

Guide to Educational Choices



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1. Introduction

The revised curriculum for the subject called educational choices has been in force since the 2015/2016 school year, replacing the curriculum from 2008. This subject was introduced with the Knowledge Promotion curriculum in 2006, and the first subject curriculum was published in 2008.

This guide provides examples of how schools and teachers can work with the curriculum, and also gives examples of how learning goals can be designed locally. It will also contribute to reflection on the subject and to how to work locally with the subject.

The use of this guide is voluntary; it does not replace nor is it to be placed on equal footing with the educational choices curriculum. The Norwegian Directorate for Education and Training is responsible for the content of the guide, which has been written in cooperation with experts, teachers and relevant research centres.

The guide uses the term career learning from "*Career Management Skills*", abbreviated CMS, and which is defined as:

"...a range of competences which provide structured ways for individuals (and groups) to gather, analyse, synthesise and organise self, educational and occupational information, as well as the skills to make and implement decisions and transitions" (European Lifelong Guidance Policy Network, 2012).

2. The nature of the subject

Educational choices is a compulsory subject which aims to give the pupils competence in dealing with career choices.

To satisfy the intentions of the subject, cooperation with external actors is encouraged, and some of the subject teaching may take place elsewhere than in classrooms to give the pupils the opportunity to participate in practical activities and gain experience. This will help them to gain a better foundation for the important reflections that are part of considering and choosing possible alternatives. The pupils must be challenged in relation to their knowledge, attitudes and skills, and gender perspectives must be included in career choices.

The teaching in this subject has a clear connection to school counselling. The competence the pupils acquire through learning in educational choices may be connected to the other counselling activities and various guidance situations. A pupil may continue to work in educational choices in accordance with issues and ideas raised in dialogue with the school counsellor.

The aim of educational choices

The subject is not only about choosing an upper secondary education, but has a lifelong perspective on career planning and building competence the pupils will have use for later in life. In this perspective, careers may be considered as participation in education, paid and unpaid work and the various roles we occupy in our different life phases.

The subject curriculum's first two objectives paragraphs have a clear focus on the pupil, while the third paragraph deals with cooperation, ways of working and connections to the school's counselling service. The aim is to focus on the pupil's development and competence in making choices.

Through educational choices the pupils will explore job and education opportunities. They will learn to collect, assess and use information about education and work, learn to know themselves and develop skills in making choices. The competence the pupils can acquire through learning in this subject will form an important basis for the competence they will continue to develop through participation in education and working life.

To explore their possibilities, the pupils must use their own interests as their point of departure, but they will also be encouraged to consider other alternatives.

The need for cooperation partners outside school is one of the aspects that sets educational choices apart from the other compulsory subjects in lower secondary school. The most relevant cooperation partners are upper secondary education and the business community. Establishing and facilitating for such cooperation may be demanding on resources so it might be useful that in addition to the subject teacher, additional staff assigned to this work. The school leaders must make this type of cooperation possible.

The main subject areas

The main areas must be considered together and do not need not be studied in any particular order. The reason for this is that developing competence in making career choices is a circular process with many situations involving choice. One topic may cover several goals under more than one main area. Seeing the main areas as linked will offer additional opportunities for adapted teaching in the subject.

The three main areas *Personal choices*, *Education and vocations* and *Work* start by describing the objectives for the subject and careers learning in general. It will be natural to start teaching in Year 8 with the main area closest to the pupils, i.e. Personal choices, and later expand the perspective through the other two main areas.

Experiential learning through being able to try their hand at work activities is an important method in the subject. By testing themselves in school or the workplace, pupils may learn more about themselves, about education or vocations and how personal wishes and aptitudes are suitable for various types of education and vocations. The learning outcome is better in such a context than what can be accomplished in the pupil's school, and gaining experience in a company is particularly important for pupils who have little or no contact with working life. The approach that allows pupils to try their hand at various tasks and activities is used to satisfy the competence objectives and to develop basic skills in the subject. The pupils will then also have the opportunity to apply subject skills, develop insight and develop the ability to reflect. This approach may help them to find links between the main areas.

Learning to set goals for oneself and being able to adjust these as new insight is gained are part of the learning process in the subject. The point is not to finish as quickly as possible. No pupil can have an overview of all the educational pathways and occupations open to them, but they may have a better overview when they are allowed to use varied work methods and to come into contact with representatives of working life and pupils and teachers in upper secondary education. They may test themselves in new situations in upper secondary education, companies or elsewhere, and take these experiences with them in their further work with the subject in school.

Some of the work with the three main areas is suited for learning activities in school, and some may just as easily take place outside school, such as in an upper secondary school or company. It is important that the school prepares a comprehensive plan which allows the activities in the different learning arenas to give context and meaning for each pupil.

3. Practical implementation of educational choices

This section deals with teaching, learning, assessment, organisation and cooperation in educational choices, providing some examples of how teachers in the subject and others in school may work with the subject curriculum. The examples do not cover the entire subject curriculum, but are intended as inspiration for the local design of the educational choices subject in each school.

Organising educational choices

The subject must have a timetable, whether the school chooses to teach the subject on a weekly basis, in blocked periods or uses a project-based approach. It may help in larger schools to have a coordinator in charge of the teaching in the subject who is jointly responsible with the school leaders on setting up the subject timetable. It is also important to work closely with the school's counselling service.

All the main areas have terms and concepts the pupils should learn at an early stage and which must be repeated in the teaching. The pupils should develop awareness about their personal interests and opportunities and be able to reflect on what this means for a career choice. Awareness of personal interests and opportunities demands maturity so the concepts should be introduced as early as in Year 8.

Two examples of a subject set-up

Example from school 1

Year	Timetable	Added hours	Total hours	Organisation of the teaching
8	19	20	29	The classes are held in the autumn or spring, or in blocked periods. The pupils also carry out projects, such as job shadowing for 10 hours.
9	19	28	47	The classes are held in the autumn or spring, or in blocked periods. The pupils are given practical workplace information (23 hours) and make a visit to a company (5 hours).
10	19	15	34	The classes are held in the autumn or spring, or in blocked periods. The pupils try out upper secondary school, visit an upper secondary school (open day), are visited by the apprenticeship training agency, attend information sessions in the evening about upper secondary education, and are allowed to attend programmes provided by the Norwegian armed forces.
Total:			110	

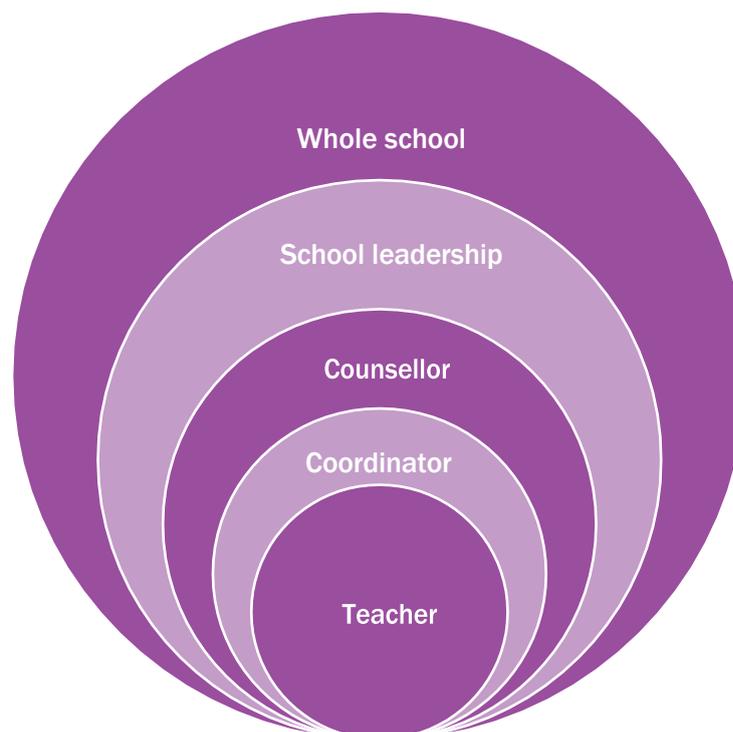
Example from school 2

The pupils choose an "educational choices elective" which they work with for six months, two teaching hours a week in Year 9. They must then choose another elective in Year 10. The school offers subject areas within three fourths of the education programmes. Each teacher prepares a plan in his or her subject, using competence objectives from upper secondary education and the educational choices curriculum as the point of departure.

The school is considering changing this structure so it will be for Years 8 and 9, while Year 10 will have a separate programme connected to the application process, experiential activities and career fairs.

The school gives the pupils a leaflet listing tasks for educational choices for Years 8 to 10. The teaching in the subject is part of the general career guidance in school, where other school subjects also have tasks connected to career choices and career planning.

Distribution of responsibilities in educational choices



The whole school

The subject educational choices is part of the school counselling service and must be considered together with it. As so many actors are involved, both in-house and externally, cooperation and coordination are important for succeeding with the subject and developing comprehensive educational and vocational counselling.

The school must discuss roles and responsibilities in the subject, and must make good connections with the counselling service and teaching in other subjects. This is important for the learning and development of the pupils.

The school leaders

To develop the subject and make counselling the responsibility of the entire school, the school leaders must be actively involved in the implementation of the subject. They must ensure that the school's plan for career guidance and educational choices is well anchored in the other school plans.

The necessary resources must be made available. In larger schools, subject teams in educational choices could be formed to develop the quality and strengthen cooperation in the subject. The school's leaders are responsible for cooperating with external actors in this subject. Some municipalities have network leaders who can support in establishing and maintaining this cooperation.

The role of the school counsellor in educational choices

The counsellor is the key person for the school leaders when it comes to setting up and organising educational choices. What can the counsellor contribute and what help can he or she give to the subject teacher? The counselling competence can be used for planning, coordinating and implementing the teaching in educational choices. The counsellor can facilitate for cohesion between the teaching in the subject and the other school counselling activities. The implementation depends on close cooperation with the school leaders and the teacher in the educational choices subject.

Educational choices coordinator

Larger schools may find it useful to appoint a coordinator in the subject. The coordinator can lead a subject team of teachers in the subject and cooperate with the school counsellor. The subject team can draw up and update the local curriculum and discuss how to use the teaching hours in the subject. The team will plan and evaluate the teaching in the subject, discuss learning goals and assessment criteria and so on.

Educational choices teacher

The teacher has the main responsibility for the teaching and ensures that the pupils are offered varied ways of working in educational choices, both in and outside school. The teacher will cooperate closely with the counsellor and other cooperation partners in the subject and participate in the subject team.

The counsellor and possibly the coordinator can cooperate with the teacher on finding relevant information. The teacher should have the opportunity to study such topics as education systems and the labour market by participating in information meetings with the counsellor.

Educational choices is a subject where the teacher should cooperate with others in school and outside school. The school may find it useful to prepare an overview of activities and work tasks in the subject showing who is responsible for what and when. This is not only useful for the teacher, but may also help to connect the school's counselling activities more closely together, becoming the responsibility of the whole school. Such an overview of the distribution of responsibilities should be accessible for the whole school and be part of the school's other plans.

Parents as a resource in educational choices

It is important to have the support of parents and a good dialogue with them as this is a source of inspiration and can lead to another form of reflection than what the pupils get from their work in school.

Many schools arrange meetings with parents to provide information about educational pathways and application processes. It is just as important to inform them about how they can help in the selection process and how they can talk with their children about a future career. The website www.utdanning.no has a special page for parents with an overview of the education system, as well as tips and advice on how to help.

Parents may also be a resource for the whole class by presenting their occupations and their own career choices, and by acting as role models for untraditional gender choices and so on.

The class teacher can talk with parents about topics and issues related to the pupil's learning in educational choices.

On external cooperation partners in the educational choices subject

Cooperation with external actors is an important part of satisfying the learning goals in the curriculum. Good planning and coordination of the activities are important, and forming networks to find common solutions may save resources. The size of the school and local conditions will determine the most natural cooperation partners and the type of network that is most suitable: district-, municipal-, regional- or county-based. Such a systematisation of cooperation may save time and resources for the teacher and can give a good overview of possible cooperation measures and tools.

Upper secondary education

The curriculum's objectives section states that educational choices shall contribute to strengthening the cooperation between lower secondary school and upper secondary education. Several of the competence objectives mention knowledge about and experience from upper secondary education. The contact between these two school levels is often coordinated regionally, and the structure of this cooperation must have the learning of the pupils as its primary focus.

The geographical distance between the lower secondary school and the upper secondary school will have impact on how the cooperation can be arranged. With limited opportunities for trying out upper secondary education it may be a win-win situation for both school levels if groups of pupils in upper secondary education can serve as outreach informants in lower secondary school. The pupils in lower secondary school may then pass on their knowledge and experience to co-pupils in the class and/or pupils in lower years.

Companies

If the pupils are to acquire insight into and practical experience with working life, the school needs to have systematised and mutually binding cooperation with companies. This may involve presentations of a company or industry, placements of individual pupils, job shadowing and trainee schemes, as well as the provision of courses for teachers. It may be useful to establish cooperation agreements with companies through already established organisations, such as *Næringsliv i skolen* [the business community in school] and through municipal or regional schemes. The partnership template issued by NHO may be a good starting point for cooperation agreements.

Fagdag i bedrift [Subject day in a company] is a cooperation programme developed in Bergen where pupils in lower secondary school can gain experience of working life. The school owner [the local authority] coordinates the cooperation with companies and supports teachers in their work before and after company visits. The pupils will experience the workplace in small or large groups and receive information, see demonstrations and try their hand at tasks during their visit. More detailed information about this scheme is found in Appendix 1.

Other cooperation partners

Some of the career centres in the counties offer a number of services as support to schools in the teaching. These include coordination of placement of pupils in upper secondary education, teaching material, guidance to teachers in the subject and organisation of career fairs.

NAV (Norwegian Labour and Welfare Administration) can also be an important cooperation partner. Their approach is relevant and interesting for the pupils. The programme is linked to competence objectives from the main areas Education and vocations and Work.

Experiential activities

Learning by doing and practical activities give pupils a sound basis for reflections on educational and vocational choices. Pre- and post-activities are very important for the learning outcome of the pupils in connection with their testing of education and vocations. Activities should be chosen according to the optimal learning outcome based on the principle of *doing, not just listening*. The pupils must know what is the intention of the activity, and they must be aware of what is expected of them as they work on it and after its completion.

The experiential activity might for example be to learn about an education programme in upper secondary education, to find out about a vocation or explore a trade such as house construction (with additional educational and vocational opportunities). The post-activity may be a written report, an oral presentation, preparing a poster, making a short film or a quiz. Regardless the product, it is important that the pupil is challenged to start reflections of the type: "How did the activity help me become more aware about choosing an education or occupation?" The pupil's work could be presented to other pupils or to a group of parents.

Career plans and documentation of the pupils' work

In the competence area Personal choices, two of the competence objectives are connected to planning a career and formulating goals for the career. It is important that the pupils learn that plans can be changed, and that goals may be both short term and long term. In school 1, the pupils prepare their first career plan in Year 8 and their second one in Year 10 (see Appendix 2).

In several schools, the pupils make their own career folders in Year 8. These folders, often digital, will store the pupils' work on educational choices, and they will be available for pupils and teachers in Years 8 to 10, some also through upper secondary education. The content of the folder may form part of the basis for assessing a pupil's goal attainment in educational choices.

Some examples of what a folder could contain:

- Journal recording one's own work
- Presentations made or notes taken by the pupil
- Reflection tasks connected to choosing an education/vocation
- Mapping of interests and occupations and reflections on these
- Reports from experiential activities and job shadowing in working life and upper secondary education with summaries and reflection
- Documentation of work with a pupil enterprise
- Work connected to the application process for upper secondary education
- Individual career plans for Years 8, 9 and 10, with short-term and long-term career goals
- Job application
- CV
- Self-evaluation

Assessment in educational choices

The pupils must find the teacher's feedback useful, and it will have the best effect when it focuses on the task and the work that has been done on it. The learning process and the learning outcome are in focus.

When the pupils have been visiting a company or an upper secondary school, participated in a career fair or other activities in educational choices, the teacher must choose what type of follow-up work to give them. It is important to vary the use of the five basic skills. The follow-up work starts with factual knowledge, values and attitudes, emotions, the ability to cooperate, dramatization and creativity. Varied work methods will help the teacher in the assessment of the pupil's learning, and the pupils may suggest assessment criteria. Thus, the experiential activities may not only lead to learning, but also increase pupil awareness of what they have learnt.

Work with the school's career fair or presentations in educational choices at a parents' night may be assessed in part according to the participants' evaluation. The pupils can make an evaluation form to be filled in by the participants, and the participant responses can be used in assessing the work.

Characteristics of goal attainment in educational choices are based on the competence objectives in the curriculum which have been designed with assessment of goal attainment in mind. The competence objectives are formulated within the three main areas *Personal choices*, *Education and vocations* and *Work*, and must be considered across the main areas in the teaching and the assessment activities. A pupil may for example have raised increased his or her competence in the main area *Personal choices* by working with the main area *Work*. The totality of the pupil's work constitutes a key ground for the teacher's assessment of goal attainment in the subject (see the chapter on career folders and documentation of the pupil's work).

The pupils will work with the five basic skills in the subject. It is reasonable to expect that they will be assessed in a variety of ways according to the five skills and the work methods in the subject, not only according to written work and oral presentations.

Formative assessment

The aim of formative assessment is to promote the learning of the pupils, and it may also be used to adapt the teaching to the pupils' learning needs. The Norwegian Directorate for Education and Training has formulated four principles for formative assessment based on the idea that pupils' may improve their learning if they:

- Understand what they are to learn and what is expected of them
- Receive feedback informing them about the quality of their work or performance
- Receive advice on how to improve
- Are involved in their own learning activities by assessing their own work and development

These four principles for formative assessment may be applied as follows in educational choices:

1. The pupils understand what they are to learn and what is expected of them

When a topic is introduced, the teacher can present and discuss the characteristics of goal attainment with the pupils so they understand what is expected of them. When the pupils know what they are to learn, and how to attain their goals, they may have greater motivation. It is important to formulate realistic goals suitable for each pupil, and that the pupils as far as possible can take part in formulating characteristics of goal attainment. It must be possible for the pupils to see and adjust their personal learning pathway on the way.

2. The pupils receive feedback on the quality of their work or performance

The teacher uses the characteristics when giving feedback to the pupils so they can know where they are, where they are going and how to attain the goal. The pupils can also use the characteristics to assess themselves. When several pupils work towards the same goals and are aware of the characteristics of goal attainment, they can also give feedback to their co-pupils.

3. The pupils receive advice on how to improve

The teacher's feedback must focus on what the pupil has done and masters and also on the learning that is to take place. This must be closely linked to the criteria that are in line with the competence objectives. Starting with the characteristics of goal attainment, the pupils can discuss what is needed to achieve a good result. The teacher may obtain new insight into their understanding by listening to these discussions between the pupils without taking part in them.

4. The pupils are involved in their own learning activities by assessing their own work and development

Self-assessment functions best when the pupil knows what must be done, has discussed with the teacher what is in focus in the assessment and receives formal and informal feedback about his work along the way. Participation in discussions on goals and characteristics of goal attainment, as well as assessment of one's own work and that of others may train the pupils in controlling their own learning processes and contribute to the development of learning strategies and critical thinking in educational choices.

The pupils may also assess and give feedback on work along the way and on completion. Being able to assess one's own learning is an important competence for each pupil, but a pupil may also learn from giving other pupils feedback on their work based on knowledge about the learning goals they are working on.

Two examples of simple formative assessment tasks for pupils. Both may be used individually or in groups:

Self-assessment

I have learnt much about different roles in working life

I must find out more about what it means to be an entrepreneur

Assessment of group work

This is what we have learnt:

This has been important for our work and our learning:

This we need to learn more about:

This is what we want to do:

4. Examples of teaching plans

This section offers examples of teaching programmes focusing on four topics in educational choices: upper secondary education, job shadowing, gender perspectives, and the CV, applications and interviews. The examples are connected to competence objectives from two or three main areas in the curriculum (some of the programmes are interdisciplinary and may also include competence objectives from other subjects), and propose learning goals and teaching content. The programmes will test the pupils in all the basic skills. Both under preparatory and follow-up work these topics will give opportunities to differentiate and challenge the pupils according to their interests, engagement, wishes and aptitudes.

Topic: Upper secondary education

Throughout lower secondary school the pupils shall acquire a thorough understanding of the possibilities and limitations to be found in upper secondary education. They shall know their rights and obligations, understand the structure of upper secondary education, know about learning in school and training for a trade certificate, and have insight into which education programmes lead to which competence. The pupils shall receive much information about upper secondary education and must also find information on their own. Understanding concepts and training in the correct use of terminology are important elements.

Choice of competence objectives

Personal choices	– Be able to collect, analyse and use information about education and vocations in various ways in their career planning Education and vocations
Education and vocations	– Be able to describe the main features of the vocational and general studies programmes – Be able to give examples of some occupations/professions the various education programmes may lead to

Examples of possible learning goals

The learning goals below may be considered characteristics of high goal attainment in the school year the subject is completed, but prior to that the expectations for goal attainment will depend on the school year level and how the progression has been planned in the school in question.

I am able to:

- Explain in my own words what it means that some education programmes may lead to vocational competence while others can give admission to university and college
- Give examples of common core subjects and programme subjects in at least three vocational and the three general study programmes

- Explain the difference between a general studies programme and a vocational programme when it comes to the number of teaching hours with common core subjects and programme subjects
- Explain the similarity in all vocational education programmes in terms of common core subjects
- Give examples of vocations derived from at least five vocational education programmes and at least five occupations which require education from a college or university
- Use my knowledge from the goals above when preparing, implementing and working on the follow up after visiting education programmes in upper secondary education
- Show by preparing my own career plan that I have understood the information about upper secondary education I have received and acquired

Implementation

The three examples of teaching plans relating to upper secondary education below will depend on the school year, level of in-depth studies and time allocation, and on which of the learning goals are in focus for the work. Work with some of the learning goals may also be preparation for job shadowing or other experiential activities.

Example 1: An initial introduction to the topic

Learning goals to be chosen from the list above.

Group brainstorming. Over a week, the pupils are asked to think about adults in their family and neighbours during the school day and during recess – what kind occupations do they have? These occupations are then noted down. After the brainstorming session, the pupils state the occupations the groups have noted down and the teacher puts them on the board. Save the complete list of occupations for further work with this topic. The groups then discuss whether any special education is required to work in all these jobs. They choose some occupations from the board and note them down.

Discussion in class. Does everybody agree about which occupations require special education? Where and how does one find the correct answer? The teacher shows the pupils the website www.utdanning.no. The pupils' assignment is to find answers using the information on the website. This may be done in class or as homework, and the answers will be reviewed in class.

Next topic. Which of the occupations on the list can be trained for in the nearest upper secondary school(s)? Answers that emerge may be the gateway to distinguishing between occupations that do not require vocational training, require upper secondary education or education from college or university. The job compass on utdanning.no can be used to investigate related occupations and focus on common features and dissimilarities among the requirements for education.

Testing knowledge about occupations. The pupils prepare individual fact sentences about occupations where the name of the occupation is omitted (A ____ is a person who stuffs animals), and the sentences are collected into a common quiz which may be answered individually or in groups.

Summary of the topic. The original list of occupations is copied and distributed to all. Which occupations does a pupil find to be the most interesting? Are these occupations they might consider choosing? Why/why not?

Example 2: Key words and concepts

Learning goals to be chosen from the list above.

The pupils discuss in class what education can be pursued at the nearest upper secondary schools. What do they know about upper secondary education? A quiz may be used to stimulate their curiosity and to give important information (See Appendix 3). When reviewing the pupils' proposals for correct answers the teacher has the opportunity to provide additional information. For example, many of the vocational subjects/names may be unknown to them, and some questions may lead to topics such as a special learning pathway, transdisciplinary specialisation, TAF variants (combination of technical vocational and general studies competence) and exchange models. Information about the education system on the website utdanning.no may give the pupils a good overview of these topics.

Testing knowledge about vocations: The quiz may be conducted as a group task the subsequent week, this time without answer alternatives. The answers given by one group can be corrected by another group, and in conclusion each pupil notes down at least four personally chosen fact sentences for a fact sheet on educational choices.

Training in using websites about upper secondary education. The teacher explains such terms as common core subjects, common programme subjects and in-depth study project, and presents the website vilbli.no. Pupils work in pairs and examine what information is found under any education programme on the website, and find the distribution of teaching hours per subject in Year 1 in upper secondary school.

The pupils are challenged to recalculate teaching hours per year into approximate teaching hours per week. Dividing by 28 weeks gives whole numbers and an opportunity to enter the teaching hours into a timetable for the education programme. An example of a timetable for a vocational subject could be:

Monday	Tuesday	Wednesday	Thursday	Friday

The common core subjects are entered in squares with a purple background, and the programme subjects and in-depth study project are entered in the white squares (a total of 35 hours per week).

Similar timetables may be filled in for sports subjects and/or music, dance and drama to compare with specialisation in general studies, and to show that the core of sports subjects and music, dance and drama is the same as in Year 1 in upper secondary school specialisation in general studies.

The pupils can reflect on and discuss in groups which interests, abilities and skills are needed to be admitted to the various education programmes.

Summing up the topic. Which new words and terms has each pupil learnt by working with the tasks above? The concepts should be entered into a vocabulary list for educational choices.

Example 3: Interdisciplinary programme connected to experiential activities

The programme is connected to practical experiential activities in upper secondary education and training in a company in Year 9 and/or Year 10. Competence objectives from the Norwegian and social studies subjects are also used. Depending on how comprehensive the work is to be, and the final product the pupil is to choose, arts and crafts as well as working-life subjects and electives may also be included.

The preparatory work for teachers will consist of clarifying the framework for the teamwork. This may refer to content, work methods, assessment, level of pupil participation, distribution of tasks, product and presentation form and any connection to the school counsellor's annual plan. The point of departure is the individual pupil's choice of occupation, and the goal is that each pupil should study in detail what the occupation is all about, the education required and which education programmes in upper secondary education are best suited to helping the pupil on his or her way. Bearing this in mind, the pupil then makes his/her choice of experiential activities in upper secondary education or a workplace, completing the task by reflecting on personal experiences.

Summary of the topic. This is a teacher-directed class conversation about the learning outcome of the programme and the impact on the pupils' later choice of education. A proposal for a progress plan is found in Appendix 4.

Topic: Job shadowing in a company

For many, job shadowing in Year 8 will be their first encounter with working life. For most pupils it will also be the first time they need to reflect on local working life, the importance of participation in working life and job opportunities. This might also be the first time they have had to explain different roles in working life.

The aim of job shadowing in educational choices is to give the pupils the opportunity to learn about many occupations. It aims to show pupils how education and career choices are linked, and what is required of knowledge and competence in working life. The experiences from job shadowing will give the pupils valuable knowledge they may use later when they are in work placement.

The pre- and post-activities on this topic aim to develop pupil awareness about their own interests and opportunities. Preparatory work providing some understanding of concepts and terms about upper secondary education is a requirement for good learning.

In this example, job shadowing in a company means that over one the course of a day the pupil "shadows" a family member or acquaintance at work through a more or less normal work day.

Choice of competence objectives

Personal choices	– Be able to collect, analyse and apply information about education and vocations in various ways in the career planning
Education and vocations	– Be able to describe the main features of the general and vocational education programmes – Be able to give examples of some occupations/professions the various education programmes may lead to
Work	– Be able to investigate work opportunities in the local labour market

Examples of possible learning goals

I am able to:

- Collect information about an education and a vocation
- Assess information collected while job shadowing in relation to personal interests and wishes
- Explain differences in vocational and general studies education programmes
- Give examples of education programmes leading to occupations I have shadowed
- Explain key terms connected to working life
- Present opportunities that can be found in the local labour market

Implementation

In the introduction to the topic the teacher explains the purpose of the job shadowing and which competence objectives it is connected to, and discusses the learning goals in class. It is important that the pupils have become familiar with key terms relating to upper secondary education and working life. The two first rows in the table below may be part of the introduction to the topic. The final rows refer to work to be done during and after the job shadowing. The amount of time allocated to the topic will determine how comprehensive the pre- and post-activities will be. For the pupils to see the link between education and an occupation, they must be challenged to explain which education and competence are required in the occupation.

The point of departure for the example on the next page is that pupils in Year 8 job shadow for one day. The example may be used in other years, and the number of days may be increased.

What	Description	Resources
Vocational and general studies education programmes	<p>The topic is introduced with a presentation of the structure of upper secondary education.</p> <p>The pupils participate in conversations about the difference between vocational and general studies education.</p>	<p>Fact sheet with work tasks, see</p> <ul style="list-style-type: none"> • utdanning.no • vilbli.no
What do the terms mean?	The teacher reviews relevant terms the pupils will encounter in working life.	<p>Fact sheet, see</p> <ul style="list-style-type: none"> • ue.no • utdanning.no
Family tree	The pupils investigate the workplaces, education and occupations of family members.	<p>Fact sheet, family tree, see</p> <ul style="list-style-type: none"> • ue.no
Interview	The pupils interview the employee they shadow.	<p>Fact sheet, interview, see</p> <ul style="list-style-type: none"> • ue.no
Oral presentation/report/journal	Oral presentations may be arranged in the class or smaller groups.	Fact sheet report, see example from Tromstun school
Thank-you letter	The pupils write thank-you letters to the workplace.	Fact sheet, letter set-up, see www.ue.no

Job shadowing may alternatively consist of following a pupil in upper secondary education throughout a more or less regular school day (pupil shadowing). Such youth-to-youth guidance may be a win-win situation for both school levels if the pupils in lower secondary school meet pupils in upper secondary school who are able to present the education they have chosen and inform about the content in a way that is easy to understand. They may also function as mentors when the lower secondary school pupils are taking part in experiential activities.

Self-assessment

The pupils assess their work by writing a report. The teacher should give clear guidelines about the content so that it becomes an assessment of their own work.

Example from school 1: Work after job shadowing - the pupils write a report

The report must have two parts.

- 1) In the first section you describe your workplace. You should state something about the type of workplace you visited, your work tasks and other information you have acquired.
- 2) In the second section you must summarise your thoughts. Put down the thoughts you have had after this day:
 - Did you enjoy being there? Why/why not?
 - What was positive/negative?
 - Could this be your future place of work? Why/why not?
 - Which new qualities have you discovered in yourself?
 - What do you think about such a day in working life? Useful or waste of time? Give reasons.
 - Other?

The pupils assess their work and that of others based on the learning goals that have been agreed on.

Summarising the topic

Oral presentations may be a useful point of departure for conversations and plenary summaries. The presentations may also lend themselves to discussing opportunities in the local labour market. The summaries can also be carried out as group work where the pupils are given the questions they should discuss, and where they share their experiences from job shadowing.

An important part of the summary should be an evaluation of the topic with pupils and teacher colleagues. What has functioned well? What has functioned less well and should be changed?

Topic: Gender perspectives in educational choices

It is important that the pupils do not restrict their choice of education and occupation according to gender stereotypes. The gender perspective in educational choices is addressed in the objectives paragraph in the curriculum and appears explicitly in two of the competence objectives. If the pupils are to develop their knowledge on this topic, have opportunities to explore it and become aware of how traditional gender ideas may impede their choices, they should work with this topic over all three years.

It may be useful to use statistics or case discussions in class before the pupils study the topic in relation to themselves. Conversations or news features about role models who have chosen untraditionally in relation to gender also represent a “neutral” approach to the topic. The pupils’ work concerns both becoming aware of and understanding the topic, but also being able to reflect on and discuss it

The perspectives include both the others and myself.

Personal choices	Be able to explain how gender can impact choice of education and vocation
Work	Be able to discuss untraditional gender choices of school subjects and vocations

Choosing competence objectives

Examples of possible learning goals

I am able to:

- Give examples of education programmes and vocations dominated by one gender
- Discuss what influences our ideas about gender, and how these can be challenged
- Give grounds for how our gender ideas lead to a labour market divided by gender
- Explain why it is important to have better gender balance in working life
- Discuss possible links between gender imbalances in working life and traditional gendered division of work in family life
- Reflect on and give grounds for what gender means for my choice
- Give examples of how I can support others in choosing untraditionally, and how I can seek support for my untraditional choice

Implementation

What do the pupils know about the topic? After this has been determined the teacher may present or show the pupils where to find information using media images, statistical overviews and so on. Key concepts are reviewed in relation to the topic and learning goals. It is important to explain to the pupils why they need to work with this topic. Through this work they will gain insight into how our ideas about gender and gender differences limit our choices, and how the absence of gender balance in working life leads to poor utilisation of resources. The aim of working with this topic is not to achieve an equal gender balance in all education programmes and professions, but to become aware of barriers which may often unknowingly influence the choices we make. Another aim is to point out what we can do to gain support and to support others to make untraditional gendered choices.

Examples of teaching plans

Here are two examples of teaching plans based on some of the learning goals above.

Example 1

Learning goal: I am able to discuss what influences our ideas about gender, and how these ideas may be challenged.

When teachers discuss gender equality with the pupils in a class, many believe that they are not treating boys and girls differently, and that gender does not matter. In this plan the pupils must reflect on characteristics and character qualities they assign to each other based on gender. A game has been designed to kick start this reflection: *Egenskaper og karakteristikk* [Qualities and characteristics] (from *Fritt valg: Genusarbeid i skolen*).

Cut out the words from the work sheet in Appendix 5 and ask the class to sort these into two categories. Put qualities and characteristics that are typical of girls in one pile, and qualities and characteristics that are typical of boys in another. Then discuss with the pupils and ask for reasons why they have sorted the cards the way they did.

The discussions will indicate that we all have opinions as to what boys and girls should be, but also that we disagree about this. The pupils should also discuss how our views of gender may be challenged. This plan forms a good point of departure for further reflection and work with this topic in educational choices.

Example 2

Examples of possible learning goals

I am able to:

- Give examples of education programmes and professions that are dominated by one gender
- Reflect on and give grounds for what gender means for my choice
- Give examples of how I can support others to make untraditional choices, and how I can seek support for my untraditional choices

Untraditional choice of vocation (from Fritt valg: Genusarbeid i skolen). Use post-it notes and let the pupils enter three vocations they believe are typically for girls and three that are typically for boys. Divide the board in two and write the headlines *Girl vocations* and *Boy vocations*, collect the notes and stick them to the board. Enter frittvalg.no and watch films available there about untraditional choices of vocation. Talk with the pupils about how making untraditional choices may lead to positive and negative situations.

Divide the class into groups of girls and boys. Each group chooses two vocations from the board, with boys choosing what they believe are typical girl vocations and the other way around. The pupils then make two columns on a sheet of paper. They enter an untraditional choice of vocation and enter one vocation in each column where the pupils must describe two things that are good about choosing this vocation and two things that are not smart about choosing it.

Janitor	Construction worker
Two things that are good about choosing the vocation:	Two things that are good about choosing the vocation:
Two things that are not smart about choosing this vocation:	Two things that are not smart about choosing the vocation:

When this has been done, the teacher tells the class to complete the sentence *I would have chosen this one of these vocations because ...* Discuss what they have arrived at with the whole class.

Extending this topic, the pupils may write a short story about two friends, where one of them wants to make an untraditional choice. *What happens?* The pupils may for example present their story as a picture collage.

Self-assessment

The pupils can assess their work according to one or both competence objectives and the learning goals they have worked with, and they can assess others' work and give them feedback according to the same criteria. The teacher's assessment of the pupils' work will also consider the work with the basic skills. The assessment may vary in form depending on whether the topic has been dealt with in an intensive period or over a longer period of time during that school year.

Summarising the topic

Summarising the topic may consist of a conversation about the subject between the teacher and the pupils, or between pupils. This conversation may relate to gender imbalances in career choices and the labour market, or it may be related to how each individual may seek support for untraditional choices. The conversation must be linked to the competence objectives and the learning goals the pupils have worked with.

Topic: CV, applications and interviews – interdisciplinary work

This example presents an interdisciplinary teaching plan for Year 9 where work is done in relation to the competence objectives in the educational choices subject and the Norwegian subject on CVs, applications and job interviews. The topic requires that the pupils have already worked on their interests and wishes and that they have some knowledge about education programmes and school structures.

The plan aims to give the pupils understanding of how educational pathways may lead to an occupation. The pupils will gain knowledge and acquire skills that may be used when choosing an educational pathway and in a job application process.

For the educational choices subject, the pupils must reflect on their own interests and opportunities and gain a better basis for choosing an education and occupation. In the Norwegian subject, the pupils will learn to write texts such as a CV, an application and an interview, and they must be familiar with genre features that are typical of such texts. The teacher guides the pupils during the implementation in a manner that will make the pupils' interests and wishes a key part of an imagined job application process. The plan may preferably be implemented in an intensive short period so that the different sections are implemented as ongoing and holistic teaching process.

Choosing competence objectives

Education and vocations	Be able to present different educational pathways based on one's own wishes
Work	Be able to describe job application processes suitable for the medium and write job applications adapted to the medium and recipient
Norwegian: Written communication	Be able to write different types of text patterned on sample texts and other sources

Examples of possible learning goals

I am able to:

- Present an educational pathway leading to an occupation
- Write a CV
- Write a job application
- Prepare for a job interview

Implementation

In the introduction to the topic it will be natural that the pupil reflects upon his or her own interests, aptitudes and education choice. The pupils will be aware that this is to be the point of departure for investigating an educational pathway to an occupation. A requirement for the plan is that the pupils are able to describe an educational pathway. The websites utdanning.no and vilbli.no may be used as an introduction to showing how they may proceed to find information about educational pathways and occupations.

What	Description	Resource material
Introduction	Reflection on one's own interests, possible choice of education. The amount of time spent depends on what has been done earlier in Year 8.	<ul style="list-style-type: none"> • Interest mapping • utdanning.no
Educational pathway	The reflection opens for investigation of an educational pathway.	<ul style="list-style-type: none"> • utdanning.no • vilbli.no
Write CV	Model texts show possible design of a CV. The teacher offers additional writing advice.	<ul style="list-style-type: none"> • nhoung.no • Textbooks in Norwegian
Prepare application	Model text is presented, pupils are made aware of requirements for applications.	<ul style="list-style-type: none"> • nhoung.no • Textbooks in Norwegian • Job vacancies ads
Interview	The pupils are made aware of common questions in a job interview. They prepare for being interviewed and find information about the workplace. The interview may be carried out in the full class, in groups or in pairs.	<ul style="list-style-type: none"> • nav.no • nho.no • Textbooks in Norwegian • The company's website
Summary and post-activity	In the class: Writing a CV and an application – we share experiences. Creative application – other ways of making an application. Interview – we share knowledge and experiences. In class or in groups the pupils present an educational pathway based on their own interests.	

If the school has a partnership agreement with a company, this may be used as the starting point for the work. The pupils may then choose educational pathways and an occupation that is relevant for this company. They write a CV and apply for a job in response to the company's job vacancy ads. Company representatives may then carry out one or more job interviews in the class. This opens for the local community to be meaningfully involved in the teaching. It may also make the teaching situation more genuine.

Individual pupils or small groups of pupils may be assigned the tasks of interviewing one or two employees about their education and training that led to their occupation. This could also be done by phone. The teacher or the pupil arranges an appointment for the interview with the employees and helps to prepare the interview. In the interview, questions may be asked about upper secondary schooling, apprenticeships or college, the job and work duties. The person interviewed may be an acquaintance or family member. Another variant may be a pupil working with a parent to prepare a description of her/his education and occupation, a description which may later be presented to co-pupils.

In class or in a smaller group the employee's education may be presented with a picture of the employee and an audio recording of an interview or an oral presentation. The work may also be presented to the person who has been interviewed. This may function as a thank you for participation in the interview and may help to clarify any questions.

Formative assessment

Below examples are given of goal attainment for parts of the teaching plan based on the learning goals that have been set up.

The pupil is able to present an educational pathway to an occupation

Poor goal attainment	Fair goal attainment	High goal attainment
<ul style="list-style-type: none"> • The presentation appears unprepared • The presentation lacks appropriate terminology • Reads from a manuscript • The presentation lacks structure and cohesion • Unable to reflect on one's own work • Unable to generally relate the educational pathway to one's own interests and wishes 	<ul style="list-style-type: none"> • Presents the material confidently • Knows some appropriate terminology • May at times depart from the manuscript • The presentation has a plan and structure • Somewhat able to reflect on and discuss one's own work • Somewhat able to discuss educational pathways in relation to one's own interests and wishes 	<ul style="list-style-type: none"> • The presentation is well prepared and convincing • Knows the appropriate terminology • Does not need a manuscript • The presentation is structured, with a good plan • Able to reflect on and discuss one's own work • Able to discuss one's own interests and give grounds for probable choices/rejections in relation to the educational pathway and occupation

The pupil is able to write a CV and is able to write a job application

Poor goal attainment	Fair goal attainment	High goal attainment
<ul style="list-style-type: none"> • The design does not quite comply with the model text and is not well organised • Some paragraphing • The language is simple, not always precise and weak vocabulary • Spelling and punctuation not quite correct • The text is not well-enough focused on the recipient 	<ul style="list-style-type: none"> • The set-up complies with the model text and is well organised • Paragraphs are used • The language is varied and flows, easily read text • Spelling and punctuation are correct • Good content, generally written with the recipient in mind 	<ul style="list-style-type: none"> • The design is correct and has a good structure • Good paragraphing • The language is varied, precise and communicates well • Formal skills such as spelling, grammar and punctuation are very good • The content is good, the pupil is aware of the recipient

Summarising the topic

The work with the topic will give the pupils knowledge about the opportunities that exist when it comes to education and vocations. Presentations in class of educational pathways which lead to different occupations may function as a summary and the basis for discussion in class. The in-class presentations will open for discussion of:

- Vocational and general studies education programmes
- Education programmes
- Vocational competence and university and college admission certification
- Apprenticeship period/apprentice
- Number of years of schooling
- College and university
- Job opportunities

5. Websites for pupils and teachers in educational choices

Utdanning.no <http://utdanning.no/>

National web portal for information about education and vocations. Overview over the education programmes in Norway, descriptions of vocations and inspiration tools to help pupils in their choices.

Vilbli (Want to become) www.vilbli.no

The information service operated by the county authorities for applicants to upper secondary education.

NHO Ung (NHO Young) <http://nhoung.nho.no/>

Information and material for pupils about career choices and the business community. Includes information about *Næringsliv i skolen* (about business and industry for the young by NHO).

Framtidens arbeidsmarked (The labour market of the future) <http://utdanning.no/arbeidsmarkedet/#/home>

Net service developed by *Senter for IKT i utdanningen* (Centre for ICT in education). Shows the future needs in the labour market based on the projections by Statistics Norway about how the labour market will develop in the next 10 to 15 years, if pupils and students continue to choose as they do now.

Fritt valg (Free choice) <http://frittvalg.no/>

Tools, films etc. for teachers to use in their teaching about gender perspectives.

Arbeidslivet (Working life) <http://arbeidslivet.no/>

Knowledge portal about working life.

Ungt entreprenørskap (Young entrepreneurship) <http://www.ue.no/>

An undivided nationwide organisation which in interaction with the education system, business and industry and other actors works to develop the creativity of the young, their joy of creating and their self-confidence.

NAV (Norwegian Labour and Welfare Administration) <https://www.nav.no/no/Person/Arbeid/Ungdom>

Topics: Young people and work, Education and school, Finances and housing, Youths with disabilities, Who can help?

APPENDIX 1: EXAMPLE OF STUDY DAY IN A COMPANY

Experiential activities in the educational choices subject
STUDY DAY IN A COMPANY

The concept *Fagdag i bedrift* [Study day in a company] means that the schools and the local business community cooperate so that pupils can try their hand at work duties in occupations they find interesting.

Framework:

Fagdag i bedrift is based on these elements:

- *Information*: About the occupation, educational/vocational pathways, job opportunities, preferred personal qualities and so on. This section is brief.
- *Demonstration*: Experts carry out specific tasks while explaining what they are doing. Sometimes, the pupils will perform the same tasks afterwards. This may not always be possible due to HES rules.
- *Experiential activities*: The pupils try their hand at work tasks suitable for their age and prior knowledge. They use professional equipment and are guided by experts. This takes most of the day.

Number of pupils: Between 5 and 30 pupils each study day. The company decides how many they can assign tasks to. The number of study days per company: Between one and 10 in the course of the year, depending on the company's capacity. Time: From 9 am to 2 pm.

Organisation:

School owners have a coordinating role through the programme *Ka vil DU bli?* (What do YOU want to be?). They assign schools to networks and enter into agreements with working life. This function may be allocated to other levels than the school owner, but experience shows that it works well that companies receive a coordinated inquiry from the schools in a geographical area. *Fagdag i bedrift* can be arranged in privately owned companies and in public enterprises. The method can be used in all the education programmes, but attention must be paid to which occupational groups are active in local working life.

The pupils who participate are selected according to a written application. They will be interested pupils from different classes and schools. A teacher or counsellor will accompany the pupils to each *fagdag*, where schools take turns in sending one of their employees.

The role of the schools:

Carry out the education activities in-house in each school, such as:

- Presentation of the offer of having a study day in a company, application, selection of pupils, accompanying pupils, feedback after the day and facilitation of pupil tasks.

The school staff acquires more knowledge which they may use in their future work in counselling new pupils.

The role of the companies:

They are responsible for the content of each study day in a company by:

- Having staff and equipment available, facilitating for tasks that are suitable for the age group and giving a relevant view of what it means to work in their occupation/industry/business.

The companies have the opportunity to present their work and their industrial/business area directly to potential recruits.

The role of the pupils:

They participate in the teaching according to their abilities by:

- Studying about *Fagdag i bedrift*, applying for what they would like to learn more about, carrying out the tasks the companies assign them and performing the pre- and post-activities they are assigned.

The pupils have the opportunity to try their hand at work tasks in an education programme they are interested in, and they acquire more knowledge about choosing upper secondary education.

APPENDIX 2: EXAMPLE OF CAREER PLAN IN YEAR 8

Teacher: _____

Date: _____

My first career plan

Subject: Study session Year 8

1. What am I good at? List at least five things under each point

In school:

During recreation time:

2. What would I like to be better at?

In school:

During recreation time:

3. How can I improve?

4. What is my dream for the future?

5. What are my education goals?

6. What is required of me to reach my education goals?

7. What kind of job can I envision doing?

8. Why do I fit in precisely this job?

APPENDIX 3: QUIZ ABOUT UPPER SECONDARY EDUCATION

12 questions	Alternative 1	Alternative 2	Alternative 3	Points
What does the abbreviation "vgo" mean?	Very good behaviour	Upper secondary education	Adult education	
How many education programmes are there in upper secondary education?				
How many years do you have the right to attend upper secondary education pursuant to Norwegian legislation?	3	5	4	
Who has decided that you have this right?	Parliament (Stortinget)	The county council	The municipal council	
What is the first year in upper secondary education called?	Year 1	Vg1	Foundation course	
Some pupils leave upper secondary education with university and college admissions certification. What is meant by that?	That they have learnt what is required to apply for admission to studies in college or university	That they have done their homework well in the years in upper secondary education	That they have been granted a study loan	
Others achieve vocational competence. What does that mean?	That the school has got them a job	That they are paid to attend school	That they have finished training in a vocation	
What is an apprentice?	A pupil who learns easily	A person receiving upper secondary education in a company	A pupil in a folk high school	
In which answer alternative do you find three occupations requiring education from a college or university?	skin care worker doctor teacher media graphics artist hairdresser	gardener journalist carpenter computer-electronics technician lawyer	mechanic librarian engineer podiatrist physiotherapist	
In which answer alternative do you find three occupations you can finish training for in upper secondary education?	meteorologist bricklayer medical secretary economist customs officer taxidermist	watchmaker botanist psychologist photographer cook agronomist	pharmacist prison officer police officer milliner teacher estate agent	
Vocational training in upper secondary education is structured in different ways, but which is the most common?	One year in upper secondary school + two years apprenticeship in a company	Three years in upper secondary school + one year apprenticeship in a company	Two years in upper secondary school + two years apprenticeship in a company	
A trade certificate is:	Proof of completed vocational training	Letter written by a subject teacher	Letter about the content of a subject	
TOTAL				

APPENDIX 4: PROGRESS PLAN FOR PRACTICAL EXPERIENTIAL ACTIVITIES

What	Who	How
Presentation of the framework	Educational choices teacher, alone or with colleagues	<p>Considered together with</p> <ul style="list-style-type: none"> • Competence objectives in educational choices and other subjects • Practising basic skills • The school's plans for career guidance, parents' meetings and development dialogues
Clarify what all the pupils are to find out, regardless occupation, clarify assessment criteria	Teacher and pupils	<p>Teacher-directed class dialogue – proposals from pupils: What is interesting to know about an occupation? (Required education, personal aptitudes, health requirements, demand in the labour market locally, nationally and internationally, pay and work terms, opportunities for further education...) Are there requirements for the product independent of the occupation? Requirements for information of the type "What is special for this occupation is that..." How do I obtain correct information? Quality assured websites and interviews of professionals may reveal educational pathways that as of today have been changed. What is required for high goal attainment? Clarify assessment criteria.</p>
Choose an occupation	Each pupil individually	<p>Must be based on personal field of interest and reflections on one's own career. Challenges: Must not be based on the interests of other pupils. Must dare to think untraditionally about gender. Should the pupils be encouraged to choose as many occupations as possible? Experience sharing with the rest of the class or younger pupils, or at a career fair with the parents.</p>
Collect information	Pupils individually or in groups, for example in related occupations and industries	<p>Use quality assured websites the pupils have learnt about in educational choices. Through interviewing a professional. Through practical experience learning in the appropriate education programme or relevant company.</p>
Prepare and present final product	Pupils individually or in groups, for example in related occupations and industries	<p>The product should benefit other pupils and/or parents/guardians! Presentation: In-house career fair visited by younger pupils in the daytime and parents/guardians in the afternoon. Schools using monitors in common areas may let the pupils' presentations play for a period of time. Photos with explanatory text in school newspaper.</p>
Assessment	The pupil	<p>Assessment of one's own learning outcome, both process and product through writing a journal and in teacher-pupil dialogue, checking for perceived goal attainment based on the content requirements and assessment criteria determined at start-up.</p>
	The target group for the presentation	<p>Questionnaire, for example with scale questions.</p>
	Teachers of involved subjects	<p>Assessment of process and product based on the content requirements and assessment criteria determined at start-up. This will be included in the development dialogue.</p>

APPENDIX 5: GAME, QUALITIES AND CHARACTERISTICS

Intuition	Uses mascara	Uncertain	Good sense of directions
Authoritarian	Logical	Warrior	Takes care of
Wears a dress	Cries	Warm	Fights
Loves children	Drives fast	Practical	Giggles
Boxes	Likes flowers	Sets a nice table	Uses nail polish
Aggressive	Likes excitement	Takes initiatives	Spits
Sentimental	Considerate	Shows care	Must look pretty
Inventive	Find's one's way	Decisive	Compassion
Never yields	Plucks eyebrows	Soft	Hugs friends
Is kind	Tough	Treats others	Self-confident
Wears a tie	Good at comforting	Prepares food	Cute
Slimming	Competitive	Bodybuilding	Independent
Carries a knife	Shows emotions	Wears high-heeled shoes	Has self-doubt
Empathetic	Burps	Builds things	Is a hero
Active	Pouts	Has a best friend	Talks about problems
Technical	Power and status	Principled	Brave

