



Programm für
lebenslanges
Lernen

TAKE TECH

Handbook for schools



This project has been funded with support from the European Commission.

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Graz, July 2012

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Introduction – What is Take Tech?

Take Tech is a highly successful and sustainable initiative of the Styrian Business Promotion Agency SFG, which was launched in the year 2009 on behalf of the Economic Department of the Government of Styria. Take Tech gives companies the opportunity to inform students about the broad scope of activities and excellent career prospects offered by them in technical and scientific professions. Young people aged between 8 and 18 from all types of schools in Styria are provided with a wider, more sensitive and more objective view that will help them to make informed decisions on their professional future. Furthermore, the initiative intends to counteract current trends leading away from traditional apprenticeships, which is widely supported by the media.

Through Take Tech companies can present themselves as attractive and future-proof employers with manifold training and career opportunities. In doing so, they have almost unlimited possibilities to arouse students' enthusiasm for their business activity and philosophy and win them over. If requested, all proposed measures are professionally supported by Take Tech. There are no limits to creativity.

Summarising, it can be stated that Take Tech is an excellent opportunity to bring the worlds of young people and economy together, dissolving both prejudice as well as existing constraints. The initiative with its numerous measures and methods marks an important step towards strengthening the innovation capacity and long-term competitiveness of Europe's economy.



Source: <http://www.sfg.at>

Services for schools

Take Tech offers a great variety of measures and possibilities for schools and their teachers. In Austria, activities connected with Take Tech have been approved as school-related activities, which means, that company visits can be made during teaching time.

The services for schools are designed to help schools prepare for successful company visits and include the following activities (free of charge):

- Personal support with the preparation of company visits
- Workshops for the preparation of company visits, partly in cooperation with national training facilities for teachers
- Networking meetings with companies from the region to establish contacts and promote partnerships
- Working documents and lesson plans for classes with and about Take Tech



Source: <http://www.sfg.at>

Company Investigations

General Information on Company Investigations

There are basically two different types of investigation:

- Complete/Overall Investigations
- Partial Investigations

Complete/Overall Investigations

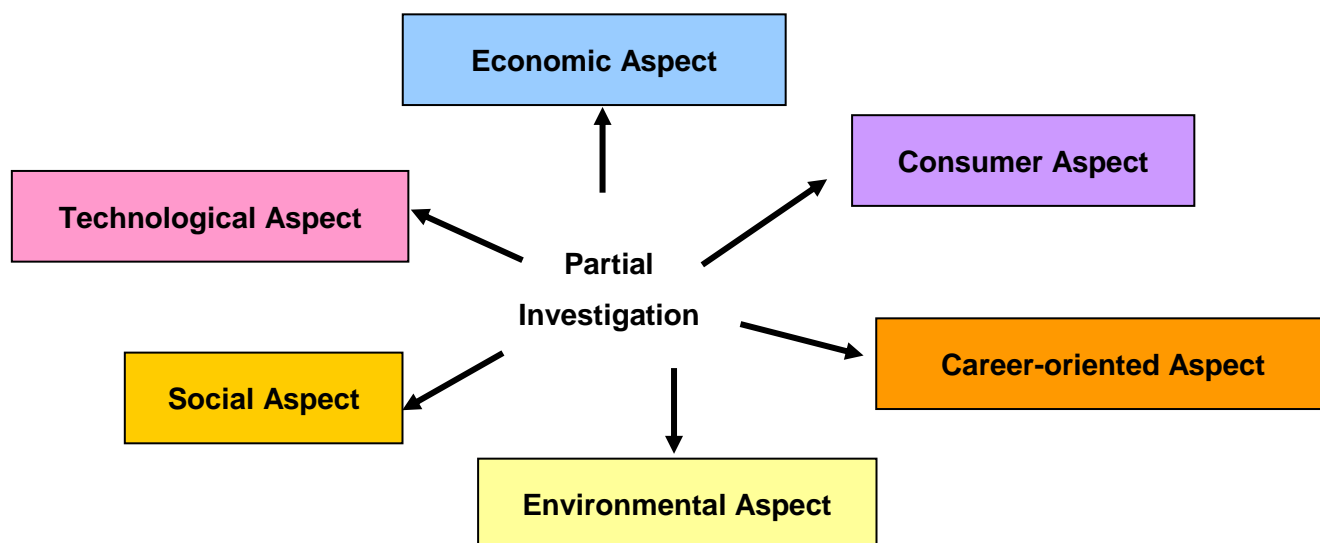
The aim of a complete investigation is to address the company as a whole. From an organisational point of view, these are relatively simple but are not very beneficial in terms of content, as it is not always easy for the pupils to absorb the amount of information and impressions gained. On the other hand, if numerous investigations are carried out on the same company, complete investigations can function very well. Between each investigation, pupils should be allowed sufficient time to analyse the questions designed and to develop new ones.

Partial Investigations

The focus of this type of investigation is not the company as a whole, rather a specific aspect of the company. In terms of learning benefits, the partial investigation is seen as the more efficient form. "Less is more" is the key to ensure pupils are not overwhelmed and to allow them sufficient time to develop their own ideas and questions. The aspects of the company to be examined depend on:

- The potential within the company;
- Time constraints (both in the classroom and in the company);
- The number of pupils; and
- The specific project targets (regardless of the type of school, educational objective etc.).

Different aspects to be examined



Organisation of company visits

WHAT SHOULD BE CONSIDERED BEFORE A COMPANY INVESTIGATION?

Before organising a company investigation, it is important to consider the basic conditions of the investigation. Consider the following questions:

WHAT should pupils learn from the exercise?

"Less is more!" For this reason it is important to set concrete goals. It is preferable to carry out a second investigation or to arrange a visit with experts during the preparation and post-processing phases than to overload pupils with too many details during the investigation itself. The questions addressed during the investigation should be restricted to those areas that could not be closed off during the preparation phase in school.

WHEN should the company investigation take place?

Organisations and companies must agree on the timing of the company investigation. It is important to consider the company factors, the receptiveness of the pupils and the school's timetable. The investigation should take place during normal school hours. There should be as little delay as possible between the preparation, execution and post-processing phases to ensure information stays fresh in everyone's minds.

HOW LONG should the investigation take?

The shorter the better! The whole investigation should not take longer than four hours max. The estimated duration is as follows:

- Greeting and introduction: max. ½ hour
- Investigation: max. 2 – 2 ½ hours
- Discussion: max. ½ - 1 hour

WHERE should the company investigation take place?

Appropriate company space should be arranged for the investigation. It is important to consider the options within the company, the number of support personnel in the company and the number of pupils.

WHICH organisational measures must be clarified in advance?

- Time factors and investigation location
- Number of groups of pupils and support personnel in the company
- Number of investigation points and interview partners
- Devices and machines to be used for demonstration purposes
- Safety precautions as well as liability and insurance issues

Preparation for the Pupils	
Communication of necessary skills and abilities <ul style="list-style-type: none"> - Observation of behavioural patterns and operating procedures - Interview technique - Minute taking using key words - Presentation of investigation results (abstract, graphics, etc.) 	

Preparation for the Pupils	
Special Skills <ul style="list-style-type: none"> - Clarifying terminology (e.g. training and further education, economic jargon etc.) - Assigning questions and/or observation exercises - Compiling a catalogue of questions - Appointing the interviewer and minute taker - Categorising the questions/observation exercises 	
Pupils' Conduct <ul style="list-style-type: none"> - Reference to accident spots and the absolute need to observe safety regulations 	

Execution	
Investigation process throughout the whole company	
Investigation process according to groups' allocation	
Observing and/or interviewing staff in the selected positions	
Taking minutes and making other necessary records	
Wrap-up interview with staff	
Closing off any questions remaining open or those which arose during the interview	

Evaluation	
Preparing the investigation materials	
Clarifying queries	
Finalising documents for the presentation	
Copying the individual group's results	

According to H. Fähnrich, Second-level Teacher, Vol. 1, Company Investigations, Hannover

Company Visit – Company Data

Date: _____

Exact Trading Name: _____

Address: _____

Line of Business: _____

Location of other branches: _____

Company Development: _____

What product or service is offered?

Target Groups: _____

Demand: _____

Number of employees: _____ Apprentices: _____

Professions in the company: _____

Qualification of the staff

Graduates	male	<input type="text"/>	female	<input type="text"/>
Secondary school graduate	male	<input type="text"/>	female	<input type="text"/>
Skilled labour	male	<input type="text"/>	female	<input type="text"/>
Apprentices	male	<input type="text"/>	female	<input type="text"/>
Semi-skilled labour	male	<input type="text"/>	female	<input type="text"/>

Potential for training and further education

In-house: _____

External: _____

Special Comments: _____

Courtesy of Ms. Ingrid Biebl, PTS (Polytechnical College) Mauthausen

Position	The activities in this job involve ...

Sample Questions regarding the Company/Jobs within the Company

Economic Questions

- What is the approximate yearly turnover of the company?
- In recent years what events lead to changes in the production process?
- What options does the company have to increase sales?
- How are the company's products advertised?
- In which areas does the company primarily invest?
- What were the economic effects of the environmental measures implemented by the company?

Technological Questions

- Which raw materials are mainly processed and where do they come from?
- What and form of energy is used and where does it come from?
- What influences environmental protection measures?
- What happens when there is a negative outcome from a quality control exercise?
- Which rationalisation measures have been carried out in recent years?
- What is the meaning of the technical terms in the information material of the company?

Social Questions

- What is the average pay in the company?
- How are working hours regulated?
- Which measures help staff with sometimes obstructive working conditions (odour, heat, noise, etc.)?
- What is done to create a positive working environment?
- Is there a Works Council and what is its role?
- Does the company provide the employees with other benefits?

Occupational Questions

- What skills set is mainly required?
- What are the physical and mental requirements necessary for a particular occupation?
- What are the advantages and disadvantages of a particular occupation?
- What are the opportunities for advancement in the company?
- What does the company expect from future apprentices?
- What can apprentices expect from the company?
- Is the company looking for additional staff?

Interview

Occupation: _____ **Length of Training:** _____ years

How long have you held this position? _____ years

Career path to date: _____

What is a typical **working day**? _____

Most important **duties**: _____

How long do you work each day? _____ hours

What tasks do you particularly enjoy (**advantages** of the job)? _____

What tasks do you not particularly enjoy (**disadvantages** of the job)? _____

Is your work **strenuous**: ☐ Yes ☐ No

Particular **physical requirements**: _____

Machines and Tools used: _____

In-house **possibility for further education**: _____

External options: _____

Opportunities for career advancement in your job/company _____

Is your job **future-proof**: ☐ Yes ☐ No

General **career prospects**: ☐ Good ☐ Satisfactory ☐ Bad

Could your work be facilitated by **rationalisation** and if so how? _____

Are there any particular **statutory provisions** or **safety measures**: _____

Can you train apprentices? ☐ Yes ☐ No

To what do you pay particular attention when hiring staff? _____

Job opportunities in the company following training: _____

Would you opt for this career again if you had the choice? ☐ Yes ☐ No

Why? _____

Guidelines for Post-processing at School

Processing Personal Impressions:

- What general impression did the company make on you?
(clean, tidy, friendly, etc.)
- From the company's point of view what were the key aspects of the investigation?
(What was demonstrated? What was communicated?)
- Were the questions adequately answered?
(Were delicate issues addressed / avoided?)
- What impressions did you get of the positions you investigated?
- Did you receive information to help with future career choice?

Sample questions regarding the working conditions in the company:

- How were the working conditions in the company?
- Would I like to work in a similar company?
- Did I experience interesting positions, processes, careers etc.?
- What did I learn about the training opportunities?
- What are the social conditions in the company?
- Do the employees have a say in company issues?

Evaluation of Material:

- Summary of company information
(What is produced? How many employees are there?)
- Discussion regarding individual interviews
- Make a list of the positive and negative points
- Significance of the company for the local area (jobs, local suppliers, etc.)
- Make a file containing all relevant data (photos, drawings, documents, pictures, brochures, product samples, etc.)

Tools

	<p>Title: Digital learning in schools</p> <p>Partner: CTRIA</p>
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<p>Aim(s):</p>	<ul style="list-style-type: none"> - Preparing for the company visit - Focusing on the individual work - Knowledge development - Let the kids realise by themselves what this programme is about and how it can help them - Help them to feel comfortable with choosing among universities and collages - Show the easiest way for getting information (about possibilities of further education) - Have an outlook on other countries too, how does this project help in different countries) 	<p>Phase:</p>	<p>Prearrangement</p>



- **School:** all types
- **Age:** 14+
- **Duration:** 1-2 hours



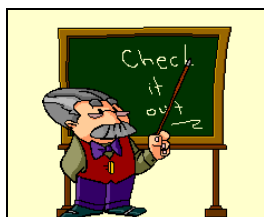
- **Social-form:** Individual work
- **Setting:** Classroom/ It can be done from home as well



What do you need?

- Internet Connection
- Laptop/PC

Digital learning in schools	
Course of education:	Contents:
<ol style="list-style-type: none">1. The teacher creates a digital education material to the company visit.2. The pupils have to view the materials on the internet.3. Fill questionnaires about the company (before the company visit)4. Discussing the answers before the visit	<p>With the help of the digital materials the pupils can view the material from home as well.</p> <p>Individual work is required from the pupil's side.</p> <p>Before the company visits the pupils have to fill a questionnaire regarding the digital materials.</p> <p>In this way the teacher can check the learning of digital materials.</p> <ol style="list-style-type: none">1. The teacher created material should be put on the school's website or somewhere where kids can find and download it.2. This material should cover different kind of the programme connected topics in order to have the kids an overview why they have to work at home, alone. <p>They would have some days to do that before the company visit but the teacher should discuss the answers with the children.</p>



Title: Preparing interviews with the company's employees

Partner: EIC Veneto

Aim(s):	<ul style="list-style-type: none">- Preparing for the visit in a company- Attracting pupils' interest for the company- Integrating pupils in the preparations of the coming visit	Phase:	Prearrangement



- **School:** all types
- **Age:** 14+
- **Duration:** 1 hour



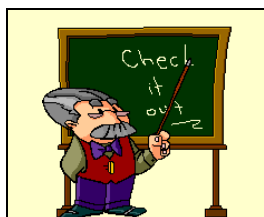
- **Social-form:** Group work
- **Setting:** Classroom



What do you need?

- Poster- or flip-chart paper (one sheet per group)
- Diverse pens
- Worksheets

Preparing interviews with the company's employees	
Course of education:	Contents:
<ol style="list-style-type: none"> 1. Dividing the class in small groups 2. Each group collects ideas for questions on a poster (~30 minutes) 3. Selection of the best questions (~10 minutes) 4. Writing down the final edition of the interview (~15 minutes) 	<p>It's important that students are quite free in the choice of the questions. Teachers can control the pupils' final edition at the very end of the lesson and make proposals.</p> <p>This activity demands a good preparation. Pupils have to be informed about the company (they could inform themselves via internet searches) and teachers have to establish contacts with employees willing to make the interviews with the pupils.</p> <p>Possible Post-Processing:</p> <p>After the visit pupils could tell their classmates about their interview and exchange experience.</p>



Title: Why is it important to study science?

Partner: EIC Veneto

Aim(s): <ul style="list-style-type: none"> - Preparing for the visit in a company - Stimulating students' interests 		Phase:	Prearrangement



- **School:** all types
- **Age:** 12+
- **Duration:** 1 hour



- **Social-form:** Group work
Presentation
Discussion
- **Setting:** Classroom

What do you need?



- Poster- or flip-chart paper (one sheet per group)
- Diverse pens
- Blackboard
- Chalk

Why is it important to study science?	
Course of education:	Contents:
<ol style="list-style-type: none"> 1. Dividing the class in small groups 2. Each group has to discuss the importance of science (~15 minutes) 3. Each group has to create a poster with their results (~10 minutes) 4. Short presentation of the results (max. 5 minutes per group) 5. Teacher collects the groups' main ideas on the blackboard (during the presentations) 6. Final discussion (~15 minutes) 	<p>Students are free in the design of their poster (list, mind map, etc.)</p> <p>Possible topics:</p> <ul style="list-style-type: none"> - Medicine (invention of new therapies, etc.) - Environment (reducing of fuels, alternative energies, etc.) - Career opportunities - Science in everyday life - etc. <p>Final discussion with the teacher to highlight and sum up the most important arguments</p>



Title: Student Worksheet for Company Visits

Partner: IA

Aim(s):	<ul style="list-style-type: none"> - Help students to understand the aims of the visit. - Help students to understand mission, product or service, and other main data about the company. - Make students to systemize their impressions. - Help students to analyse the jobs the company offers. - Help students to analyse their own job interests. - Inform students about their opportunities in the company. 	Phase:	POST



- **School:** all types
- **Age:** 14-19
- **Duration:** 45 min.



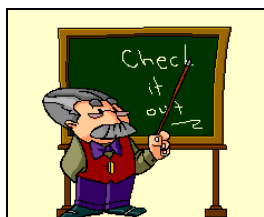
- **Social-form:** Individual work
- **Setting:** Classroom



What do you need?

- Internet
- Worksheet

Student Worksheet for Company Visits	
Course of education:	Contents:
<ul style="list-style-type: none"> - Entrepreneurship lesson - Career planning lesson - Economics lesson 	<p>Students get some overview about jobs available and their own interests, strengths and individual traits.</p>



Title: "Creative team youngsters" → BRAIN RACE
Don't think, just do!

Partner: SFG

Aim(s):	Finding new solutions / ideas for the visited company	Phase:	Post
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- **School:** all types
- **Age:** all ages
- **Duration:** 3-4 lessons



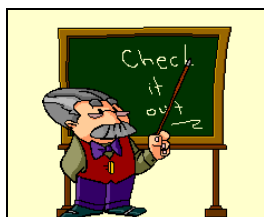
- **Social-form:** Mix of group and individual work
- **Setting:**
 - The BRAIN RACE needs enough space, possibly in the nature.
 - This action shouldn't take place in the classroom or in the school-building.
 - 2 tables which should be positioned at least 10 metres away from each other

What do you need?



- Many prepared sheets with enough space for 10 ideas
- One green symbol stamp
- Several pens

"Creative team youngsters" → BRAIN RACE Don't think, just do!	
Course of education:	Contents:
Introduction in the classroom/preparation: 1 lesson	<p>The teacher has to explain how the following action will take place. He/she gives out rules and names the things which are needed for this exercise (2 desks, pens).</p> <p>The BRAIN STATION will be built up in the schoolyard or in a park.</p>
BRAIN RACE: 1-2 lessons	<p>The BRAIN RACE takes place between two tables (10 metres away from each other) One moderator names a question he got from the visited company and the pupils have to write down 10 ideas in the prepared sheet as quick as possible. After that they run to the second station and the sheet will be stamped. They run back again to the first station and fill out the next sheet and so on.</p> <p>The pupil who has collected most green stamps is the winner and he should get a small present.</p>
Debriefing: 1 lesson	<p>Ideas will be discussed in the classroom moderated by the teacher. After that the teacher sends the ideas to the visited company.</p>



Title: "Creative team youngsters" → BRAIN STATION

Partner: SFG

Aim(s):	Collecting new ideas for the company and its products or services and so on after the visit The pupils have to handle a problem from different point of views.	Phase:	Post
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- **School:** all types
- **Age:** all ages
- **Duration:** 2 lessons



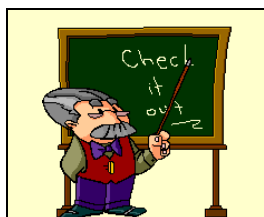
- **Social-form:** Mix of group and individual work
- **Setting:**
 - 6 activity areas (BRAIN STATIONS) which are separates from each other.
 - Each Station is featured with one big poster, desks an seats and one flip chart incl. pens 2 tables which should be positioned at least 10 metres away from each other



What do you need?

- 6 flip charts, one for each station

"Creative team youngsters" → BRAIN STATION	
Course of education:	Contents:
Introduction/preparation: 1/2 lesson	The teacher explains the following action, divides the class into 6 groups and each group prepares one assigned BRAIN STATION.
BRAIN STATION: 1/2 lessons	<p>In each station there is one big poster with one question on it:</p> <ul style="list-style-type: none"> - "How would you describe the ideal supermarket for mothers?" - "How would you describe the ideal supermarket for teenagers?" - "How would you describe the ideal supermarket for singles?" <p>And so on...</p> <p>Each team has three minutes time to find ideas which are suitable for the question.</p> <p>After three minutes there's the first rotation and so on.</p>
Debriefing	<p>So there result many ideas for a problem from different point of views.</p> <p>These inputs could be used in the visited company for developing new or existing products or other things like internal problems and so on.</p>



Title: "Marketing Division"

Partner: SFG

Aim(s):	<ul style="list-style-type: none"> - Intensive activity with the company and its history and work - Connection from theoretical and practical contents - Aim: production of youth orientated advertisement materials (posters, presentations, film...) for the company which will be visited 	Phase:	Preparation



- **School:** high schools, technical schools
- **Age:** 14+
- **Duration:** 4-6 lessons



- **Social-form:** Group work
- **Setting:** Computer-room + enough space for group work

What do you need?

- Computers in adequate number
- Beamer for presentations
- Posters + pens



Preparation in some subjects:

- Advertisement: types/materials/functions

"Marketing Division"	
Course of education:	Contents:
Group assignment → random groups: 1/4 lesson	- Breakup of existing social structures
Explanation of the following tasks: (1/4 lesson	- One "marketing manager" per group → Marketing team
Group work: 2 lessons	<p>Tasks:</p> <ol style="list-style-type: none"> 1. Create a short youth-orientated presentation (PPT) of the history and the working fields of the company 2. Create one or several advertisement-materials to make the company more interesting for youngsters <p>Following marketing-materials could be created:</p> <ul style="list-style-type: none"> - 3 posters or - 1 Video-clip or - 2 Folders/flyers <p>Teacher: permanent control and support</p>
Presentation of the results; discussion, feedback: 2 lessons	Either in school or during the visit

Worksheets/ Support Documents

Title: Digital learning in schools

*Info material-work sheet (Support document for the tool: **Digital learning in schools**)*

The teacher should create a questionnaire covering three different topics, which is important to be known by the kids:

1. Information about the employment situation in Hungary
2. Information about Take Tech programme itself
3. Information about the company they are going to visit

Information about the employment situation in the particular country

This part is really useful to make children see what the recent case in our country is. Due to this they can think more realistic about their choice for the future.

- a. Which are the most popular jobs in Hungary?
- b. Which are the professions that are suffering from the lack of well educated, qualified people?
- c. Look after data about who the companies looking for to fill the positions?

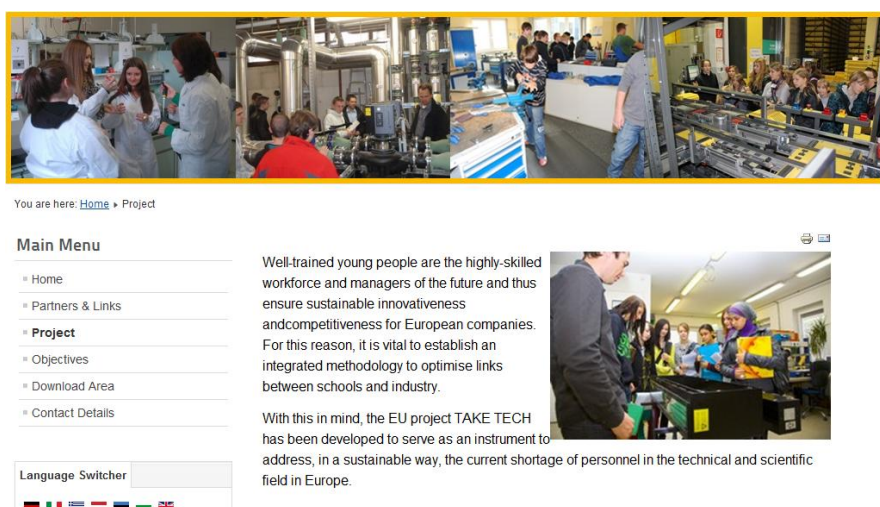
The answers can easily be found on a job-offer site and there is different kind of researches on the internet that points to the importance of technical and scientific field.

Maybe teacher can give a link where interesting news or researches are. For example on a Hungarian website, www.eduline.hu (this is full of information for teenagers about studying) there are topics about the job possibilities, which is worth studying or not.

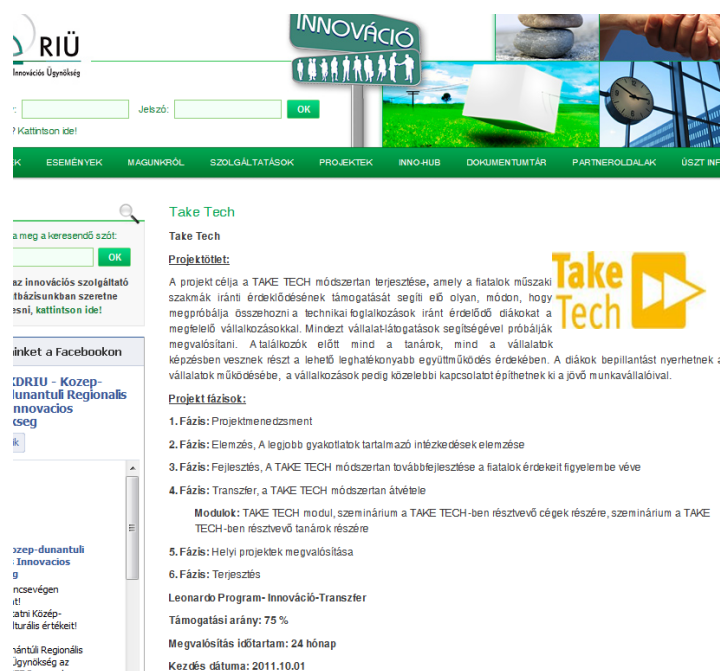
Information about Take Tech programme itself

- What is the project main purpose of Take Tech?
- How many sections/steps does the project have?
- Which countries participate in this project?
- When did the programme start for CTRIA?

All the answers can easily be found on the official website of Take Tech (see images below):



.....and on CTRIA'S site:



Information about the company they are going to visit

- a. Make a short summary of the company you are going to visit
- b. What are its products and services?
- c. What is its target group?
- d. What does its logo symbolize?
- e. Do you like the company? Why? Why not?

These kinds of questions make kids look after the company. All companies have their own website so it also doesn't take much time to answer them.

Finally they have to send it back to the teacher to be checked or they can discuss the answer together.

Title: Preparing interviews with the company's employees

(Support document for the tool: *Interviews with the company's employees*)

In order to prepare the pupils' interview to the company's employees, the teacher should ask the pupils to collect as much information as possible about the company. After that pupils could work in groups and collect questions which could be used to draft the interview.

1. Collection of information

About the company	<p>Do pupils already know the company?</p> <p>Do they know the services/products produced by the company?</p> <p>Do they know how important is the company for the local economy?</p> <p>Do they know the number of employees working for the company?</p> <p>(...)</p> <ul style="list-style-type: none"> - Raise the pupils' interest by making these preliminary questions; - Let students be pro-active in searching information in the internet or in magazines; - Suggest collecting any kind of existing materials referring to the company: company leaflets, articles on local magazines, advertising, company brand, and statistics.
Employees to be interviewed	<p>Teacher should know in advance who is going to be interviewed: the company manager? One or more employees? Which role do they have in the company? Which professional background is needed?</p> <p>Teacher should make sure if there are any existing relationships between the pupils and the interviewed person.</p> <p>Suggest students to play the role of the director/employee for one day</p>

2. Activity in the classroom

Pupils have now collect information about the company and are invited to share it with the classmates.

Soon after the teacher divide the classroom in small groups and pupils are free to collect as many questions as they have.

The teacher should encourage the pupils to make as many questions as possible: he/she could suggest pupils to concentrate on specific areas (company's story; company's profile; characteristics of products/services; working phases; organisational chart and specific skills required to the staff members; the company and the environment/local community/social responsibility) or play the role of the company manager/employee for one day.

Title: Student Worksheet*Partner: JA***Date:** _____**Organisation:** _____**Name:** _____ **Student name:** _____**Name of the main host:** _____ **School:** _____**Job:** _____ **Class:** _____

1. Have you heard about this company before?
 - a. Yes
 - b. No
2. Describe shortly the company as much as you know or using internet
 - a. General opinion about the company
 - b. Main fields of production
 - c. Main jobs
3. What do you expect to see in the company?
4. Can you imagine yourself working in this company? Why?
5. Career opportunities I see in the company for myself?
6. Where I can study to get this job (different options)
7. Summary of the visit. What I liked the most? What can be changed for the next visit?

Title: Student Worksheet Post

Partner: JA

Date: _____

Organisation: _____

Name: _____ Student name: _____

Name of the main host: _____ School: _____

Job: _____ Class: _____

1. Description of the company

- a. Main fields of production
- b. Main jobs

2. Production process, describe it by stages

3. Tools, technical instruments, use of technology

4. Time planning (what are the time consuming processes)

5. Structure of the company (Who reports to who?)

6. My favourite job in the company? Why?

7. Knowledge needed for the job

8. Skills needed for the job

9. Personal traits and attitudes needed for the job

10. Education needed for the job

11. Career opportunities I see in the company for myself

12. Where I can study to get this job (different options)

13. Summary of the visit. What I liked the most? What can be changed for the next visit?

Personal development

Personal Development Tool: My job – my future

I. Description
<p>Students should learn more about jobs and the world of work through an activity. On the one hand they should learn through written information and on the other hand through work experience, visits of companies etc.</p> <p>The described activity lasts four days:</p> <ol style="list-style-type: none"> 1. Grouping: each group decides for a topic they want to work on. The result of the group work will be presented during a parents evening. 2. Visits of companies of different working fields such as tourism, health, craft, ... 3. Based on the experience intensified working on the chosen topic takes place. Students can use all kind of help (internet etc.). 4. Finalisation; event in the evening with parents and entrepreneurs <p><u>Time needed</u> (1 hour = 60 min.):</p> <p>Preparation: 10-15 hours</p> <p>Perception: 25-35 hours</p>
II. Effects
a) Qualitative effects
<ul style="list-style-type: none"> - Students get experiences with the world of work - Students work independently on a chosen topic and present it - Students get into contact with entrepreneurs.
b) Quantitative effects (<i>How many participants can be reached?</i>)
<p>Participation of at least 10 companies (visits and exchange of information)</p> <p>Participation of three different classes</p>

c) Added value
<ul style="list-style-type: none"> - Networking with regional companies - Press reports - Advertising for the school

III. Target groups			
Level	Number	Description of target group	Selection procedures
7th grade	50	Students of 7th grade	First insight into the world of work

Working material

No.	Working material
1.	Concept of the project
2.	To do list
3.	Letter for parents
4.	List of topics
5.	List for the teambuilding
6.	Rules of the project
7.	Tips & tricks for presentations

1. Concept

Idea

The preparation for the world of work is a task that must be taken very seriously in school. The handling of this issue requires new ways of learning. Therefore, in this case, the subject "vocational guidance" is organized in the form of project days in order to get to know companies of the region. Furthermore the students can practice to work independently and target-oriented as well as team work. They can also use already learned presentation techniques. All mentioned techniques are demanded by the companies in order to get a job.

Target group

Students, parents, entrepreneurs

Objectives for students

- Insight to various activities of working people
- Getting to know local and regional companies
- To prove own skills and competences
- Skills like free speech, know-how of electronical media, creating power point presentations etc. can be used and experienced in "real life"

Objectives for companies

- Getting to know young people who are interested in the company
- Transfer of knowledge and competences
- Positive presentation of the company

Objectives for schools

- Presentation of the school
- Creating a network with local and regional companies
- Intensified contact to parents

2. To-do list

What	Who	When
First talks with schools		7 weeks before
First talks with companies	Coach	6 weeks before
Detailed planning of the project days	Teacher/coach	2 - 4 weeks before
Fix dates for visits in companies	Coach	10 days before
Divide up students to different companies	Teacher/students	2 days before
Sending out of information to parents	Teacher	1 week before
Divide up students into different topics/theme groups	teacher	2 days before
Preparation of final presentation	Teacher/coach	Day of final presentation
Sound check	Teacher/coach/students	Day of final presentation
rehearsal	Teacher/coach/students	2 hours before final presentation
Set up buffet	Teacher/students	2 hours before final presentation

3. Parents letter

Dear parents,

This year are planning to have project days with the class of your son/daughter in order to get the opportunity of getting to know local and regional companies.

In different groups they will work on different topics that will help them to prepare for the visit in the company. During the visit in the company they will learn about the jobs and the challenges but also about the situation of the regional labour market.

For the last day of the project we have planned a big presentation where the students will tell/show you what they have experienced. We gladly invite you to this event.

We are looking forward to your coming

Kind regards



I _____ took note that

my son/daughter _____ will participate in the project "my job – my future".

Signature

4. List of topics

Each team chooses a topic and works on it. The results will be the basis of the visit in the company and the final presentation.

Topics

- Jobs in the region
- Interviews with people in different jobs
- "dream-jobs"
- How to apply successfully
- Regional labour market

Topic	Names
Jobs in the region	7 weeks before
Interviews with people in different jobs	6 weeks before
"dream-jobs"	2 - 4 weeks before
How to apply successfully	10 days before
Regional labour market	2 days before

5. Team building for companies

Company first choice	Company second choice

6. Project rules

In order to have successful project days it is necessary to have some rules. Here they are:

- You are working in a team.
- If you are not in the school building be careful and be aware of traffic.
- Keep an eye on the timeframe – be punctual.
- At visits and interviews: introduce yourself, tell the reason for the visit/interview and express your thanks for the time and the support.
- Make a concept for your presentation, get some feedback and then start working.
- Ideas for presentations: poster, role-play, PowerPoint presentation, sketch, poem, song, etc.
- Practice your presentation.

Your teachers will gladly support you!

7. Tips & tricks for your final presentation

To agree upon beforehand

- Who says what ("script")?
- Who does what?
- Find out what the other teams will present so that you can create something new.

Expectations

- Present everybody of the team by name
- Tell the name of the project
- Explain what you did and how
- Pep up your poster/presentation with important information
- Explain what people are watching
- At the end: thank you for your attention

More tips

- Speak loudly and clearly
- Practice the micro
- Practice your presentation
- Alternate the moderation

Contact information



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Further information on the internet:

- <http://take-tech.eu>

Website of the EU project Take Tech with download area (movie, tools, etc.)



- <http://facebook.com/sfg.taketech>

Example of a national Facebook presence from Austria with useful information and ideas