportunity to actively and creatively involve young people in career guidance. By creating films about various professions, pupils are motivated to engage with the labour market and the requirements of different occupational fields.

2. Work experience Culture park

"Work Experience Culture Park" offers pupils practical experience in various areas such as woodwork/carpentry, mechanics and garden/park maintenance. Visiting the Urkraft Kulturpark allows participants to experience work processes up close and gain practical and theoretical insights into everyday working life.

Target group:

RealityCheck is aimed at young people aged between 13 and 19 and aims to build a bridge between school and working life by providing practical work experience.

Main objectives of the RealityCheck:

The main objectives include strengthening the link between school and working life, highlighting different job profiles and sought-after skills, and reducing school drop-outs and unwanted absences.

Career guidance process:

The RealityCheck covers several phases of career orientation, from self-reflection on personal interests and skills to deciding on a suitable apprenticeship or job. It helps young people to define their goals and adjust their expectations of the world of work.

Conclusions and outlook:

Combining practical and theoretical learning methods, "Work Experience Culture Park" offers a comprehensive perspective on various occupational fields. This reality check not only promotes an understanding of the world of work but also supports the personal and professional development of young people by helping them to make informed decisions about their professional future.

3. Training for Skills

"Training for Skills" offers a practical training experience at the T2 vocational college on the Skellefteå campus. The students can familiarise themselves with various work steps in the industry (carpentry/woodworking and welding) through a site visit and practical tests. The programme includes a short career guidance session focusing on personal interests and motivations.

Target group:

The RealityCheck is aimed at young people aged 13 to 19 and aims to give them practical and theoretical insights into selected professional fields.

Main objectives of the RealityCheck:

The main objectives are to strengthen the link between school and the world of work, focusing on the welding and carpentry industries, which are in high demand in the region. It aims to encourage young people to choose industrial professions by highlighting the advantages and potential of these professions.

Career guidance process:

RealityCheck supports young people in various phases of career orientation, from reflecting on personal wishes and motivations to identifying skills, exploring suitable educational and work paths and deciding on a preferred training programme.

Conclusions and outlook:

"Training for Skills" offers an innovative method to actively inspire young people for the world of work and give them realistic insights into industrial professions. The combination of practical experience and career counselling supports participants in their career choices and motivates them to pursue their personal and professional goals.

The **12** New RealityChecks in total

**PART B:
IN DETAIL**

The 3 New Reality Checks in Austria

General Information

Name:

BdKzAmT -Bring Dein Kind zur Arbeit mit Tag
Bring Your Child to Work Day

Short description:

Mitarbeiter*innen von Unternehmen werden dazu eingeladen, ihre Kinder einen Tag mit an ihre Arbeitsstätte zu nehmen. Der „RealityCheck“ Ansatz dazu ist: Kinder wissen zunehmend nicht was ihrer Eltern „wirklich machen“. Ein „Mitnehmen“ an die von Vater und Mutter an deren Arbeitsstätte kann einen authentischen Einblick in einen Ausschnitt der realen Arbeitswelt bieten. Zugleich ermöglicht dieses gemeinsame Erlebnis einen familiären Diskurs zu Beruf und Arbeitswelt.

Main goals:

Heranführen von Kindern und Jugendlichen – Primarstufe 3rd grade, Sek I 7th grade – an die reale Arbeitswelt anhand der Berufswelt der Eltern.
Ein innovativer Aspekt davon ist, dass Unternehmen angesprochen werden, ihre Mitarbeiter*innen in ihrer Rolle als Eltern zu sehen – das ist eine der herausforderndsten Agenden in der beruflichen Orientierung Jugendlicher – und diesen vielfachen Hebel als Verstärkung des Kontaktes von Unternehmen zu Schule in Hinblick auf RealityChecks zu nutzen

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input type="checkbox"/>	15-16
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<input checked="" type="checkbox"/>	6-10	<input type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input type="checkbox"/>	older
<input checked="" type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input type="checkbox"/>	Part of formal curriculum
<input checked="" type="checkbox"/>	informal / non-formal activity
<input checked="" type="checkbox"/>	Individual
<input type="checkbox"/>	Group activity
<input checked="" type="checkbox"/>	Face-to-face (analogue)
<input type="checkbox"/>	Digital
<input type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation:
Implementation:
Follow-up:

These actors are needed to implement this Reality Check:

	actors	roles
<input checked="" type="checkbox"/>	Administration	
<input checked="" type="checkbox"/>	Companies	
<input checked="" type="checkbox"/>	Schools	
<input checked="" type="checkbox"/>	Parents	
<input type="checkbox"/>	Students	
<input type="checkbox"/>	Public Employment Service	
<input type="checkbox"/>	NGOs	
<input checked="" type="checkbox"/>	Chambers	
<input type="checkbox"/>	Freelance trainers	
<input type="checkbox"/>	...	

Please describe the involved professions:

Der entscheidende, innovative Aspekt ist, dass Unternehmen eingeladen und motiviert werden, ihre Mitarbeiter*innen auch in ihrer Rolle als Eltern von Schulkindern zu sehen und über diese Schiene den Kontakt zu Schulen, Lehrer*innen und Jugendlichen zu finden.

Bisherige Ansätze in diese Richtung (Beispiel „Töchertag“) suchen den Kontakt eher über die Schule – bei diesem Ansatz ist der aktive Einbezug der Unternehmen mit ihren Mitarbeiter*innen der innovative Ansatz.

Die Rolle von Eltern bei der Mitwirkung an der Entscheidungsfindung zur Bildungs- und Berufswahl ist zweifelsfrei gut dokumentiert, in unterschiedlichen Ausprägungen.

Das Einbeziehen von Eltern in ihrer persönlichen „Profession“ im Arbeitsleben ist der wesentliche Aspekt dieses RealityCheck Ansatzes, verbunden mit der Aktivierung von Unternehmen, diese Rolle ihrer Mitarbeiter anhand der Ausprägungen im Unternehmen zu nutzen.

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input type="checkbox"/>	Vorbereitende Informationen über Ziel. Zweck, Ablauf des Tages, Anregungen zu Nachgesprächen
Meals	<input type="checkbox"/>	
Personnel	<input checked="" type="checkbox"/>	Interessierte Eltern, Bereitschaft von Unternehmen
Spaces/Rooms	<input type="checkbox"/>	
Safety & security: working clothes	<input type="checkbox"/>	
Safety & security: insurance	<input type="checkbox"/>	
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

Unternehmen werden angesprochen und eingeladen, ihre Mitarbeiter*innen dazu anzuregen, ihr Kinder – 3rd or 7th grade – für einen Tag an ihren Arbeitsplatz mitzunehmen, um einen lebendigen Eindruck zu gewinnen, was Vater oder Mutter (auch Onkel oder Tante, etc. ... so einen Tag lang in ihrem Beruf machen ...

Die Methode ist: Erlebnis, Begleitung, Reflexion



Please describe how to implement the reality check (Step-by-step instructions):

Zuerst Vereinbarung im Netzwerk (grundsätzlich erfolgt)

Dann Abstimmung mit Schulbehörde – Bildungsdirektion (bereits erfolgt)

Information bei Unternehmen im Detail (Im Gange)

Ausschreibung und Information an Schulen erfolgt nach Semesterferien)

Durchführung (letzte beiden Schulwochen im Sommersemester 2024)

Permanente Bewerbung durch BerufsFindungsBegleiterinnen

Evaluation und Reflexion

Please describe the preparation and follow-up:

Information, Motivation und Abklärung inhaltlicher, formaler und rechtlicher Fragen (Haftung etc.)

Ausschreibung, Einladung, Formate als Vorgaben für Unternehmen

Information über Schulen, Elternvereine

Abstimmung mit Bildungsbehörde Bildungsdirektion (erfolgt)

Evaluation

Please explain how to evaluate the RealityCheck

Evaluation mit easyfeedback - virtuell

Learning Outcomes

General learning objectives

<input type="checkbox"/>	Boost students' motivation to approach the labour market.
<input checked="" type="checkbox"/>	Provide practical insights into one or more professions.
<input checked="" type="checkbox"/>	Showcase realistic examples of working routines.
<input type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input checked="" type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

Dieses Format ist ein besonders effektiver Ansatz, Unternehmen dazu zu motivieren, ihre Mitarbeiter*innen in ihrer Rolle als Eltern anzusprechen und damit den Kontakt zu Schulen für „RealityChecks“ zu aktivieren.

Der durch viele Studien (Bertelsmann, Shell ...) belegte Fakt, dass Kinder nicht mehr wissen, was ihre Eltern beruflich machen, kann durch dieses Format effektiv aufgegriffen werden.

Innovativ dabei ist vor allem, dass nicht Schule und Eltern, sondern Unternehmen aktiv in diesen Prozess integriert sind – dies multipliziert die Wirksamkeit dieses Ansatzes.

Innovation & sustainability

Categories of Innovation

<input type="checkbox"/>	New approach (methods/procedures)
<input checked="" type="checkbox"/>	Combining existing methods/procedures
<input checked="" type="checkbox"/>	Adapting existing methods/procedures
<input type="checkbox"/>	Using in a new learning setting
<input type="checkbox"/>	For new target groups
<input checked="" type="checkbox"/>	Regional / transnational transfer
<input type="checkbox"/>	Other (please specify)

How is the actual living environment of young people addressed?

Die Erkundung der Arbeitswelten der Eltern oder naher Bezugspersonen ist die größtmögliche Nähe, wie das soziale, persönliche Lebensumfeld von Kindern und Jugendlichen adressiert werden kann.

How are positive emotions fostered and supported with this RealityCheck?

Die Einbindung von Kindern und Jugendlichen in die Arbeitswelt der Eltern oder naher Bezugspersonen stellt für die adressierte Altersgruppe einen hohen Motivations-, Aktivierungs- und Reflexionsfaktor dar.

How are labour market information and expectations integrated into this RealityCheck?

Diese Informationen werden, ausschnitthaft und altersgerecht, mit berücksichtigt und adressiert.

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

Es gibt eine persönliche feedback-Schleife via Easyfeedback

Further information

Country: Austria
 Contact person: Dr.ⁱⁿ Michaela Marterer
 Email: mm@stvg.com

New Reality Check

General Information

Name:

Jobs aus der Box - MINT

Short description:

Das Konzept „Jobs aus der Box“ bietet Jugendlichen die Möglichkeit, in kombinierter Form Berufstätigkeiten praktisch und „hands on“ zu erleben - nach dem Motto: „Erst wenn man es ausprobiert, weiß man, ob es passt“. In einem ergänzenden Modul besteht die Möglichkeit, die praktischen Erfahrungen mit Unternehmerinnen aus der Region zu reflektieren. Dieses Konzept wurde bisher in den Bereichen Bau, Dienstleistungen, Elektro, Handel/E-Commerce, Holz, Metall und Pflege & Gesundheit erprobt.

In Hinblick auf die MINT Strategie der Region Obersteiermark Ost wird in RealityCheck eine zusätzliche Box entwickelt und erprobt, die sich nicht an den klassischen Berufssparten orientiert, sondern berufsübergreifend Berufe aus dem Feld MINT – Mathematik, Informatik, Naturwissenschaften, Technik – praktisch erleben lässt. (engl STEM – Science, Technology, Engineering, Maths)

Der Einsatz erfolgt im Rahmen des schulischen Unterrichts und ergänzt bz. Erweitert das curriculum „Bildungs- und Berufsorientierung“. Dieser RealityCheck ist daher sowohl dem formalen Kontext als auch dem non-formalen Bereich zuzuordnen.

Main goals:

Mit diesem Konzept werden Jugendliche in der 7. Und 8. Schulstufe (ca. 13 – 15 Jahre) angesprochen und erleben im Rahmen von 2 mal 3 Unterrichtseinheiten das breite Berufsspektrum, das sich in MINT bietet.

Insbesondere werden damit folgende Ziele verfolgt:

- Einblick in das vielfältige Feld von Berufen in MINT
- Beispielhaftes Entdecken eigener Interessen und Kompetenzen anhand ausgewählter „hands-on“ Beispiele
- Interesse wecken, sich näher mit diesem Berufsspektrum auseinanderzusetzen
- Informationen und Erfahrungen aus „erster Hand“ von unternehmerisch tätigen Personen aus der Region
- Verknüpfen der erworbenen Erkenntnisse mit dem schulischen Bildungsangebot zu MINT

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input checked="" type="checkbox"/>	15-16
<input type="checkbox"/>	6-10	<input type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input type="checkbox"/>	older
<input checked="" type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input checked="" type="checkbox"/>	Part of formal curriculum
<input checked="" type="checkbox"/>	informal / non-formal activity
<input type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Group activity
<input type="checkbox"/>	Face-to-face (analogue)
<input type="checkbox"/>	Digital
<input checked="" type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation: erfolgt durch schulexternen Partner ca. 2h

Implementation: 2 mal 3 Unterrichtseinheiten á 50min

Follow-up: abhängig vom jeweiligen Rahmen – ca. 2 h

These actors are needed to implement this Reality Check:

	actors	roles
<input type="checkbox"/>	Administration	
<input checked="" type="checkbox"/>	Companies	
<input checked="" type="checkbox"/>	Schools	
<input type="checkbox"/>	Parents	
<input checked="" type="checkbox"/>	Students	
<input type="checkbox"/>	Public Employment Service	
<input checked="" type="checkbox"/>	NGOs	
<input type="checkbox"/>	Chambers	
<input type="checkbox"/>	Freelance trainers	
<input type="checkbox"/>	...	

Please describe the involved professions:

Schulen sind der Ort, an dem die hands-on Aktivitäten durchgeführt werden.
 Die Erstellung der Boxen und der detaillierten Anleitungen erfolgt durch die NGO
 Unternehmen sind durch unternehmerische Persönlichkeiten aktiv eingebunden

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input checked="" type="checkbox"/>	Die Box mit praktischen Anwendungsmöglichkeiten inclusive ausführlicher Beschreibung und Anleitung wird von NGO bereitgestellt. Der Kontakt mit regionalen Unternehmen wird von der NGO in Abstimmung mit der Schule hergestellt
Meals	<input type="checkbox"/>	
Personnel	<input checked="" type="checkbox"/>	Lehrperson in der Klasse, Unternehmerische Persönlichkeit aus dem Bereich MINT
Spaces/Rooms	<input type="checkbox"/>	Schulraum, ggf. Technisches Equipment
Safety & security: working clothes	<input type="checkbox"/>	
Safety & security: insurance	<input type="checkbox"/>	
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

Das Konzept "Jobs aus der Box – MINT" kombiniert praktische „hands on“ Tätigkeiten anhand ausgewählter Berufstätigkeiten im breiten MINT-Anwendungsbereich mit interner und externer Reflexion – Lehrperson in der Klasse und unternehmerische Persönlichkeit aus der Region

Methoden und Prozesse sind insbesondere:

- Hands-on Praxis
- Entdecken und Erleben eigener Interessen, Kompetenzen und Potenziale
- Information durch unternehmerische Persönlichkeit
- Reflexion gemeinsam mit unternehmerischen Erfahrungen
- Sicherung der Erkenntnisse durch angeleitete weitere Auseinandersetzung mit Berufsfeldern aus MINT
- Verknüpfen der Erkenntnisse mit dem schulischen Bildungsangebot MINT
- Näherkommen an eine (Vor-)Entscheidung zu weiterer Bildungs-, Ausbildungs- und Berufswahl

Please describe how to implement the reality check (Step-by-step instructions):

Die Erstellung der Box inklusive Hands-on Anwendungsbeispielen erfolgt durch NGO in enger Abstimmung mit den Netzwerkpartnern und Berufsvertreter*innen aus den Berufsfeldern MINT sowie mit dem Regionalmanagement als Partner in der MINT Strategie Obersteiermark Ost

Die NGO erstellt ausführliche Handlungsanleitungen zum pädagogische und didaktischen Gesamtkonzept und zum praktischen Einsatz der Box und des Konzepts als Handhabe für die Lehrperson in der Klasse

Je nach Bedarf unterstützt die NGO – BerufsFindungsBegleitung bei der Kontaktnahme mit unternehmerischen Persönlichkeiten der Region.

Die Unternehmen in der Netzwerkpartnerschaft der Region stellen eine kompetente und leistungsstarke Ressource für den Kontakt mit unternehmerischen Persönlichkeiten aus dem Feld MINT dar.

Please describe the preparation and follow-up:

Das Konzept Jobs aus der Box – MINT ist integriert in den regulären Unterricht für Bildungs- und Berufsorientierung und Teil eines Jahresprogrammes und wird von den Lehrpersonen der Klasse vorbereitet, einbegleitet und anschließend im Rahmen des Lehrplanes weiter behandelt, zusammen mit anderen Zugängen zur realen Arbeitswelt, die im Curriculum vorgesehen sind.

Durch die integrierte Einbindung in das Jahresprogramm zeigt das Konzept Jobs aus der Box – MINT nachhaltige Wirkung, sowohl als non-formales Programm innerhalb eines formalen Curriculums als auch als Element der Umsetzung der MINT-Strategie Obersteiermark Ost.

Evaluation

Please explain how to evaluate the RealityCheck

Die Evaluation erfolgt in Abstimmung mit dem Unterrichtsprogramm der Schule, da das Konzept „Jobs aus der Box MINT“ als integrierter Teil des Curriculums Bildungs- und Berufsorientierung eingesetzt. Jede Evaluation an der Schule bedarf der Genehmigung durch die Bildungsdirektion des Landes.

Empfohlen wird eine Bewertung nach den Kategorien

- Aktivierung durch hands-on Ansatz
- Wecken des Interesses an MINT-Berufen
- Informationsgehalt der Gespräche mit unternehmerischen Personen der Region aus dem Bereich MINT
- Ergebnisse und Erkenntnisse aus der Reflexion
- Wirkung der Verknüpfung mit qualifizierenden MINT-Inhalten aus dem schulischen Angebot

Learning Outcomes

General learning objectives

<input checked="" type="checkbox"/>	Boost students' motivation to approach the labour market.
<input checked="" type="checkbox"/>	Provide practical insights into one or more professions.
<input checked="" type="checkbox"/>	Showcase realistic examples of working routines.
<input checked="" type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

Es ist mehr als Motivation – Ziel ist zu begeistern und nachhaltiges Interesse zu wecken

Innovation & sustainability

Categories of Innovation

<input type="checkbox"/>	New approach (methods/procedures)
<input checked="" type="checkbox"/>	Combining existing methods/procedures
<input checked="" type="checkbox"/>	Adapting existing methods/procedures
<input type="checkbox"/>	Using in a new learning setting
<input type="checkbox"/>	For new target groups
<input checked="" type="checkbox"/>	Regional / transnational transfer
<input type="checkbox"/>	Other (please specify)

How is the actual living environment of young people addressed?

Der Kontakt mit regionalen unternehmerischen Persönlichkeiten bewirkt einen starken Bezug zur Arbeitswelt der Region. Erste Schritte in weiterführende Bildungs-, Ausbildungs-, Berufswege erfolgen in diesem Alter in der Regel im näheren regionalen Umfeld. Daher ist dieser Bezug von großer Bedeutung.

How are positive emotions fostered and supported with this RealityCheck?

Das lebendige "hands-on" Erlebnis aktiviert und begeistert Jugendliche in dieser Alterstufe besonders – die Verbindung von praktischer Tätigkeit im Klassenraum mit der persönlichen Begegnung mit unternehmerischen Persönlichkeiten aus der Region bewirkt positive emotionale Effekte.

How are labour market information and expectations integrated into this RealityCheck?

Durch die persönliche Begegnung mit unternehmerischen Persönlichkeiten der Region werden die realen Chancen und Möglichkeiten in den erfassten berufen in der Region sichtbar gemacht

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

Durch erfolgreiche erste Pilotierungen werden Lehrpersonen überzeugt, dass es sinnvoll ist, das Konzept einzusetzen. Dadurch werden weitere Einsatzfelder nachhaltig gewonnen. Im Rahmen des Projektes RealityCheck wird der Einsatz des Konzeptes unter unterschiedlichen nationalen Bedingungen geprüft.

Further information

Country: **Austria**
 Contact person: **Dr.ⁱⁿ Michaela Marterer**
 Email: **mm@stvg.com**

New Reality Check

General Information

Name:

Interaktive Berufspräsentation

Short description:

Auszubildende – Lehrlinge – aus mehreren Unternehmen entwickeln Präsentationen, die ihren Ausbildungsberuf, und die Kernkompetenzen ihrer Unternehmen repräsentativ darstellen. Diese Präsentationen werden in eine „Geschichte“ verknüpft, die attraktiv und anregend für Junge Menschen ist.

Im konkreten Fall ist der Anlass „Mobilität“ und „Wettbewerb“ in Autorennen – wir können Firmen aus Forschung, Entwicklung, Produktion, Marketing etc. zusammenarbeiten, um innovative Entwicklungen zu generieren und diese umzusetzen.

Und wie können davon junge Menschen eingebunden, davon begeistert und dafür gewonnen werden. Entscheidend ist dass junge Menschen in betrieblicher Ausbildung aktiv mit Schüler*innen vor der Bildungs- und Berufswahl in Kontakt treten, um – Peer to Peer – zur persönlichen Entscheidungsfindung beizutragen.

Main goals:

Aktivierung von Unternehmen, zur aktiven Einbeziehung von in Ausbildung befindlichen Personen – Lehrlingen – unter Anleitung von Ausbilder*innen

Anschauliche, lebendige, „sprechende“ Darstellungen von Modellen, was „im Unternehmen läuft“ und was Mitarbeiter*innen dafür leisten

Persönliche Präsentation – Peer to Peer – von Lehrlingen zu Schüler*innen – was wir lernen, was wir leisten

Wesentliches Element: nicht nur „Unternehmens-Recruiting“, sondern im Netzwerk gemeinschaftlicher Auftritt und Motivation

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input checked="" type="checkbox"/>	15-16
<input type="checkbox"/>	6-10	<input type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input type="checkbox"/>	older
<input checked="" type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input type="checkbox"/>	Part of formal curriculum
<input checked="" type="checkbox"/>	informal / non-formal activity
<input type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Group activity
<input checked="" type="checkbox"/>	Face-to-face (analogue)
<input type="checkbox"/>	Digital
<input type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation: Intensive Involvement of companies, depending on the concrete activities and dimensions of the programme

Implementation: organized in common action of the participants

Follow-up: to be committed - recommended

These actors are needed to implement this Reality Check:

	actors	roles
<input type="checkbox"/>	Administration	
<input checked="" type="checkbox"/>	Companies	Core actors in development and implementation
<input checked="" type="checkbox"/>	Schools	Needed partners in cooperation and committment
<input type="checkbox"/>	Parents	
<input checked="" type="checkbox"/>	Students	They are the most important actors in the programme
<input type="checkbox"/>	Public Employment Service	
<input checked="" type="checkbox"/>	NGOs	Strong need for support in motivation, implementation
<input checked="" type="checkbox"/>	Chambers	Should support in motivation of companies
<input type="checkbox"/>	Freelance trainers	depends
<input type="checkbox"/>	...	

Please describe the involved professions:

Most relevant are the involved Apprentices
 Additional trainers and educators in companies – mostly out from the team of the regional Network
 Ev. Additional support personell

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input checked="" type="checkbox"/>	Prepared by the companies
Meals	<input type="checkbox"/>	
Personnel	<input checked="" type="checkbox"/>	Commitment wit companies
Spaces/Rooms	<input type="checkbox"/>	
Safety & security: working clothes	<input type="checkbox"/>	
Safety & security: insurance	<input type="checkbox"/>	
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

This innovative RealityCheck is an intensive approach for peer to peer communication with the additional aspect of cross-company cooperation – it is not only one company, it is a cooperating team of companies, who present opportunities and chances for RealityChecks fpr young people – and they prepare lively actions concerning their professions to activate young people to come closer to a decision for a relevant profession

Please describe how to implement the reality check (Step-by-step instructions):

Creating ideas by the companies, mainly from apprentices, concerning core competencies in their VET competencies

Combining the ideas and creating a “story”, which could be interesting, inspiring, fascinating for students in initial education schools

Developing, producing separate “boxes” by the companies, but each as a part of the common living story,

Presenting the “living profession story” by apprentices as “peers” at various events – in schools, VET fairs etc.

Reflecting, discussing, evaluating the gained recognitions

Please describe the preparation and follow-up:

Finding ideas in the companies

Creating ideas in the company

Creating a common “story” by the involved companies in the network

Preparing presentations at various opportunities and event

Reflection and feedback after these events

Evaluation

Please explain how to evaluate the RealityCheck

Prepared formats for evaluation via easyfeedback

Learning Outcomes

General learning objectives

<input checked="" type="checkbox"/>	Boost students' motivation to approach the labour market.
<input checked="" type="checkbox"/>	Provide practical insights into one or more professions.
<input type="checkbox"/>	Showcase realistic examples of working routines.
<input checked="" type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

Innovation, activation, fascination by apprentices and addressed students

Innovation & sustainability

Categories of Innovation

<input checked="" type="checkbox"/>	New approach (methods/procedures)
<input checked="" type="checkbox"/>	Combining existing methods/procedures
<input type="checkbox"/>	Adapting existing methods/procedures
<input checked="" type="checkbox"/>	Using in a new learning setting
<input type="checkbox"/>	For new target groups
<input checked="" type="checkbox"/>	Regional / transnational transfer
<input type="checkbox"/>	Other (please specify)

How is the actual living environment of young people addressed?

The activity is driven by companies from the region – students com in contact with apprentices in these companies as role models and persons for personal perspectives

How are positive emotions fostered and supported with this RealityCheck?

It is a living event, there is activity, light, noise, action, that is was young people attract, fascinate and motivate!

How are labour market information and expectations integrated into this RealityCheck?

Involved companies in the region have the best and most authentic information about situation of labour market, esp. on VET education and apprenticeship

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

involved companies, addressed students, outcomes of the easyfeedback evaluation

Further information

Country: Austria
 Contact person: Dr.ⁱⁿ Michaela Marterer
 Email: mm@stvg.com

The 3 New Reality Checks in Germany

General Information

Name:

Praxis-Workshop | CareerCraft: Gestalte Deine berufliche Zukunft

Short description:

Der Praxis-Workshop "CareerCraft: Gestalte Deine berufliche Zukunft" bietet Schüler*innen ab Klassenstufe 8 eine praxisnahe Gelegenheit, in die Welt der Handwerksberufe einzutauchen. Durch realistische Szenarien und interaktive Rollenspiele erhalten sie Einblicke in die vielfältigen Möglichkeiten von Handwerksberufen. Ziel ist es, Talent und Interesse für diese essenziellen Berufe zu wecken und zu fördern, und den Schüler*innen die Werkzeuge für ihre berufliche Zukunft an die Hand zu geben.

Main goals:

- Berufsorientierung: Erweiterung des Verständnisses und Bewusstseins für die Vielfalt und Bedeutung von Handwerksberufen
- Praktische Fertigkeiten: Entwicklung grundlegender handwerklicher und berufsrelevanter Kompetenzen durch praxisnahe Erfahrungen.
- Berufliche Inspiration: Motivation und Anregung der Jugendlichen, Handwerksberufe als potenzielle Karrierewege zu erkunden.

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input checked="" type="checkbox"/>	15-16
<input type="checkbox"/>	6-10	<input checked="" type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input checked="" type="checkbox"/>	older
<input checked="" type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input checked="" type="checkbox"/>	Part of formal curriculum
<input type="checkbox"/>	informal / non-formal activity
<input type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Group activity
<input checked="" type="checkbox"/>	Face-to-face (analogue)
<input type="checkbox"/>	Digital
<input checked="" type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation:

Implementation: 2-5 Tage

Follow-up: 90 Minuten

These actors are needed to implement this Reality Check:

	actors	roles
<input type="checkbox"/>	Administration	
<input checked="" type="checkbox"/>	Companies	Unterstützung aus der Berufspraxis (Arbeitswelt)
<input checked="" type="checkbox"/>	Schools	Curriculare Umsetzung im Rahmen des Unterrichts (WAT/Arbeitslehre/o.ä.)
<input type="checkbox"/>	Parents	
<input type="checkbox"/>	Students	
<input checked="" type="checkbox"/>	Public Employment Service	Berufsberatung
<input checked="" type="checkbox"/>	NGOs	Ergänzende/vertiefende Unterstützung im Rahmen der Berufsorientierung
<input checked="" type="checkbox"/>	Chambers	Unterstützung
<input type="checkbox"/>	Freelance trainers	
<input type="checkbox"/>	...	

Please describe the involved professions:

Lehrer*innen, Berufsberater*innen, Pädagog*innen (Berufsorientierung, Ganztage etc.), Ausbilder, Auszubildende, Vertreter*innen der HWK/IHK

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input checked="" type="checkbox"/>	Abhängig von der Aufgabenstellung: entsprechendes Werkzeug und Material
Meals	<input type="checkbox"/>	
Personnel	<input checked="" type="checkbox"/>	
Spaces/Rooms	<input checked="" type="checkbox"/>	ggf. Werkstatt, Werkraum
Safety & security: working clothes	<input checked="" type="checkbox"/>	Je nach Aufgabe: Arbeitsschuhe, -handschuhe etc.
Safety & security: insurance	<input type="checkbox"/>	
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

"CareerCraft: Gestalte Deine berufliche Zukunft" bietet eine interaktive und praxisnahe Einführung in verschiedene Handwerksberufe. Er ist in zwei Kernmodule (K) + drei ergänzende Module gegliedert:

PraxisWorkshop (K): Hier erleben die Schüler*innen realitätsnahe Szenarien in verschiedenen Handwerksberufen, wie Bau und Elektrotechnik. Die Aufgaben reichen von Problemlösungen und Projektplanungen bis hin zu Kundengesprächen, wobei immer ein Bezug zur Lebenswelt der Jugendlichen hergestellt wird.

Interaktion (K): Durch Rollenspiele schlüpfen die Schüler*innen in die Rollen von Facharbeitern und Geschäftsführern, gewinnen Einblicke in unterschiedliche berufliche Facetten und arbeiten in Gruppen an handwerklichen Projekten, was Teamarbeit und Projektmanagement fördert.

Input & Austausch: Fachleute aus lokalen Handwerkbetrieben werden als Referenten und Mentoren eingebunden. Betriebsbesuche ermöglichen direkte Einblicke in den Arbeitsalltag und vermitteln praxisnahe Erfahrungen.

Output: Die Schüler*innen erstellen Informationsmaterialien und nutzen digitale Plattformen, um ihre Projektarbeit zu dokumentieren und Arbeitsabläufe zu simulieren, wodurch digitale Kompetenzen gefördert werden.

Feedback: Regelmäßige Feedback-Runden und die Entwicklung von Erfolgskriterien ermöglichen es, den Lernerfolg und das Interesse an den vorgestellten Berufsfeldern zu messen und zu reflektieren.

Insgesamt zielt der Workshop darauf ab, das Interesse der Jugendlichen an Handwerksberufen zu wecken und sie für berufliche Möglichkeiten in KMUs zu begeistern.

Please describe how to implement the reality check (Step-by-step instructions):

Kick-off: Starten Sie den Workshop mit einer Einführungsveranstaltung.

Module durchführen: Führen Sie die verschiedenen CareerCraft-Module interaktiv durch.

Experteneinbindung: Integrieren Sie Gastvorträge und Mentorensessions (z.B. mit Ausbildungsbetrieben)

Projektarbeit: Lassen Sie die Schüler*innen in Gruppen an praxisbezogenen Projekten arbeiten.

Betriebsbesuche: Organisieren Sie Exkursionen zu lokalen KMUs.

Please describe the preparation and follow-up:

Vorbereitung:

Ziele festlegen: Bestimmen Sie die spezifischen Lernziele von CareerCraft.

Inhalte entwickeln: Erstellen Sie die CareerCraft-Module mit praxisnahen Szenarien.

KMU-Partnerschaften: Kooperieren Sie mit lokalen KMUs für Experteninput und Betriebsbesuche.

Materialien und Ressourcen: Beschaffen Sie alle notwendigen Lehrmaterialien und digitalen Tools.

Nachbereitung

Feedback sammeln: Führen Sie Umfragen und Feedback-Runden mit den Schülern durch.

Evaluierung: Bewerten Sie den Erfolg von CareerCraft anhand der festgelegten Ziele.

Ergebnispräsentation: Lassen Sie die Schüler ihre Projekte und Erkenntnisse präsentieren.

Reflexionssession: Organisieren Sie eine Abschlussdiskussion zur Reflexion des Gelernten.

Verbesserungen planen: Analysieren Sie das Feedback für zukünftige CareerCraft-Durchführungen.

Evaluation

Please explain how to evaluate the RealityCheck

Vorher-Nachher-Umfragen: Durchführung gezielter Befragungen der Schüler*innen vor und nach CareerCraft, um Verständnisänderungen und Einstellungswechsel zu erfassen.

Feedbackbögen: Einsatz strukturierter Feedbackbögen mit konkreten Fragen zur Bewertung der Workshop-Inhalte und deren Praxisrelevanz.

Projektevaluierung: Überprüfung der Schülerprojekte hinsichtlich realistischer Umsetzung und Anwendung des Gelernten.

Unternehmensfeedback: Einholen von Rückmeldungen der KMU-Fachleuten zur Beurteilung der Ergebnisse des Workshops.

Learning Outcomes

General learning objectives

<input checked="" type="checkbox"/>	Boost students' motivation to approach the labour market.
<input checked="" type="checkbox"/>	Provide practical insights into one or more professions.
<input checked="" type="checkbox"/>	Showcase realistic examples of working routines.
<input type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

Praktische Fertigkeiten: Einblick in grundlegende (handwerkliche) Techniken und Verständnis von technischen Prozessen in verschiedenen Berufen.

Selbstbewusstsein und Selbstwirksamkeit: Vertrauen in die eigenen Fähigkeiten und der Überzeugung, berufliche Wege aktiv gestalten zu können.

Reflexionsfähigkeit: Fähigkeit zur Selbstreflexion, um eigene Interessen und Fähigkeiten in Bezug auf berufliche Möglichkeiten zu bewerten.

Innovation & sustainability

Categories of Innovation

<input type="checkbox"/>	New approach (methods/procedures)
<input checked="" type="checkbox"/>	Combining existing methods/procedures
<input type="checkbox"/>	Adapting existing methods/procedures
<input type="checkbox"/>	Using in a new learning setting
<input type="checkbox"/>	For new target groups
<input type="checkbox"/>	Regional / transnational transfer
<input type="checkbox"/>	Other (please specify)

How is the actual living environment of young people addressed?

Realitätsnahe Projekte: Gestaltung von Aufgaben, die die Interessen der Jugendlichen, wie Skateparks oder moderne Schülerlounge, widerspiegeln.

Technologieeinsatz: Nutzung digitaler Plattformen und Werkzeuge, die Jugendliche täglich verwenden.

Jugendspezifische Herausforderungen: Fokus auf Themen wie Nachhaltigkeit und innovative Technologie, die junge Menschen ansprechen.

Einbindung von Jugendkultur: Integration aktueller Trends (Musik, Games etc.) und Interessen der Jugendlichen in den Workshop.

Jugendliches Feedback: Berücksichtigung der Meinungen und Vorschläge der teilnehmenden Jugendlichen.

Junge Vorbilder: Einbeziehung junger Fachkräfte und Auszubildender als Mentoren.

How are positive emotions fostered and supported with this RealityCheck?

Erfolgslebnisse: Durch die Bewältigung praktischer Aufgaben stärken die Schüler*innen ihr Selbstbewusstsein und entwickeln ein Gefühl der Leistung.

Kreativität und Selbsta Ausdruck: Kreative Projekte ermöglichen es den Schüler*innen, sich individuell auszudrücken und stolz auf ihre Arbeit zu sein.

Kollaboratives Umfeld: Teamarbeit fördert ein Gefühl der Zugehörigkeit und Gemeinschaft unter den Schüler*innen.

Befähigung durch Kompetenzentwicklung: Das Erlernen neuer Fähigkeiten gibt den Schüler*innen ein Gefühl der Kontrolle über ihre Zukunft und eröffnet neue Perspektiven.

How are labour market information and expectations integrated into this RealityCheck?

Simulieren realer Arbeitsbedingungen: Die Schüler*innen führen Projekte durch, die echte Arbeitsabläufe und Herausforderungen in verschiedenen (Handwerks)Berufen nachstellen.

Erwartungen versus Realität diskutieren: die Schüler*innen können ihre Vorstellungen über verschiedene Berufe mit den tatsächlichen Anforderungen und Gegebenheiten des Arbeitsmarktes abgleichen.

Feedback von Branchenexperten: Rückmeldungen von Ausbildungsbetrieben integrieren, um die Ausrichtung des Workshops auf aktuelle Marktanforderungen sicherzustellen.

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

Langfristige KMU-Partnerschaften aufbauen: Etablierung dauerhafter Beziehungen zu lokalen KMUs, um praxisnahe Einblicke und Unterstützung für den Workshop zu sichern.

Integration in schulinternen Curriculum: Verankerung von "CareerCraft" als festen Bestandteil des Berufsorientierungsangebots in der Schule.

Aktive Öffentlichkeitsarbeit: Werbung für das "CareerCraft"-Angebot, um bei Schüler*innen, Eltern, Lehrer*innen und im Schulumfeld Aufmerksamkeit und Unterstützung zu generieren.

Up-to-date: Stetige Aktualisierung der Workshop-Inhalte und regelmäßige Schulungen für Lehrkräfte, um "CareerCraft" zeitgemäß und effektiv zu halten.

Further information

Country: Deutschland

Contact person: Marco Schroeder

Email: mschroeder@mscplus.eu

New Reality Check

General Information

Name:

Job-Action

Short description:

Der reguläre Besuch einer Berufsmesse wird durch die Verwendung eines im Vorfeld passgenau vorbereiteten Actionsbounds nachhaltiger und fokussierter gestaltet. Die Schüler:innen erhalten Aufgaben, für die sie Punkte sammeln können und kommen auf diese Weise umfassender mit Unternehmen in Kontakt und ins Gespräch. Die Ergebnisse können zur Nachbereitung zudem abgerufen und gemeinsam ausgewertet werden.

Main goals:

- Direkte Kontaktaufnahme zu Praktikums- und Ausbildungsbetrieben durch Schüler:innen
- Gestaltung eines nachhaltigeren Besuchs einer Berufsmesse

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input checked="" type="checkbox"/>	15-16
<input type="checkbox"/>	6-10	<input checked="" type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input checked="" type="checkbox"/>	older
<input checked="" type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input checked="" type="checkbox"/>	Part of formal curriculum
<input type="checkbox"/>	informal / non-formal activity
<input type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Group activity
<input checked="" type="checkbox"/>	Face-to-face (analogue)
<input type="checkbox"/>	Digital
<input type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation: 10-15 Stunden (Erstellen des "Actionbounds" ist zeitintensiv)

Implementation: 2-3 Stunden

Follow-up: 1-2 Stunden

These actors are needed to implement this Reality Check:

	actors	roles
<input checked="" type="checkbox"/>	Administration	Ausrichtung der Berufsmesse
<input checked="" type="checkbox"/>	Companies	Ausstellende der Berufsmesse
<input checked="" type="checkbox"/>	Schools	Vor- und Nachbereitung des Actionbounds
<input checked="" type="checkbox"/>	Parents	Reflexion mit Schüler:innen
<input checked="" type="checkbox"/>	Students	Teilnahme an Berufsmesse
<input type="checkbox"/>	Public Employment Service	
<input type="checkbox"/>	NGOs	
<input type="checkbox"/>	Chambers	
<input type="checkbox"/>	Freelance trainers	
<input type="checkbox"/>	...	

Please describe the involved professions:

In diesem RealityCheck sind folgende Professionen involviert:

Lehrkräfte, ggf. Sozialarbeitende, Berufsberatende, unterschiedliche Unternehmen mit Fachkräften

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input checked="" type="checkbox"/>	Bereitgestellt durch die ausstellenden Unternehmen
Meals	<input type="checkbox"/>	
Personnel	<input type="checkbox"/>	
Spaces/Rooms	<input checked="" type="checkbox"/>	Es wird ein ausreichend großer Ort für die Durchführung der Messe benötigt.
Safety & security: working clothes	<input type="checkbox"/>	
Safety & security: insurance	<input type="checkbox"/>	
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

Der Kerninhalt dieses Reality Checks ist eine sinnhaftere und nachhaltige Gestaltung eines Messe-Besuchs für Schüler:innen. Als Methode dafür wird die Schnitzeljagd-App "Actionbound" verwendet. Darüber hinaus kann/ sollte eine bestehende Berufsmesse ausgesucht werden. Bestenfalls sind hier die ausstellenden Unternehmen und Institutionen im Vorfeld bekannt.

Please describe how to implement the reality check (Step-by-step instructions):

Implementation

finale Vorbereitung: Einstimmen der Schüler:innen auf den bevorstehenden Messebesuch. Es muss sichergestellt werden, dass alle Schüler:innen die App "Actionbound" auf ihrem Endgerät installiert haben.

Besuch der Messe: am Messetag partizipieren die Schüler:innen mithilfe des digitalen Actionbounds an der Messe. Ihre Aufgabe ist es, durch das Spielen der digitalen Schnitzeljagd, in Kontakt mit Unternehmen und Berufen zu kommen. Hier empfiehlt sich die Bildung von Gruppen bis zu vier Personen. Zum Entzerren können hier innerhalb des Actionsbounds unterschiedliche Abschnitte eingeteilt werden pro Gruppe.

Please describe the preparation and follow-up:

Vorbereitung

Auswahl einer Berufsmesse: die durchführende Person wählt eine bestehende Berufsmesse aus. Bestenfalls sind hier die ausstellenden Unternehmen und Institutionen im Vorfeld bekannt. Darauf aufbauend kann der Kontakt zu einigen Unternehmen erfolgen, um mögliche Inhalte und Fragen für die digitale Schnitzeljagd zu sammeln.

Auswahl der Zielgruppe: Auswahl einer Klasse/ Zielgruppe für die Messe und anschließende Anmeldung. Im Vorfeld ist es sinnvoll, mit den Schüler:innen zu besprechen, welche Informationen sie bei möglichen Arbeitgebern für einer Ausbildung oder ein Praktikum erhalten wollen.

Erstellen eines Actionbounds: es wird eine digitale Schnitzeljagd mithilfe der App "Actionbound" mit Inhalten der bevorstehenden Berufsmesse erstellt. Dabei werden bestenfalls die im vorherigen Schritt abgefragten Interessen der Schüler:innen eingebaut. Sinnvolle Inhalte aus der App "Actionbound" können beispielsweise folgende sein: Multiple Choice, Zahlenwert schätzen, Antworteingabe und Foto hochladen. Hier sind die zuvor erfolgten Absprachen mit Unternehmen im Vorfeld sinnvoll, da die ausstellenden Mitarbeitenden nicht zwangsläufig über jeden Bereich des Unternehmens informiert sind.

Nachbereitung

Auswertung und Feedback: mit den Schüler:innen erfolgt eine gemeinsame Auswertung der Ergebnisse des Actionbounds. Darüber hinaus ist es zu empfehlen, ein Feedback zu dem gewählten "Reality Check" durch die Schüler:innen ausfüllen zu lassen.

Evaluation

Please explain how to evaluate the RealityCheck

Inhaltliche Auswertung: Der RealityCheck wird nach dem Messebesuch inhaltlich mit den Schüler:innen evaluiert. Das erfolgt durch das digitale Aufrufen der Ergebnisse auf der "Actionbound"-Website.

Feedback: Die Schüler:innen erhalten einen (digitalen) Fragenbogen, um eine Rückmeldung zur Methode und zur Unterstützung in Bezug auf ihre Berufswahl zu geben.

Learning Outcomes

General learning objectives

<input checked="" type="checkbox"/>	Boost students' motivation to approach the labour market.
<input checked="" type="checkbox"/>	Provide practical insights into one or more professions.
<input type="checkbox"/>	Showcase realistic examples of working routines.
<input checked="" type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

Steigerung der Motivation von Schüler:innen, bestehende Angebote aktiv anzunehmen

Innovation & sustainability

Categories of Innovation

<input type="checkbox"/>	New approach (methods/procedures)
<input checked="" type="checkbox"/>	Combining existing methods/procedures
<input type="checkbox"/>	Adapting existing methods/procedures
<input checked="" type="checkbox"/>	Using in a new learning setting
<input type="checkbox"/>	For new target groups
<input type="checkbox"/>	Regional / transnational transfer
<input type="checkbox"/>	Other (please specify)

How is the actual living environment of young people addressed?

Digitale Umsetzung und Herausforderungen: Durch den jugendfreundlichen Fokus auf eine digitale Schnitzeljagd wird eine vermeintlich langweilige Berufsmesse zu einer Challenge.

Kennenlernen regionaler Unternehmen: bei Berufsmessen stellen sich in der Regel regionale Unternehmen vor, die Auszubildende, Praktikant:innen etc. einstellen wollen. Dadurch können mögliche Hürden für junge Menschen reduziert werden.

How are positive emotions fostered and supported with this RealityCheck?

Spielerischer Ansatz: durch den spielerischen Charakter des RealityChecks und den entsprechenden Animationen in der "Actionbound"-App werden positive Emotionen angesprochen.

Ins Gespräch kommen: durch die Aufgaben in der App können Gesprächseinstiege mit Ausbilder:innen kreiert werden, die jungen Menschen unter Umständen schwerfallen können.

How are labour market information and expectations integrated into this RealityCheck?

Direkter Kontakt zu Unternehmen: die Schüler:innen erhalten Informationen des Arbeitsmarkts aus erster Hand von den Mitarbeitenden oder Auszubildenden.

Gespräch mit Expert:innen: die Schüler:innen haben die Möglichkeit, Themen und Fragen, die sie beschäftigen, mit den richtigen Gesprächspartner:innen bzw. Fachleuten zu besprechen.

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

Verstetigung: der RealityCheck erfordert neben der direkten Vor- und Nachbereitung insbesondere das kontinuierliche Weiterführen durch Multiplikator:innen z.B. im Lehrer:innenkollegium.

Netzwerkarbeit: das Herstellen eines tragfähigen Netzwerks mit Unternehmen ist für das nachhaltige Gelingen des RealityChecks hilfreich. Darüber hinaus muss eine stetige Information über anstehende Berufsbildungsmessen erfolgen, damit der RealityCheck nachhaltig wirken kann.

Einbindung in die Berufsberatung: mit den Schüler:innen sollte zudem im Rahmen ihrer Berufsberatungsgespräche die Durchführung der digitalen Schnitzeljagd und des Messe-Besuchs und insbesondere der Erkenntnisse thematisiert werden.

Further information

Country: Deutschland

Contact person: Morlin Lemm

Email: mlemm@gss-schulpartner.de

New Reality Check

General Information

Name:

Praktika mit Sinn

Short description:

Die Jugendlichen werden in der 8.Klasse umfangreich auf das bevorstehende Betriebspraktikum in Klasse 9 vorbereitet. Durch den "TalenteCheck", einen Berufswahltest, ein ausführliches Beratungsgespräch gemeinsam mit den Eltern wird gemeinsam erarbeitet, wo bzw. in welchem Bereich die Jugendlichen ihr Praktikum in Klasse 9 absolvieren könnte. Die Berufsberaterin benennt mögliche Arbeitgeber und Branchen und bespricht das jeweilige Bewerbungsverfahren mit den Jugendlichen.

Main goals:

- Berufsorientierung: Sinnvolles Praktikum in Klasse 9 absolvieren und sich aktiv mit der eigenen Berufswahl befassen
- Berufliche Inspiration: Ausprobieren und Kennenlernen von Berufen
- Selbstwirksamkeit: Reflexion über das eigene Handeln und welchen Stellenwert Eigeninitiative für die Berufswahl einnimmt

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input checked="" type="checkbox"/>	15-16
<input type="checkbox"/>	6-10	<input type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input type="checkbox"/>	older
<input checked="" type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input checked="" type="checkbox"/>	Part of formal curriculum
<input checked="" type="checkbox"/>	informal / non-formal activity
<input checked="" type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Group activity
<input checked="" type="checkbox"/>	Face-to-face (analogue)
<input type="checkbox"/>	Digital
<input type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation: "TalenteCheck" 6 Stunden
Implementation: Beratung Jugendliche und Eltern 90-120 min
Elternabend 120 min
Follow-up: Regelmäßiger Austausch
Elternworkshop 120 min

These actors are needed to implement this Reality Check:

	actors	roles
<input checked="" type="checkbox"/>	Administration	Planung und Anmeldung zum TalenteCheck, Koordinierung der Beratungstermine, Planung und Durchführung Elternabend und Elternworkshop
<input checked="" type="checkbox"/>	Companies	Engagement auf dem Elternabend
<input checked="" type="checkbox"/>	Schools	Freiräume für die SuS schaffen zu partizipieren
<input checked="" type="checkbox"/>	Parents	Aktive Teilnahme an der Zukunftsplanung ihrer Kinder
<input checked="" type="checkbox"/>	Students	Aktive Teilnahmen an ihrer eigenen Zukunftsplanung
<input checked="" type="checkbox"/>	Public Employment Service	Engagement auf dem Elternabend
<input checked="" type="checkbox"/>	NGOs	Engagement auf dem Elternabend
<input type="checkbox"/>	Chambers	
<input type="checkbox"/>	Freelance trainers	
<input type="checkbox"/>	...	

Please describe the involved professions:

Lehrkräfte, das BSO Team, Schulsozialarbeit, Mitarbeitende Projekt "TalenteCheck", Erziehungsberechtigte, Unternehmen, Öffentlicher Dienst oder NGOs

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input type="checkbox"/>	
Meals	<input type="checkbox"/>	
Personnel	<input checked="" type="checkbox"/>	Min. 2x Begleitung zum Talentecheck
Spaces/Rooms	<input checked="" type="checkbox"/>	Beratungsraum, Raum für den Elternabend bzw die Infomesse
Safety & security: working clothes	<input type="checkbox"/>	
Safety & security: insurance	<input type="checkbox"/>	
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

"Praktika mit Sinn" ist ein Schuljahresprojekt und bietet eine interaktive, ausführliche und selbstgesteuerte Auseinandersetzung mit dem ersten Schüler*innen – Praktikum. Es ist in zwei Kernmodule und zwei Erweiterungsmodule gegliedert:

Talente Check: Im ersten Schritt geht es bei "Praktika mit Sinn" um einen gruppendynamischen Prozess im Klassenverband. Durch den "TalenteCheck" bekommen die Schüler*innen einen ersten Einblick in ihre Talente und mögliche Berufsfelder.

Beratungsmodul: Im Anschluss an den Talentecheck erfolgt ein Beratungsgespräch mit der Berufsberatung und dem Beisein der Eltern, damit diese ebenfalls in den Prozess der Praktikumsfindung eingebunden werden. Im weiteren Verlauf wird es mehrere Beratungsgespräche zu den Bewerbungsunterlagen und möglichen Betriebsstätten geben. Die Berufsberater*innen und die Schulsozialarbeit unterstützt die Schüler*innen zudem bei der direkten Interaktion mit den möglichen Betriebsstätten. Durch Persepektivwechsel werden die Schüler*innen auf mögliche Bewerbungsgespräche, Telefonate oder andere Interaktionen vorbereitet.

Input und Austausch: Das Berufsorientierungsteam und die Schulsozialarbeit gestalten einen Elternabend an dem sich potentielle Unternehmen vorstellen und aktuelle Einblicke in Betriebsabläufe, Praktika- und Ausbildungsstrukturen und Anforderungsrichtlinien erläutern.

Elternworkshop: Über einen gezielten Workshop soll den Eltern vermittelt werden, welche Rolle sie und auch ihre eigene berufliche Entwicklung bei der Praktikumssuche und der Bewerbstellung dessen spielen.

Please describe how to implement the reality check (Step-by-step instructions):

- Kick-Off: Vorstellung bei den Klassenleitungen der künftigen 8.Klassen im Vorjahr
- Talente Check: Gruppendynamischer Prozess im Klassenverband an einem Tag im Schuljahr
- Intensive Beratungen: Beratungsgespräche mit den Schüler*innen und Eltern über mögliche Praktikumsstellen
- Perspektivwechsel: Hilfestellungen für Schüler*innen bei der Interaktion mit Betrieben
- Wissenstransfer: Experten schildern Erziehungsberechtigten die Rahmenbedingungen für Praktika und künftige Ausbildungen
- Elternworkshop: Den Erziehungsberechtigten wird ihre Rolle in der Begleitung der Praktikumsuche und die Relevanz ihres eigenen beruflichen Werdegangs für ihre Kinder verdeutlicht

Please describe the preparation and follow-up:

Vorbereitung:

Projektplanung schreiben mit Wer, Was, Wann, Wo

Vorgespräche mit den Klassenleitungen der künftigen 8.Klassen

Anmeldung TalenteCheck

Praxissuche: Welche Firmen, NGOs bieten Praktikumsstellen an? (eventuell einen Katalog erstellen, der durch die SuS weitergeführt werden kann)

Nachbereitung:

Feedback sammeln: Umfragen und Feedback-Runden mit SuS, Eltern, Lehrkräften und Unternehmen

Evaluation: Bewerten der einzelnen Prozesse anhand der festgelegten Ziele

Reflexion: Abschlussrunde mit Schulleitung, Lehrkräften und einzelnen SuS

Überarbeitung: Feedback, Evaluation und Reflexion analysieren und im Folgejahr einarbeiten

Evaluation

Please explain how to evaluate the RealityCheck

Fragebogen: Für die SuS über die Herangehensweise an das Praktikum

Feedbackbögen: Kurze Befragung der SuS im Anschluss an das Praktikum

Qualitätsprüfung: Qualitative Interviews mit Beteiligten zur Prüfung der idealen und realen Umsetzung

Unternehmensfeedback: Austausch mit beteiligten Unternehmen über die realistische Umsetzung des Projektes

Learning Outcomes

General learning objectives

<input type="checkbox"/>	Boost students' motivation to approach the labour market.
<input checked="" type="checkbox"/>	Provide practical insights into one or more professions.
<input type="checkbox"/>	Showcase realistic examples of working routines.
<input checked="" type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input checked="" type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

Präsentation der eigenen Person: Bewerbungsunterlagen planen, gestalten und vorbereiten

Interaktion mit unbekanntem Autoritäten: Kontaktaufnahme zu potentiellen Arbeitgebern und Bewerbungsgesprächstraining

Familiengefüge stärken: Zusammenarbeit mit den Eltern durch eigene Auseinandersetzung mit der beruflichen Lebenswelt

Selbstbewusstsein und Selbstwirksamkeit: Vertrauen in die eigenen Fähigkeiten und erkennen, wie selbstwirksam das eigene Handeln sein kann

Innovation & sustainability

Categories of Innovation

<input type="checkbox"/>	New approach (methods/procedures)
<input checked="" type="checkbox"/>	Combining existing methods/procedures
<input checked="" type="checkbox"/>	Adapting existing methods/procedures
<input type="checkbox"/>	Using in a new learning setting
<input type="checkbox"/>	For new target groups
<input type="checkbox"/>	Regional / transnational transfer
<input type="checkbox"/>	Other (please specify)

How is the actual living environment of young people addressed?

Im Berliner Rahmenlehrplan ist die Durchführung eines Betriebspraktikums fest verankert und verpflichtend. Der vorgestellte RealityCheck soll die Jugendlichen **rechtzeitig** abholen und ihnen **effective Herangehensweisen** an diese Pflichtaufgabe aufzeigen. Durch die intensive Auseinandersetzung mit der Thematik haben die Jugendlichen die Möglichkeit einen Praktikumsplatz ihrer Wahl zu finden und mit einem **positive Gefühl** diese Aufgabe zu bewältigen. Sie haben die Chance herauszufinden, welche **Tragfähigkeit Eigeninitiative und aktives Handeln** haben können.

How are positive emotions fostered and supported with this RealityCheck?

Häufig suchen sich die Schülerinnen und Schüler Praktikumsplätze in Wohnortnähe, bei den Eltern im Betrieb oder die Plätze werden von Bekannten, Bildungsbegleiter*innen, Lehrer*innen oder anderen organisiert. Es ist häufig zu beobachten, dass Schüler*innen das Praktikum nicht für die eigene Berufswahl nutzen und sich nicht in Berufen ausprobieren, die für sie interessant sind.

Durch die **langfristige Vorbereitung** auf das Praktikum, haben die Schülerinnen und Schüler die Möglichkeit, sich **gezielt** für einen Arbeitsbereich und mögliche Unternehmen zu entscheiden. Durch die **intensive Vorbereitung**. Durch die intensive Auseinandersetzung mit dem Praktikum und den möglichen späteren Arbeitsbereichen tritt für die Schüler*innen ihre **Selbstständigkeit** und auch **Selbstwirksamkeit** in den Fokus ihres Handelns.

How are labour market information and expectations integrated into this RealityCheck?

Spiegel der Erwartungen: Realitätsnahe Auseinandersetzung mit der Arbeitswelt anhand von Fachwissen

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

Der vorgestellte RealityCheck hat neben der Vor- und Nachbereitung unterschiedliche Ebenen.

Daher ist eine **klare Struktur und die Verstärkung** im pädagogischen Alltag essentiell, aber auch eine große Herausforderung. Alle Beteiligten müssen hinter dem Projekt und dessen Umsetzung stehen, es **regelmäßig bewerben** und **strukturiert durchführen**. Die Elternabend stellte eine besondere Herausforderung da. Durch den engen und regelmäßigen **Austausch** mit den Eltern werden diese stärker an die **schulische Lebenswelt** der Jugendlichen **angebunden**.

Further information

Country: Deutschland

Contact person: Patricia Kühner

Email: pkuehner@gss-schulpartner.de

The 3 New Reality Checks in Italy

General Information

Name:

The wheel of professions.

Short description:

The wheel of professions is a game aimed at improving young people’s knowledge of the labour market and of the numerous professions that exist in different working sectors. It is a group and learning-by-doing activity to increase awareness on professional possibilities and personal aspirations.

Main goals:

The main objectives of this Reality Check are:

- Increasing knowledge on different professional fields;
- Learning how to search for job information;
- Developing an idea of one’s own career aspirations.

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input checked="" type="checkbox"/>	15-16
<input type="checkbox"/>	6-10	<input type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input type="checkbox"/>	older
<input checked="" type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input type="checkbox"/>	Part of formal curriculum
<input checked="" type="checkbox"/>	informal / non-formal activity
<input type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Group activity
<input checked="" type="checkbox"/>	Face-to-face (analogue)
<input type="checkbox"/>	Digital
<input type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation: Wheel creation – 2/3 hours

Implementation: 1h 30min

Follow-up: Questionnaire – 5 minutes

These actors are needed to implement this Reality Check:

	actors	roles
<input type="checkbox"/>	Administration	
<input checked="" type="checkbox"/>	Companies	Can provide information to create the wheel of professions (if needed)
<input checked="" type="checkbox"/>	Schools	Can be the ones creating the wheel and proposing the activity to students
<input type="checkbox"/>	Parents	
<input checked="" type="checkbox"/>	Students	The ones taking part into the activity
<input type="checkbox"/>	Public Employment Service	
<input checked="" type="checkbox"/>	NGOs	Can be the ones creating the wheel and proposing the activity to youths
<input type="checkbox"/>	Chambers	
<input checked="" type="checkbox"/>	Freelance trainers	Can be the ones creating the wheel and proposing the activity to youths
<input type="checkbox"/>	...	

Please describe the involved professions:

This Reality Check can be implemented by different kinds of actors. The wheel can be created by school professionals, NGOs professionals, or public employment services professionals. Indeed, this informal activity can be developed in different settings, such as a classroom, or a private room of an organisation, association, or employment agency. In every case, it is necessary to find someone able to

create the spinning wheel (digital or paper format). Furthermore, someone leading the activity with youths is also needed.

Regarding the participants, a group of 5 to 15 young people should be involved in the activity for a successful implementation.

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input checked="" type="checkbox"/>	Computer, tablets/smartphones
Meals	<input type="checkbox"/>	
Personnel	<input checked="" type="checkbox"/>	Wheel creator; a moderator to develop the activity
Spaces/Rooms	<input checked="" type="checkbox"/>	A room
Safety & security: working clothes	<input type="checkbox"/>	
Safety & security: insurance	<input type="checkbox"/>	
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

“The wheel of professions” is a new way to make young people familiarise themselves with the labour market and the professional world. It is a Reality Check to have fun and to acquire new skills at the same time. The activity is implemented using a digital or paper-made spinning wheel that displays a range of professional fields/profiles with which the youngsters should become familiar. The participants not only play with the wheel and read about different professions, but they are also assigned one of them and asked to search for information about it. Finally, they are also expected to present their findings to others.

Through a learning-by-doing activity, youngsters discover professional fields, or deepen their knowledge about them, in a playful, engaging way. Simultaneously, they gain new competences related to job information search and to presenting findings in front of an audience.

This Reality Check represents an innovative and versatile approach to introduce young people to the world of professions. Indeed, the wheel of professions can be used both in formal and informal contexts, and it can include more or less professional fields/profiles according to the target groups involved in its use.

Please describe how to implement the reality check (Step-by-step instructions):

There are some precise steps to follow to develop this Reality Check:

- 1) Identify the professional fields/profiles that you want to focus on with your target group;
- 2) Collect descriptive information on each of these fields/profiles to be used by the participants;
- 3) Create a spinning wheel using a digital online tool (i.e. [Picker Wheel](#), [Spin the Wheel](#)), or a paper-made one. The wheel is intended as a circle divided in segments (like a pie chart), with a spinning arrow fixed in its centre pointing at the segments.

- 4) Assign a professional field/profile to each segment of the wheel by writing on it, and then “attach” a detailed description to it. Each description should be provided to the participants when the spinning arrow stops on the corresponding segment. The game is now ready to be played.
- 5) Identify a group of young people to involve in the activity (between 5 and 15 participants, the ideal size also depends on the number of professions composing the wheel);
- 6) Identify at least one person that can be the leader/moderator during the activity;
- 7) Select a space (a room, a classroom) in which it is possible to sit down and play. If the spinning wheel is made of paper, a big table and some chairs around are necessary. If the spinning wheel is digital, a big-enough touch screen and some chairs in front of it are needed.
- 8) Prepare an evaluation phase to be held afterwards (e.g. a short survey).
- 9) Set a date and invite the participants to the initiative;
- 10) On that day, make a short introduction about the topics of the game and the objectives. Place the wheel at the centre of the screen/table and ask participants to spin in in turns. When the wheel stops on a profession, the description appears/is given to the participant, who has to read it aloud to the group.
- 11) After this phase, all participants have a professional field/profile assigned to them. Each participant is asked to search for more information on that profession using a smartphone/tablet/pc, following some guiding questions provided (i.e. What are the skills involved in this profession? How to start a career in this field? What is the average wage in this profession?), and to collect them. This phase should last approximately 30 minutes.
- 12) At the end of the research, all participants in turns present their findings to the group. Participants are encouraged to listen carefully, take notes, and learn from each other.
- 13) Lastly, sum up the results of the activity and ask participants to evaluate the Reality Check.

Please describe the preparation and follow-up:

In the preparation phase, it is necessary to find competent people to create the spinning wheel and to select and describe the professional fields/profiles to be included in it. If needed, some companies could also be involved in the process of describing the fields/professions.

A follow-up action for this activity could be a short “check quiz” to verify if the participants remember the contents of the Reality Check and have learnt from it.

Evaluation

Please explain how to evaluate the RealityCheck

There are two possible ways to evaluate this Reality Check:

- 1- The participants receive a questionnaire of evaluation after the final phase, investigating the quality of the idea, structure, duration, contents, implementation of the Reality Check and possible adjustments or new suggestions.
- 2- The moderator conducts an informal evaluation, asking some of the participants their opinions about the initiative and possible adjustments. The moderator should write down the comments received and then collect them all in a single document.

Learning Outcomes

General learning objectives

<input type="checkbox"/>	Boost students' motivation to approach the labour market.
<input type="checkbox"/>	Provide practical insights into one or more professions.
<input type="checkbox"/>	Showcase realistic examples of working routines.
<input checked="" type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

- Acquiring job information search skills.

Innovation & sustainability

Categories of Innovation

<input checked="" type="checkbox"/>	New approach (methods/procedures)
<input type="checkbox"/>	Combining existing methods/procedures
<input type="checkbox"/>	Adapting existing methods/procedures
<input type="checkbox"/>	Using in a new learning setting
<input type="checkbox"/>	For new target groups
<input type="checkbox"/>	Regional / transnational transfer
<input type="checkbox"/>	Other (please specify)

How is the actual living environment of young people addressed?

During the search phase, young people are asked to do their research using tools they are comfortable with and that they would normally use to do it in their daily lives (computer, tablets, smartphones, etc.). In addition, they are free to select the information about the professions that they consider more important to them, giving them a certain level of independence and freedom.

How are positive emotions fostered and supported with this RealityCheck?

Proactivity and listening to others are highly encouraged in the development of this activity, because all participants have to contribute to the professions definitions in order to successfully complete it. Furthermore, at the end of the activity participants should feel more confident in their ability to look for information autonomously and to find answers about their career aspirations. In a way, they should feel empowered and ready to confront with their future choices.

How are labour market information and expectations integrated into this RealityCheck?

In this Reality Check, young people have the chance to confront with their knowledge of and expectations on different professions to confirm or change their own ideas about them. Moreover, they learn how to acquire information on the labour market in an autonomous way.

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

It is important to have access to at least one free online tool to create a digital spinning wheel. Otherwise, it is also possible to create a paper-made one.

To ensure the sustainability of this Reality Check, it is then necessary to constantly update the professions included in the wheel, to keep the game up-to-date with today's continuously changing labour market.

Further information

Country: Italy
Contact person: Eurocultura
Email: project@eurocultura.it

New Reality Check

General Information

Name:

What happens in a company? Touch it with your own hands!

Short description:

This Reality Check consists of a hands-on workshop held by a company within the school context, as a curricular or extra-curricular activity. The special feature of this experience is that companies not only come into the school, but also bring in equipment or materials actually used in the workplace and make them available to the students, so that they can experience first-hand what goes on in a local company.

Main goals:

The main objectives of this Reality Check are:

- Discovering a new kind of profession and/or technological equipment;
- Gaining practical insights into the daily work of a company;
- Acquiring a clearer view of activities carried out in a workplace;
- Developing interest in a new professional field or activity.

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input checked="" type="checkbox"/>	15-16
<input type="checkbox"/>	6-10	<input checked="" type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input checked="" type="checkbox"/>	older
<input type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input checked="" type="checkbox"/>	Part of formal curriculum
<input checked="" type="checkbox"/>	informal / non-formal activity
<input type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Group activity
<input checked="" type="checkbox"/>	Face-to-face (analogue)
<input type="checkbox"/>	Digital
<input type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation: Workshop planning about 2-5 days

Implementation: 2-4 hours

Follow-up: Questionnaire/informal feedback – 5 minutes

These actors are needed to implement this Reality Check:

	actors	roles
<input type="checkbox"/>	Administration	
<input checked="" type="checkbox"/>	Companies	Administratives; 1/2 representatives willing to hold the workshops in schools
<input checked="" type="checkbox"/>	Schools	Directors for organisation; teachers for implementation; school surveillance staff
<input type="checkbox"/>	Parents	
<input checked="" type="checkbox"/>	Students	Participate in the activity
<input type="checkbox"/>	Public Employment Service	
<input type="checkbox"/>	NGOs	
<input type="checkbox"/>	Chambers	
<input type="checkbox"/>	Freelance trainers	
<input type="checkbox"/>	...	

Please describe the involved professions:

For the first organisational part of this Reality Check, administrative staff of the school hosting the workshop must get in contact with the administrative staff of the company participating into it. The companies involved should ideally be the ones using special, advanced, or state-of-the-art equipment or technology to be shown to young people.

After an agreement between the parts is found, the operational actors come into play: the employee(s) holding the workshop and the teacher(s) in charge of its development get in contact and plan the steps for implementation together.

Finally, during the workshop some additional school staff might be needed for surveillance (depending on the school's rules), such as a custodian opening/closing rooms and a technician for technical support.

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input checked="" type="checkbox"/>	Equipment brought by the company; Electrical sockets; Projector.
Meals	<input type="checkbox"/>	
Personnel	<input type="checkbox"/>	
Spaces/Rooms	<input checked="" type="checkbox"/>	Classroom, tables, chairs; Eventual additional space for company equipment.
Safety & security: working clothes	<input checked="" type="checkbox"/>	Specific safety clothes might be required to use company equipment.
Safety & security: insurance	<input checked="" type="checkbox"/>	Company-school convention/agreement on security and responsibilities.
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

This hands-on workshop is intended to provide young people with a practical experience in direct contact with a company, in order to acquire greater curiosity and awareness about working environments, tasks, and technological equipment involved. The practice-oriented approach is also believed to be effective in creating a clearer and more realistic picture of what goes on in the companies and clarify students' doubts about the actual tasks, materials and technologies implied in companies' daily work.

The idea of these workshops arises from observing that the kind of cooperation between schools and companies is usually limited to temporary internships experiences, even though the range of possibilities of cooperation is wider. Indeed, the organisation of hands-on workshops with technical equipment can be in both schools' and companies' interest: for the former, it represents the occasion to show students something new and uncommon in the school environment; for the latter, it is a concrete possibility of increasing students' curiosity about their sector and of attracting new trainees,

as well as an opportunity to be in contact with youngsters and discover their expectations on the labour market.

Lastly, the hands-on approach of this initiative is aimed at presenting a different, valuable learning modality to young people, making them feel real protagonists of the activity, and not just mere spectators of it.

Please describe how to implement the reality check (Step-by-step instructions):

The steps to implement this Reality Check are:

- 1) As a school director/manager, identify some staff members/teachers to be in charge of this kind of activities inside the school, to act as reference people.
- 2) Then, contact some companies to investigate their willingness to hold a practical workshop for a group of students (a class, or a mixed group of about 15-20 students). These workshops can be held both as curricular or extra-curricular activities (during or after school hours), depending on the school rules and agenda.
- 3) Once a company is found and an agreement on the formalities is reached (cooperation contract, safety, insurance, etc.), set a contact exchange between the operational actors, meaning the school staff in charge for organisation and the workshop mentor(s) from the company.
- 4) The operational actors set a date for the event and agree on the necessary requirements (duration, type of room/space needed, maximum number of participants, technical means, and so on).
- 5) The school communicates to the students the details of the initiative (and collects enrolments, if necessary).
- 6) The school appoints the needed surveillance and technical staff to be present on that day.
- 7) On the workshop day, the designated room must be prepared, and the company mentor(s) and students should be welcomed by a teacher or a school staff when they arrive.
- 8) The workshop should include a short presentation and theoretical part at the beginning, and then focus on hands-on activities involving the students directly and actively.
- 9) In the final part of the workshop, dedicate some time to open questions and discussion.
- 10) At the end of the workshop, ask the students to evaluate it through a questionnaire.

Please describe the preparation and follow-up:

In the preparation phase of this Reality Check, it is necessary to identify the actors to involve, both inside and outside of the school. Inside of the school, reliable reference people should be designated and given explanations on the principles of these kinds of activity. On the company side, ideally the companies to involve should have some specific characteristics related to innovative processes or technologies used. For instance, they could be involving special or advanced technological equipment in their work, so as to show young people state-of-the-art production processes and means.

From the school side, the follow-up activity to this Reality Check would consist of supporting the participants and the companies to keep in contact between them if there is any willingness to do so. In time, the school should find a practical, effective way to build direct relations between motivated students and companies.

Evaluation

Please explain how to evaluate the RealityCheck

This Reality Check can be evaluated using an online questionnaire. The participants receive the evaluation questionnaire at the end of the workshop, investigating the quality of the idea, structure, duration, contents, implementation of the Reality Check and possible adjustments or new suggestions. This questionnaire should also investigate participants' feelings and impressions during and after the experience, to understand the quality and impact of it.

Learning Outcomes

General learning objectives

<input type="checkbox"/>	Boost students' motivation to approach the labour market.
<input checked="" type="checkbox"/>	Provide practical insights into one or more professions.
<input checked="" type="checkbox"/>	Showcase realistic examples of working routines.
<input type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

- Trying out a practical working task and technological equipment.

Innovation & sustainability

Categories of Innovation

<input type="checkbox"/>	New approach (methods/procedures)
<input checked="" type="checkbox"/>	Combining existing methods/procedures
<input type="checkbox"/>	Adapting existing methods/procedures
<input type="checkbox"/>	Using in a new learning setting
<input type="checkbox"/>	For new target groups
<input type="checkbox"/>	Regional / transnational transfer
<input type="checkbox"/>	Other (please specify)

How is the actual living environment of young people addressed?

Generally, young people are very attentive to technological developments, since technological devices today are part of everyone's daily life and since they were born in the core years of their diffusion. The focus on high-tech industries and innovative production processes is intended to make them more eager to participate and to learn about current challenges and future opportunities in the working world.

How are positive emotions fostered and supported with this RealityCheck?

Making students protagonists of the experience through a practice-oriented approach should produce a positive effect on their motivation, making them feel competent, powerful, and empowered at the end of the workshops.

Furthermore, their self-esteem should be fostered by the idea of dealing with real-life processes and equipment and being part of actual productive activities aimed at value generation.

How are labour market information and expectations integrated into this RealityCheck?

While growing up, the majority of young people develop their own idea and image of a working environment based on what they hear from other people's descriptions. Not many youths have the chance to see different workplaces themselves, and therefore build a realistic idea of what a company or an organisation look like.

Through this Reality Check, some doubts or questions that youngsters might have about the daily work carried out in a company receive an answer. Moreover, their image of a workplace becomes more realistic. Finally, they may also increase their curiosity towards company visit and start looking for opportunities to do so.

In this sense, young people should feel less insecure on their idea of a workplace and curious to learn more about different working fields.

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

To guarantee the sustainability of this Reality Check, schools and companies should establish long-lasting and fruitful reciprocal relations. Furthermore, dedicated human resources are fundamental to ensure the continuous enlargement of the school's pool of companies and, even further, the inclusion of these workshop experiences in the normal school curricula, as curricular activities for all students. In time, schools should also select and improve the spaces in which to develop these activities, keeping them modern and up to date to be able to accommodate changing technologies.

Further information

Country: Italy

Contact person: Eurocultura

Email: project@eurocultura.it

New Reality Check

General Information

Name:

Your first work experience: what to know before?

Short description:

An educational video of peer-to-peer education. Directly hearing the voice of other young people and of employers, the youngsters watching this video become aware of challenges, obstacles, and situations they might face in their first work experience, as well as strategies to avoid or overcome them.

Main goals:

The main objectives of this Reality Check are:

- Gaining awareness of the characteristics of a first job / traineeship experience;
- Learning the importance of adopting a positive and flexible attitude in the workplace;
- Becoming prepared to deal with situations that may differ from expectations.

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input checked="" type="checkbox"/>	15-16
<input type="checkbox"/>	6-10	<input checked="" type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input checked="" type="checkbox"/>	older
<input type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input type="checkbox"/>	Part of formal curriculum
<input checked="" type="checkbox"/>	informal / non-formal activity
<input type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Group activity
<input checked="" type="checkbox"/>	Face-to-face (analogue)
<input checked="" type="checkbox"/>	Digital
<input type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation: Collecting testimonies from youths/companies – from 1 to 3 months

Creation of the video – about 3-5 days

Implementation: Video projection + discussion – about 45 minutes

Follow-up: Questionnaire/informal feedback – 5 minutes

These actors are needed to implement this Reality Check:

	actors	roles
<input type="checkbox"/>	Administration	
<input checked="" type="checkbox"/>	Companies	Take part to the video with some testimonies
<input checked="" type="checkbox"/>	Schools	Can be the ones creating the video and/or organising the activity
<input type="checkbox"/>	Parents	
<input checked="" type="checkbox"/>	Students	Take part to the video / Participate in the activity
<input checked="" type="checkbox"/>	Public Employment Service	Can be the ones organising the activity for their users
<input checked="" type="checkbox"/>	NGOs	Can be the ones creating the video and/or organising the activity
<input type="checkbox"/>	Chambers	
<input type="checkbox"/>	Freelance trainers	
<input checked="" type="checkbox"/>	Activity moderator	A person (teacher/trainer) developing and moderating the activity with the young people.

Please describe the involved professions:

This Reality Check can be implemented by different kinds of actors. Indeed, the video can be created for any type of youngsters facing their first work experience, such as students in schools, youths supported by public employment agencies, or international students doing a traineeship abroad. Therefore, depending on the target group addressed, the actors involved in the video creation might be school professionals and companies, NGOs professionals and companies, PES professionals and companies, and so on.

Moreover, it is necessary to involve one professional or one trainer as a moderator for the implementation phase, which consists of viewing and discussing the video in a plenary session with the students/youngsters.

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input checked="" type="checkbox"/>	Computer, camera, projector
Meals	<input type="checkbox"/>	
Personnel	<input checked="" type="checkbox"/>	Video editor; a moderator to develop the activity
Spaces/Rooms	<input checked="" type="checkbox"/>	A room where to watch the video and discuss in plenary
Safety & security: working clothes	<input type="checkbox"/>	
Safety & security: insurance	<input type="checkbox"/>	
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

This Reality Check represents the effort to find an alternative and hopefully more effective way to better prepare young people to their first experience in a workplace. By hearing the experience of other peers, especially of those who encountered some difficulties during their working period, youngsters have the chance to gain awareness on obstacles they might face too, as well as to realise that the expectations they have about a workplace may be different from the reality. Moreover, from the success stories they can also get insights into strategies to cope with different issues and situations.

In this way, they should start their traineeship/work experience more consciously and, perhaps, with a new spirit of openness, adaptation, and resilience to the contexts of the working environment. After hearing their peers' experiences, they will also realise that a work environment is a dimension composed of various elements, between which workers, machineries, spaces, rights and duties, therefore something more complex than the mere performance of tasks. Which is an idea they might have not considered and focused on before.

Peer-to-peer learning through the use of a simple and effective instruments such as videos is the basis and innovative method chosen for this Reality Check, which could become a fixed part of every school/organisation/agency's process of career guidance and job placement.

Please describe how to implement the reality check (Step-by-step instructions):

This Reality Check is composed of two main phases:

- 1 – Creation of a peer-to-peer video.
- 2 – Video viewing and discussion in plenary.

In order develop the first phase (video creation), there are some precise steps to follow:

- 1) Identify some useful examples of difficult/successful youths' working experiences in companies;
- 2) Verify the possibility and/or interest of the protagonists to tell their stories to others;
- 3) Record a short video/audio file of the stories, if possible both from the youth and the company's perspective;

- 4) Collect all the files and start to put them together in a video (lasting between 2 and 5 minutes).

If a youth or a company is not willing to be recorded, it is possible to write down their story and to create a cartoon character to play their part.

Next, the implementation of the second phase (video viewing and discussion) requires:

- 5) Identify a group of young people approaching their first work experience (between 2 and 20 participants);
- 6) Identify at least one person that can be the moderator during the video viewing and the subsequent discussion;
- 7) Select a space (a room, a classroom, or a company room of adequate size) in which it is possible to project the video;
- 8) Prepare an evaluation phase to be held afterwards, formally (survey) or informally.
- 9) Set a date and invite the participants to the initiative;
- 10) On that day, make a short introduction about the topics of the video and the purpose of the activity. Then, project the video and ask everyone to watch it carefully. At the end of the video, give participants some minute for self-reflection;
- 11) Start a discussion with the group about the contents of the video, their impressions about it, and their personal expectations/ideas on the work experience they are about to undertake. If necessary, guide them with some open questions;
- 12) Sum up the outcomes of the discussion and, finally, ask them to evaluate the Reality Check.

Please describe the preparation and follow-up:

In the preparation phase of this Reality Check, it is necessary to identify the actors to involve: first, it is necessary to find some youths and companies with a work experience to describe to others as an example; second, at least one trainer/moderator for the video viewing and discussion phase should be found; last but not least, it is fundamental to identify a specific target group of young users who can benefit from the Reality Check. After all the actors are defined, it is then possible to proceed with the operational tasks for implementation.

Ideally, this activity implies a follow-up consisting not only in the evaluation of the initiative itself, but also of its effect over time, meaning the investigation of its usefulness and impact on the youngsters'

actual work experience afterwards. The feedback can be collected both formally (e.g. in a survey) or informally (e.g. asking opinions/comments to the participants in person).

Evaluation

Please explain how to evaluate the RealityCheck

There are two possible ways to evaluate this Reality Check:

1- The participants receive a questionnaire of evaluation after the final discussion phase, investigating the quality of the idea, structure, duration, contents, implementation of the Reality Check and possible adjustments or new suggestions;

2- The moderator conducts an informal evaluation, asking some of the participants their opinions about the initiative and possible adjustments. The moderator should write down the comments received and then collect them all in a single document.

Learning Outcomes

General learning objectives

<input type="checkbox"/>	Boost students' motivation to approach the labour market.
<input checked="" type="checkbox"/>	Provide practical insights into one or more professions.
<input checked="" type="checkbox"/>	Showcase realistic examples of working routines.
<input type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input checked="" type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

- Increase awareness on the difficulties that are often part of work experiences.
- Teach strategies to overcome obstacles that might be encountered in the workplace.

Innovation & sustainability

Categories of Innovation

<input checked="" type="checkbox"/>	New approach (methods/procedures)
<input type="checkbox"/>	Combining existing methods/procedures
<input type="checkbox"/>	Adapting existing methods/procedures
<input type="checkbox"/>	Using in a new learning setting
<input type="checkbox"/>	For new target groups
<input type="checkbox"/>	Regional / transnational transfer

<input type="checkbox"/>	Other (please specify)
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How is the actual living environment of young people addressed?

In this Reality Check, having young people talking to their peers, telling their experiences, should make the language and the expressions used more direct and also closer to the beneficiaries, who may therefore feel more involved in and attracted by the stories.

Moreover, the idea of using a video as a communication tool is based on its vast diffusion today, especially between youngsters, who commonly watch videos both in their free time and for educational purposes.

How are positive emotions fostered and supported with this RealityCheck?

During the video viewing phase, young people should feel at ease with the language and tool used in the Reality Check. This condition is meant to make them feel represented by or at least close to their peers speaking in the video.

In order to give importance to their impressions and opinions about their upcoming first work experience, after viewing the video participants are asked and encouraged to share their thoughts with others, trying to interact between them during the final discussion, talking openly about their ideas and feelings.

After hearing other peers' experiences and sharing worries and hopes with the other young people, participants should be left with positive emotions and be more confident about their upcoming experience.

How are labour market information and expectations integrated into this RealityCheck?

In each video, participants have the chance to get insight into the specific professions of the speakers, both from the companies and the trainees/workers. In addition, they have the chance to hear concrete stories of people at the workplace, understanding more about workers' routines and the actual tasks carried out.

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

It is necessary to update the "video gallery" of an organisation, by recording new videos from time to time or enriching the existing one with new contents. To do so, they should always have some professional available to record and edit videos.

The organisation should insert the Reality Check as a standard phase in their structured programmes of career guidance or job placement.

Further information

Country: Italy
Contact person: Eurocultura
Email: project@eurocultura.it

The 3 New Reality Checks in Sweden

General Information

Name:

Film contest!

Short description:

Contest! Organizing an activity where classes create short films about different professions can be both educational and fun for students.

Have your class compete in making a short film about what it's like to work in a chosen profession. Write a short script, film with your mobile phone in order to showcase a specific profession. Then compete against other classes and the winning entry will be shown at Skellefteå film festival in September, as well as a contribution to a class trip.

Professions/occupations that can be chosen are those that have a high skills shortage and a high demand for labour:

Industrial professions, wood industry, welding, electrician, mechanics etc

Professions connected to green industry

Social/care professions

Teachers

Main goals:

Aims to strengthening the connection between school and working life. Give students opportunities to learn and understand what different professions mean and what skills are in demand. Reduce the risk of involuntary school absence and reduce the risk of school dropouts.

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input checked="" type="checkbox"/>	15-16
<input type="checkbox"/>	6-10	<input checked="" type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input type="checkbox"/>	older
<input checked="" type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input type="checkbox"/>	Part of formal curriculum
<input checked="" type="checkbox"/>	informal / non-formal activity
<input checked="" type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Group activity
<input checked="" type="checkbox"/>	Face-to-face (analogue)
<input checked="" type="checkbox"/>	Digital
<input checked="" type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation: Teacher must allow students time to write script and site visit for filming.

Implementation: se below

Follow-up: Questionnaire 1 is given to students directly after the event and Q2 is sent to the teacher after the session to hand out to students 4 weeks after the session.

These actors are needed to implement this Reality Check:

	actors	roles
<input type="checkbox"/>	Administration	
<input checked="" type="checkbox"/>	Companies	To perform interviews about the professions
<input checked="" type="checkbox"/>	Schools	To check out what kind of education is needed
<input type="checkbox"/>	Parents	
<input checked="" type="checkbox"/>	Students	
<input type="checkbox"/>	Public Employment Service	
<input checked="" type="checkbox"/>	NGOs	Not necessary – but in this case essential
<input type="checkbox"/>	Chambers	
<input type="checkbox"/>	Freelance trainers	
<input type="checkbox"/>	...	

Please describe the involved professions:

In this Reality check we have focused on professions/occupations that have a high skills shortage and a high demand for labour regionally/locally:

Industrial professions, wood industry, welding, electrician, mechanics etc

Professions connected to green industry – a sustainable future

Social/care professions

Teachers

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input checked="" type="checkbox"/>	Mobile phone with good camera
Meals	<input type="checkbox"/>	
Personnel	<input type="checkbox"/>	
Spaces/Rooms	<input checked="" type="checkbox"/>	Classroom or other space of choice
Safety & security: working clothes	<input type="checkbox"/>	
Safety & security: insurance	<input type="checkbox"/>	
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

Organizing a film competition about different professions can be a great opportunity to explore the diversity and importance of different professions in society and can also be an exciting and enriching process for the student.

Please describe how to implement the reality check (Step-by-step instructions):

Planning and Conceptualization:

First of all, the organizers have to plan and conceptualize the competition. This means defining the purpose of the competition, the target group, in this case young students, the rules and criteria for judging and (possibly) any prizes.

Themes and Categories:

The organizers can decide different themes or categories based on different professions. It can include anything from artistic professions, technical professions, service professions and so on.

Promotion and Marketing:

To attract schools and students, the competition needs to be marketed carefully and the involvement of teachers is of great importance.



Assessment and Selection:

A jury consisting of experts in various professions assesses submitted films according to the predetermined criteria. They can assess factors such as storytelling technique, visual presentation, sound quality and how well the film conveys the nature and importance of the profession. This can however be determined based on the amount of time and resources.

Finalists and Awards:

Based on the assessment, finalists and winners are selected. There may be different prizes for different categories or an overall winner. Prizes may differ greatly and is to be decided together with the participation schools.

Please describe the preparation and follow-up:

1. Career choice:

Have each class (or group) choose a profession to focus on. Professions/occupations that can be chosen are those that have a high skills shortage and a high demand for labour:

Industrial professions, wood industry, welding, electrician, mechanics etc

Professions connected to green industry

Social/care professions

Teachers

2. Research:

Give students time to research the chosen profession. They can learn about job duties, educational requirements, work environment, and other relevant aspects.

3. Writing scripts:

Encourage students to write a short script describing the chosen profession. The script can contain dialogue, actions and scene descriptions.

4. Planning and storyboard:

Have students plan their films by creating storyboards. This helps them to visualize how they want the film to look and to organize their ideas.

5. Collection of equipment:

Make sure students have access to the equipment they need to shoot their film in this case smartphones.

6. Recording:

Give students time to record their videos. It might be a good idea to break the recording process into different steps to make it more manageable.

7. Editing:

After recording, students can edit their videos. They can use different editing programs or apps depending on the resources available and the skill level of the students.

Display and reflection:

When the films are finished, the classes can have a screening where they share their creations with each other. After the screening, students can reflect on the process and what they have learned about the chosen profession.

Feedback and evaluation:

Encourage students to give each other constructive feedback on their videos. This can help them improve their skills and learn from each other. Also evaluate the activity as a whole to see what worked well and what can be improved for next time.

By following these steps, you can create an engaging and educational activity where students can explore different professions through filmmaking.

Events and Premiere:

A closing ceremony or event can be organized to award the winners and show the best films to the public. This can also be an opportunity for participants to meet each other and network.

Evaluation

Please explain how to evaluate the RealityCheck

Evaluation:

Feedback forms for the students to fill in

Project evaluation – evaluate the working process

Company feedback from SME experts to assess the films/results.

After the competition, it is important to evaluate the process to identify success factors and areas for improvement. This may include gathering feedback from participants, jury and audience to make next year's competition even better.

Learning Outcomes

General learning objectives

<input checked="" type="checkbox"/>	Boost students' motivation to approach the labour market.
<input checked="" type="checkbox"/>	Provide practical insights into one or more professions.
<input checked="" type="checkbox"/>	Showcase realistic examples of working routines.
<input checked="" type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input checked="" type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

Communication skills, practical skills, cooperational skills, entrepreneurial skill

Innovation & sustainability

Categories of Innovation

<input checked="" type="checkbox"/>	New approach (methods/procedures)
<input checked="" type="checkbox"/>	Combining existing methods/procedures
<input checked="" type="checkbox"/>	Adapting existing methods/procedures
<input checked="" type="checkbox"/>	Using in a new learning setting
<input checked="" type="checkbox"/>	For new target groups
<input checked="" type="checkbox"/>	Regional / transnational transfer
<input type="checkbox"/>	Other (please specify)

How is the actual living environment of young people addressed?

Organizing an activity where classes create short films can be both educational and fun for students. You can use ways of working that are perceived as exciting and are part of an active youth culture which is positive.

With the use of technology that young people use daily you integrate current trends and encouraging peoples interests.

How are positive emotions fostered and supported with this RealityCheck?

A sense of achievement: By mastering practical tasks, pupils strengthen their self-confidence and develop an understanding of achievement.

Creativity and self-expression: Creative projects allow students to express themselves individually and take pride in their work.

Collaborative environment: Teamwork fosters a sense of belonging and community among students.

Empowerment through skills development: Learning new skills gives students control over their future and opens new perspectives.

How are labour market information and expectations integrated into this RealityCheck?

By allowing the students to familiarize themselves with each profession - through research and interviews, you will be able to take part in several different professional areas. What qualifications are required and an insight into what it is like to work in that profession. And when showcasing the films you get a closer knowledge into other professions as well.

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

The activity is easy to implement. If there is no film festival where the winning entry can be shown, the respective school or class can decide which criteria to have for the assignment. If you cannot compete between classes, it is a simple task to divide the class into smaller groups and they can compete against each other. The activity can be done in a very limited form, but also as large as you wish and have resources for.

Further information

Country: Sweden

Contact person: Niklas Viklund

Email: niklas@urkraft.se

New Reality Check

General Information

Name:

Work experience Culture park

Short description:

Try-on activity at Urkraft Culture park. Site visit and the opportunity to test various work steps within the wood/carpentry industry, mechanics and gardening/park. The Reality check is also an opportunity to reflect on interests, wishes and values, expectations and goals for the future world of life and work. The reality check mixes practical and theoretical information and experience.

Main goals:

Aims to strengthening the connection between school and working life. Give students opportunities to learn and understand what different professions mean and what skills are in demand. Reduce the risk of involuntary school absence and reduce the risk of school dropouts.

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input checked="" type="checkbox"/>	15-16
<input type="checkbox"/>	6-10	<input checked="" type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input type="checkbox"/>	older
<input checked="" type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input type="checkbox"/>	Part of formal curriculum
<input checked="" type="checkbox"/>	informal / non-formal activity
<input checked="" type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Group activity
<input checked="" type="checkbox"/>	Face-to-face (analogue)
<input type="checkbox"/>	Digital
<input type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation: No preparation for the teacher – half day preparation for Urkraft and companies

Implementation: se below

Follow-up: Questionnaire 1 is given to students directly after the event and Q2 is sent to the teacher after the session to hand out to students 4 weeks after the session.

These actors are needed to implement this Reality Check:

	actors	roles
<input type="checkbox"/>	Administration	
<input checked="" type="checkbox"/>	Companies	
<input checked="" type="checkbox"/>	Schools	
<input type="checkbox"/>	Parents	
<input checked="" type="checkbox"/>	Students	
<input type="checkbox"/>	Public Employment Service	
<input checked="" type="checkbox"/>	NGOs	
<input type="checkbox"/>	Chambers	
<input type="checkbox"/>	Freelance trainers	
<input type="checkbox"/>	...	

Please describe the involved professions:

Wood and Carpentry Industry - Construction carpentry is a form of carpentry that focuses on construction, repair and installation of various types of wood products in the construction industry which requires skill, precision and knowledge of woodworking techniques and construction processes.

Mechanic - A mechanic is a professional who specializes in repairing, maintaining and servicing vehicles and other mechanical devices. The main job of the mechanic is to diagnose and solve problems with various types of vehicles, including cars, trucks, motorcycles, and sometimes also other machines such as garden machines or industrial plants.

Gardening - A gardener is a professional who specializes in the care and maintenance of gardens, green areas and landscaped areas. Their main task is to plan, design, plant and care for gardens to achieve the desired aesthetics, functionality and health of the plants.

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input checked="" type="checkbox"/>	Tools fit for purpose
Meals	<input checked="" type="checkbox"/>	If it is a half day experience it is nice to provide snack or lunch
Personnel	<input checked="" type="checkbox"/>	Staff from each occupational area, Career counsellor
Spaces/Rooms	<input checked="" type="checkbox"/>	A place where you can find space and tools fit for purpose. Could be a vocational
Safety & security: working clothes	<input checked="" type="checkbox"/>	Important!
Safety & security: insurance	<input checked="" type="checkbox"/>	Important!
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

Wood and Carpentry Industry - Together with a builder from the construction industry, the students must plan for and build a bench or a chair that can then be used in the public space.

Mechanic - Together with a mechanic, the students must take apart and reassemble a moped engine.

Gardening - Together with a gardener, the students must plan for a small garden in the park based on which plants work in different places in the garden.

The whole process is integrated with a career counsellor which will use methods of guidance before, during and after the session.

Please describe how to implement the reality check (Step-by-step instructions):

Planning:

Identify the specific topic for each workshop. For example, it could be "Build a garden bench" for for carpentry workshop, "create a small garden space" for the gardening workshop, and "Basic car/moped maintenance" for mechanics workshop.

Determine the target audience for each workshop depending on the topic and the level of knowledge you want to impart. (Important to consider the age groups)

Create a list of materials and tools needed for each workshop. Make sure you have enough equipment for all participants.

Premises and Resources:

Find a suitable place to hold the workshop. It can be a workshop, a garden area or another suitable place with enough space and the right equipment.

Ensure you have access to all necessary resources, including tools, materials and safety equipment for each workshop.

Please describe the preparation and follow-up:

Workshop Implementation:

Begin each workshop with a brief introduction to the topic and an overview of the day's agenda.

Demonstrate step by step how to perform the various tasks or projects.

Give students enough time and space to practice and complete the tasks themselves or work in a small group.

Be available to answer questions and provide help and guidance when needed.

Development and Follow-up:

Collect feedback from participants after each workshop to evaluate what worked well and what can be improved.

Use the feedback to improve and develop future workshops.

By following these steps, you can create and run rewarding carpentry, gardening, and mechanics workshops that help participants learn new skills and experience a sense of accomplishment.

Evaluation

Please explain how to evaluate the RealityCheck

Before and after surveys for the students.

Feedback form - could be digital, use of a mentometer for example

Project evaluation - Use the feedback to improve and develop future workshops.

Company feedback – include the SME:s into the process and have them evaluate the workshop.

Feedback from industry experts is important to ensure the workshop aligns with current market requirements.

Learning Outcomes

General learning objectives

<input checked="" type="checkbox"/>	Boost students' motivation to approach the labour market.
<input checked="" type="checkbox"/>	Provide practical insights into one or more professions.
<input checked="" type="checkbox"/>	Showcase realistic examples of working routines.
<input checked="" type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input checked="" type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input checked="" type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

Building self confidence, communication skills, entrepreneurial skills

Innovation & sustainability

Categories of Innovation

<input checked="" type="checkbox"/>	New approach (methods/procedures)
<input checked="" type="checkbox"/>	Combining existing methods/procedures
<input checked="" type="checkbox"/>	Adapting existing methods/procedures
<input checked="" type="checkbox"/>	Using in a new learning setting
<input checked="" type="checkbox"/>	For new target groups
<input checked="" type="checkbox"/>	Regional / transnational transfer
<input type="checkbox"/>	Other (please specify)

How is the actual living environment of young people addressed?

Youth-specific challenges: Focus on sustainability and innovative technology that appeal to young people.

How are positive emotions fostered and supported with this RealityCheck?

By offering the activity in a fun and scenic environment, the activity can be seen as a fun class excursion, but which also provides knowledge in various professional areas that are in great demand in our region. The activities stimulate creativity and commitment.

How are labour market information and expectations integrated into this RealityCheck?

Simulating real working conditions: The students carry out projects that simulate real work processes and challenges in various (skilled) trades.

Feedback from industry experts: Integrate feedback from training companies to ensure the workshop aligns with current market requirements.

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

Establish long-term partnerships with local SME:s to secure practical insights and support for the workshop. Even though this Reality check is based in a specific area conducted by a Social Enterprise - in the absence of an actor described in this reality check - other organizations, companies, public sector and educational organizations can be used for this purpose. The important thing is that you have networks of different SMEs and professionals as part of the workshop to make sure the workshop aligns with current market requirements.

Further information

Country: Sweden
Contact person: Niklas Viklund
Email: niklas@urkraft.se

New Reality Check

General Information

Name:

Training for skills

Short description:

Try-on training activity at T2 Vocational College on Campus Skellefteå. Site visit and the opportunity to test various work steps within the industry. (Carpentry/wood and Welding) A career counsellor will work with a short guidance introduction/material focusing on what I want and what motivates me. Students will reflect on interests, wishes and values, expectations and goals for the future world of life and work. The exercise is both theoretical and practical to its approach.

Main goals:

Encouraging young people to choose industrial occupations can be done in several ways to show them the benefits and potential of these occupations. This reality check aims to strengthening the connection between school and working life with a special focus on welding and carpentry industry which is at high demand in our region.

Please click for the stages in the process of career guidance:

- What do I want? What motivates me?**
What do I want for my life? Reflect on interests, wishes and values, expectations and goals for the future world of life and work.
- Who am I? What can I do?**
Identifying abilities, strengths and talents
- Which type of education/ work suits me? Where can I do that?**
Research on occupational fields, job profiles, occupational activities, training opportunities, Exploration of study and career, work exploration
- Who can help me to achieve my goals?**
Who can support or advise me in my education and career choice process?
Talking to the family and researching regional contact points for education and career guidance
- Does that match my goals? Am I willing to decide?**
Matching expectations and skills with the requirements and possibilities of the preferred training path, reviewing the decision, making the decision and implementing it.

Age group of involved young people (target group)

<input type="checkbox"/>	Younger than 6	<input checked="" type="checkbox"/>	15-16
<input type="checkbox"/>	6-10	<input checked="" type="checkbox"/>	17-19
<input type="checkbox"/>	11-12	<input type="checkbox"/>	older
<input checked="" type="checkbox"/>	13-14	<input type="checkbox"/>	

Kind of activity

<input type="checkbox"/>	Part of formal curriculum
<input checked="" type="checkbox"/>	informal / non-formal activity
<input checked="" type="checkbox"/>	Individual
<input checked="" type="checkbox"/>	Group activity
<input checked="" type="checkbox"/>	Face-to-face (analogue)
<input type="checkbox"/>	Digital
<input type="checkbox"/>	Hybrid

Duration of the activity:

Please describe in hours/ units / days

Preparation: No preparation for the teacher – the preparation is outsourced to a Vocational College in collaboration with career counsellor.

Implementation: 2 hours – half a day

Follow-up: Questionnaire 1 is given to students directly after the event and Q2 is sent to the teacher after the session to hand out to students 4 weeks after the session.

These actors are needed to implement this Reality Check:

	actors	roles
<input type="checkbox"/>	Administration	
<input checked="" type="checkbox"/>	Companies	Industry companies
<input checked="" type="checkbox"/>	Schools	
<input type="checkbox"/>	Parents	
<input checked="" type="checkbox"/>	Students	
<input type="checkbox"/>	Public Employment Service	
<input checked="" type="checkbox"/>	NGOs	Not necessary
<input type="checkbox"/>	Chambers	
<input type="checkbox"/>	Freelance trainers	
<input type="checkbox"/>	...	

Please describe the involved professions:

Welding - Welders are a highly sought after occupation today and after a finished education the student has great opportunities to find a job in the engineering industry. During the training, the student learn, for example, different welding methods such as MIG/MAG, TIG and MMA, drawing reading, workshop technology and how steel is affected during processing.

Wood industry - Basic education for future work in the modern wood industry.

The training gives the student increased work experience, an insight into the industry and an expanded network of contacts. After the training, the student can work at companies that work with

the manufacture of wooden components, stairs, glass parts, interior carpentry, windows, moldings, panels, wooden house components or other types of processed wood products.

Additional resources needed:

Topics		Please specify (who, what etc.)
Specific working materials (tools, ...)	<input checked="" type="checkbox"/>	Tools fit for purpose
Meals	<input type="checkbox"/>	
Personnel	<input checked="" type="checkbox"/>	Staff from each occupational area, Career counsellor
Spaces/Rooms	<input checked="" type="checkbox"/>	A place where you can find space and tools fit for purpose. Could be a vocational
Safety & security: working clothes	<input checked="" type="checkbox"/>	Important!
Safety & security: insurance	<input checked="" type="checkbox"/>	Important!
Other: ...	<input type="checkbox"/>	

Implementation

What is the reality check about (methods, processes etc.)?

Introduction:

A career counsellor will work with a short guidance introduction/material focusing on what I want and what motivates me. Students will reflect on interests, wishes and values, expectations and goals for the future world of life and work. The students get an introduction to companies and the professions.

Safety:

Review of safety rules and use of protective equipment.

Information on hazards and risks related to carpentry and welding work, including handling gases, fire and potential health effects of welding fumes and the hazard of using certain specific tools.

Welding:

Under the supervision of an experienced welder, the student can test the welding work.

The intern is given the opportunity to ask questions and request further guidance if necessary.

By following this work process, the trainee gains a basic understanding of the principles and practice of welding and learns the importance of safety and accuracy in the field.

Carpentry

By working with tools and materials, students gain practical experience of the carpentry profession and its processes.

Carpentry often involves solving problems and being creative with various design challenges. Students get the chance to develop their problem-solving and creativity skills.

Many carpentry projects require cooperation and communication. Students can learn to work in teams and manage tasks together.

By testing the carpentry profession, students gain a better understanding of what it means to work in this profession. They can learn about different career paths in carpentry and construction.

Completing a small carpentry project can give students a sense of accomplishment and pride in their work. It can increase their confidence and motivation.

Please describe how to implement the reality check (Step-by-step instructions):

Start: set clear goals and objectives: What are the students expected to learn or achieve through the reality check? The goals should be specific, measurable, achievable, relevant and time-bound (SMART goals).

Involve experts and make arrangements with the Vocational education of choice.

Involve a Career counsellor who can assist on the guidance sessions.

Company visits: Organise excursions to local SMEs within the Industry of choice. It is important that students also have the opportunity to explore other professions and industries in order to broaden their horizons and give them a diverse experience of different fields of work.

Please describe the preparation and follow-up:

Clear goals and objectives: What are the students expected to learn or achieve through the workshop? The goals should be specific, measurable, achievable, relevant and time-bound (SMART goals).

Planning and preparation: Develop a detailed plan for the activity, time frame, materials, resources and any experts who can contribute insights.

Interactive and hands-on learning: Use exercises, group work and hands-on demonstrations to engage students and allow them to apply their knowledge in practice

Adaptations: provide different types of activities to suit different learning preferences

Feedback and evaluation: Create opportunities for continuous feedback and evaluation of the activity. See question about evaluation.

Integration with the curriculum: Ensure that the activity is integrated with the overall curriculum and learning objectives.

Follow-up: After the activity, reflect on its effectiveness and results. Collect feedback from the students and other participants to evaluate what worked well and what can be improved for next time.

Evaluation

Please explain how to evaluate the RealityCheck

Questionnaire: For the students about the approach to the activity

Feedback forms: Short survey of the students following the activity

Quality check: Qualitative interviews with participants to check the ideal and actual implementation

Learning Outcomes

General learning objectives

<input checked="" type="checkbox"/>	Boost students' motivation to approach the labour market.
<input checked="" type="checkbox"/>	Provide practical insights into one or more professions.
<input checked="" type="checkbox"/>	Showcase realistic examples of working routines.
<input checked="" type="checkbox"/>	Offer a clearer perspective on different professional possibilities available.
<input checked="" type="checkbox"/>	Support in developing a concrete understanding of a profession to be pursued.
<input checked="" type="checkbox"/>	Come up with a plan to reach a career goal.

Other, specific learning objectives of this RealityCheck:

Creativity, team work and problem solving

Practical experience of different professions with a with a clear result

Confidence and Pride in creating something sustainable

Career understanding, entrepreneurial skills

Innovation & sustainability

Categories of Innovation

<input type="checkbox"/>	New approach (methods/procedures)
<input checked="" type="checkbox"/>	Combining existing methods/procedures
<input checked="" type="checkbox"/>	Adapting existing methods/procedures
<input checked="" type="checkbox"/>	Using in a new learning setting
<input checked="" type="checkbox"/>	For new target groups
<input type="checkbox"/>	Regional / transnational transfer
<input type="checkbox"/>	Other (please specify)

How is the actual living environment of young people addressed?

Listen to young people's perspectives: It is important to involve young people and listen to their thoughts, feelings and experiences regarding their future. This can be done through conversations, surveys, workshops or other forms of participation.

How are positive emotions fostered and supported with this RealityCheck?

A sense of achievement: By mastering practical tasks, pupils strengthen their self-confidence and develop an understanding of achievement. They get practical experience of different professions with a with a clear result in creating something sustainable – this leads to confidence and a sense of pride.

Empowerment through skills development: Learning new skills gives students control over their future and opens new perspectives.

How are labour market information and expectations integrated into this RealityCheck?

Study and career guidance plays a crucial role in supporting individuals with information about different professions. By offering comprehensive and individualized guidance, study and career guidance can play an important role in supporting people to make informed decisions about their future careers. By following and analysing labour market trends, study and career counsellors can provide insights into which occupations are expected to be in demand in the future and which may become less relevant.

Matching individual goals and values with careers: career counsellors can help individuals identify careers that fit their personal goals, values, and lifestyle.

What measures are necessary to ensure the sustainability of the newly implemented RealityCheck?

To ensure that an activity becomes sustainable over time, a strategic and holistic perspective is required that takes social, economic and environmental factors into account. Here are some measures that can help make an activity sustainable:

Long-term perspective: Ensure that the planning and implementation of the activity takes into account long-term consequences and effects. Adapt and improve the activity based on the results of the evaluations.

Further information

Country: Sweden

Contact person: Niklas Viklund

Email: niklas@urkraft.se



Co-funded by
the European Union