

Training Booklet for Teachers

Topic 9 – My interests and where I want to go







Unit 1 Different jobs around me

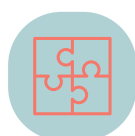
Goals

The students learn to

- find certain categories for different jobs.
- identify which factors are important to them in a job.
- explain their job wishes then and now and give reasons.

 Step	 Setting	 Activity	 Teacher's role
Step 1 30 minutes	Alone	The students think about the different jobs in their environment and write them down.	The teacher explains the task and assists individual students.
	Pair work	The students sort the collected jobs into different categories (e.g. indoor – outdoor etc.). They find the categories themselves.	The teacher walks around and assists the pairs.
	Group work	The students present their collections in a group and make a mind-map together on a poster. They indicate the different organising principles and give one or two examples for each.	The teacher helps the groups to find the organising principles.
Step 2 30 minutes	Alone	The students figure out categories that are important to them by choosing according to each organising principle (e.g. outdoor or indoor job? Etc.). They do this for every principle and take a photo of their selection/profile.	The teacher explains that one can approach a possible job outlook by looking at the organising principles and choosing the most suitable ones.
	Pair work	The students discuss their selection/profile with a partner and take notes about advantages/disadvantages.	The teacher explains the task and assists if needed.
	Plenary discussion	The students present their ideas in the plenary and reflect on similarities and differences in opinion.	The teacher steers the discussion and points out that there is no right or wrong.
Step 3 30 minutes	Alone	The students think about their dream job when they were little and their desired job now. They write down how and why this has changed.	The teacher explains the tasks and talks about what a realistic perspective can be like. He/she assists the students individually.

	Pair work	The students discuss their personal dream jobs then and now with a partner.	The teacher walks around and listens to the dialogues.
	Alone / group work	The students share their ideas in the discussion group. They point out differences then and now.	The teacher adds comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher explains the task and assists individual students.







Unit 2 The professional fields

Goals

The students learn to

- understand what a professional field is and identify jobs that belong to one.
- identify their personal choice of a professional field.
- find the needed competences (job-specific and transferable skills) for a job.
- present professional fields, their jobs and needed competences.

 Step	 Setting	 Activity	 Teacher's role
Step 1 60 minutes	Alone	The students get to know the different professional fields by matching icons and words to each other.	The teacher explains unclear professional fields and gives examples for jobs.
	Groups of four	The students decide on a professional field and find jobs that fit into this field. They can look for more jobs on the internet and create a poster.	The teacher gives more information about the professional field and encourages the students to look for examples.
	Group work	The students share their professional fields and jobs in the discussion group. They also comment on the found jobs of others.	The teacher comments in the discussion group.
Step 2 60 minutes	Alone	The students choose their own professional field and try to find matching jobs for it. They write them down.	The teacher gives the instructions and explains that there are different kinds of professional fields and various matching jobs in each field.
	Alone	The students look at the posters again and choose a job they would like. They write down the job and the professional field and give reasons for their choices.	The teacher explains the task and assists individual students.

	Pair work / group work	The students compare their jobs, professional fields and their reasons and discuss them together. They can also do this in the discussion group.	The teacher listens to the dialogues or makes comments in the discussion group.
Step 3 90 minutes	Alone	The students read about the different types of skills that are needed for a job. They learn about transferable skills and employability and how they can find out whether these match their person.	The teacher explains some of the texts after the students have read them.
	Alone	Each student researches the job that interests them most. They look for job-specific skills and transferable skills and write them down.	The teacher assists the students individually.
	Pair work	The students exchange their ideas and lists with a partner. They might adapt their list after the exchange.	The teacher listens to the dialogues and answers open questions about required skills.
	Alone / group work	The students share their jobs and skills in the discussion group and comment on the chosen jobs and skill lists of others.	The teacher makes comments in the discussion group.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.



Unit 3 My next steps

Goals

The students learn to

- reflect on the rights and duties connected with their present asylum seeker/refugee status.
- research information about a new topic on the internet and present them.
- develop ideas about useful occupations, learning and tasks at this current point in time.
- develop a plan for a two year period including milestones and possible achievements.

Step	Setting	Activity	Teacher's role
Step 1 30 minutes	Alone	The students reflect on their asylum seeker/refugee status and make a research on different internet sites on this. They record their findings.	The teacher explains that there are rights and duties connected to the status of asylum seeker/refugee.
	Pair work / group work	Together with a partner the students choose a topic that interests them (e.g. asylum, minors, Dublin III, living etc.) and conduct internet research. They record their findings on a poster and afterwards post the most important information in the discussion group.	The teacher walks around and helps in finding information and presenting it on a poster.

Step 2 30 minutes	Alone	The students think of activities they could do or things they want to learn during their present stay/situation. They collect all their ideas and in a second step put them together into a step-by-step plan. They write down all three things.	The teacher encourages the students to use their time during their stay here for some useful things.
	Pair work/ group of four	The students exchange their ideas with a partner, add some new ideas and then form a group of four. In the group they again present their ideas and discuss what would be realistic.	The teacher assists the pairs and gives instructions for forming the groups. He/she might also steer the discussion in the group.
	Pair work	The students go back with their answers and search for the missing answers on the internet. They post their unsolved questions in the discussion group and comment other unsolved questions of others.	The teacher assists in finding the answers and comments in the discussion group.
Step 3 30 minutes	Alone	The students think about their future in a two years' time from now (things learned, important milestones etc.). They develop a mind-map, using photos, pictures or other creative forms.	The teacher explains the task and gives some examples for learned contents, obstacles overcome, things left behind etc.
	Pair work/ group work	The students share their mind-map with a partner and discuss it. Afterwards they do the same again in a bigger group and/or post a picture of it in the discussion group. They comment on the mind-maps of others.	The teacher walks around and supports the students.
Self-evaluation	Alone	The students fill in the self-evaluation.	The teacher coaches and helps to identify the students' performances.