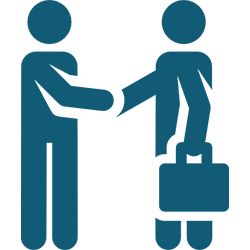
**SUPER – session no. 4: Job interview**

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| Tools | Contents | Goals and outcomes |
| * Job interview movie (appendix 4A) * Job interview simulation (appendix 4B) – splitting into groups of threes: interviewer, interviewee, and observer who fills out the feedback form (appendix 3B). Every group chooses themes for the interview and carries out simulations, whereby each participant takes turns acting the different roles. There is an option to invite school employees, such as the principal, subject coordinators, etc., and interview them * Observation sheet (appendix 5A) | * Watching a video about job interviews * Group discussion: * What is a job interview, its goals, previous experience in interviews * In which life junctions are interviews conducted, their importance * What can help the interviewer and the interviewee * Further familiarization with the interview feedback tool * Preparation for tour at the workplace – place description, information about the place, schedule, people with whom they will meet, safety rules, parental consent * Familiarization with the observation sheet – observation as a tool for gathering information | 1. Simulating a job interview in the role of the interviewer and in the role of the interviewee 2. Preparation for a tour in the following session and familiarization with the observation sheet |



**SUPER – session no. 5: tour**

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| Tools | Contents | Goals and outcomes |
| * Observation sheet (appendix 5A) * The tour will be accompanied by photography – the group facilitator will photograph, taking into consideration structure, machines, equipment, various types of jobs * Tour summary presentation format (appendix 5B) | 1. Tour framework: 3-4 hours 2. Tour objectives to be derived from the following considerations:  * Geographic location close to school – can be arrived at by foot, public transportation, accessible public transportation * Students' preferences and interests * Representation of employment fields such as: * Services – mall, supermarket, GP health clinic, hotel, bank, hair salon * Essential services – first aid services (911), firefighters * Traditional/low-tech industry – factories in the fields of plastic, carpentry, welding, cosmetics * Businesses – printing houses, car garages, laboratories, sport centers, gyms, law offices * Hi-tech factories – computerized industry * Agriculture and animal care – greenhouses, fish pools, dairy barns, chicken coops * Public institutes and social educational organizations – colleges, schools, community centers, local council, municipality  1. Two workplaces can be included in one tour. In each tour, meetings with the employees, managers, human resources and staff are to be scheduled ahead of time 2. In addition to observation and discussion, requirements from the employees at the workplace and the how to get accepted for the job will be discussed | 1. Tour of a workplace |



**SUPER – session no. 6: Tour summary and safety on the job**

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| Tools | Contents | Goals and outcomes |
| * Tour summary presentation format (appendix 5B) * Safety on the job presentation (appendix 6A) * Tools for teaching work-related concepts – part 3: safety on the job (appendix 6B) * Identifying hazards tour (appendix 6C) – tour at school, photographing safety hazards, documenting by writing, and repair suggestions (e.g. broken step, obstacles on the way, slippery floor) | * What did I learn from the tour * What was interesting for me during the tour * An encounter that moved me * Information that caused me fears * Knowledge summary following the tour * Learning about safety hazards – identification and naming * Identifying safety hazards in different situations * Place similarity and identification of safety hazards (e.g. train station) * Tour of the school in order to identify safety hazards and discussion of tour summary – handing the summary to school administration | 1. Discussing personal experiences following the tour 2. Familiarization with safety rules on the job and identifying hazards |



**SUPER – session no. 10: Tour**

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| Tools | Contents | Goals and outcomes |
| * Observation sheet (appendix 5A) * The tour will be accompanied by photography – the group facilitator will photograph, taking into consideration structure, machines, equipment, various types of jobs * Tour summary presentation format (appendix 5B) | 1. Tour framework 3-4 hours 2. Tour objectives to be derived from the following considerations:  * Geographic location close to school – can be arrived at by foot, public transportation, accessible public transportation * Students' preferences and interests * Representation of employment fields such as: * Services – mall, supermarket, GP health clinic, hotel, bank, hair salon * Essential services – first aid services, firefighters * Traditional/low-tech industry – factories in the fields of plastic, carpentry, welding, cosmetics * Businesses – printing houses, car garages, laboratories, sport centers, gyms, law offices * Hi-tech factories – computerized industry * Agriculture and animal care – greenhouses, fish pools, dairy farms, chicken coops * Public institutes and social educational organizations – colleges, schools, community centers, local council, municipality  1. Two workplaces can be included in one tour. In each tour, meetings with the employees, managers, human resources and staff are to be scheduled ahead of time 2. In addition to observation and discussion, requirements from the employees at the workplace and the how to get accepted for the job will be discussed | 1. Tour of a workplace 2. Familiarization with characteristics of various workplaces 3. Using observation as a learning and observing tool |

