



Ready for My Future Job



Report Orienting Module

The "Orienting" learning module was conceived as a natural continuation of the course undertaken in the last school year by third-year students who took part in the activities planned within the Erasmus + "Ready for my future job" project. Alongside the orientation activities that are organized every year, an interdisciplinary module has been designed which, involving all the school subjects, has allowed students to have a more complete and in-depth knowledge of the world of work, professions and therefore the path of studies more suited to their interests and attitudes. All this in order to face the choice of secondary high school in a conscious way.

The learning module involved the sharing of topics, the selection of materials to be submitted to the students and the activities to be carried out based on the path defined in the module.

Thus, from the tests for self-knowledge we have come to the defining of profiles consisting of type of intelligence, attitudes, fields of interest, profile of studies and future work. Then we moved on to creating graphics, posters and "Job cards". This material, can be used every year by third-year students.

The module also included peer education activities to ensure that groups of students who participated in workshops and mobility in France and Slovakia taught what they had learned to their younger peers.

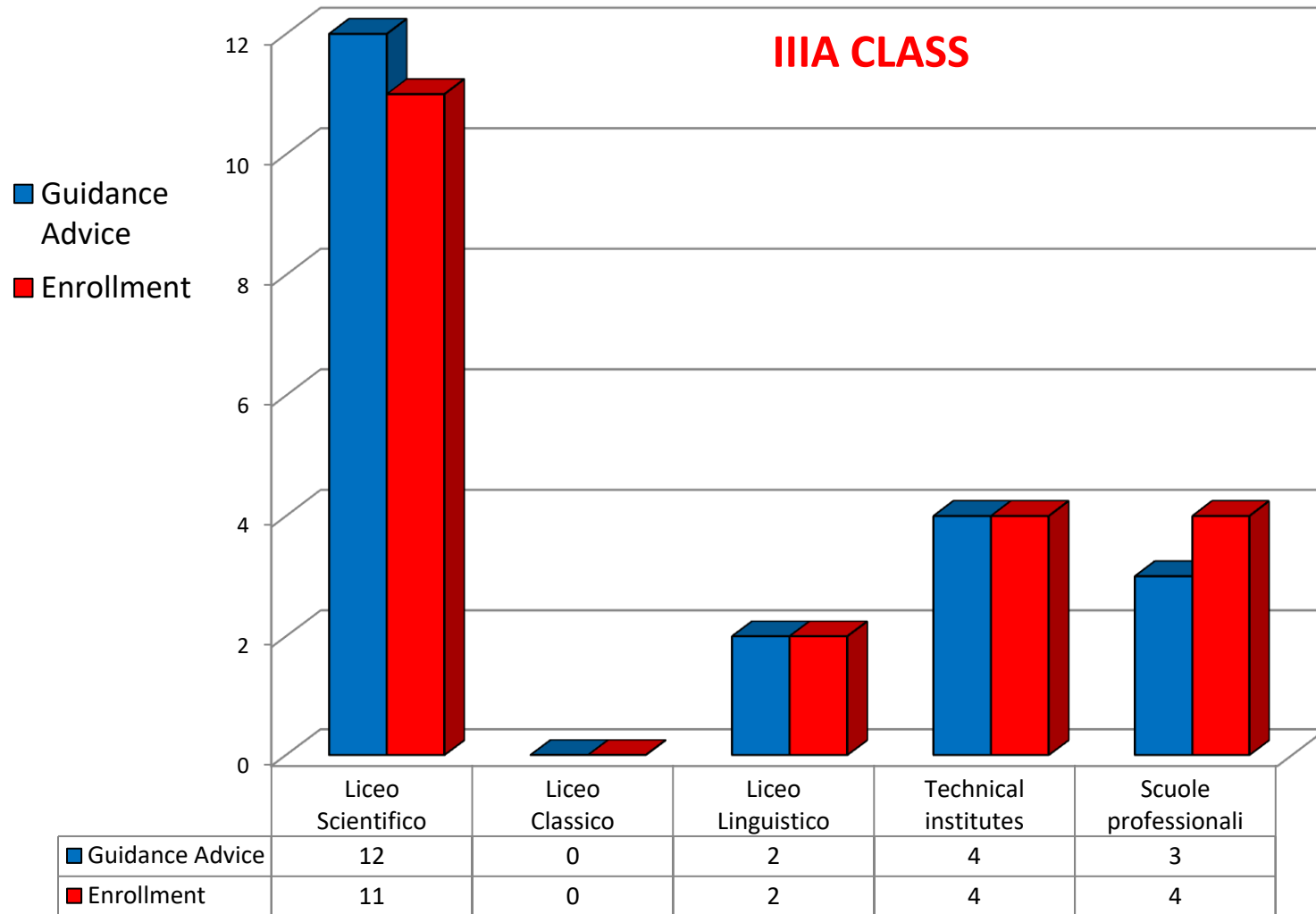
The meaningful tasks planned actively involved the third year students during the Open Day organized in view of enrollment in the first class of Low Secondary School. The pupils interacted with the pupils Primary fifth grade classes students and in a fun and playful way they described the subjects of study and accompanied them to the various laboratories set up to encourage them to enroll in our school. High Secondary School Institutes were welcomed in two afternoon meetings and on these occasions the students together with their parents interacted with the teachers to deepen their knowledge of curricula and future perspectives.

Assessment

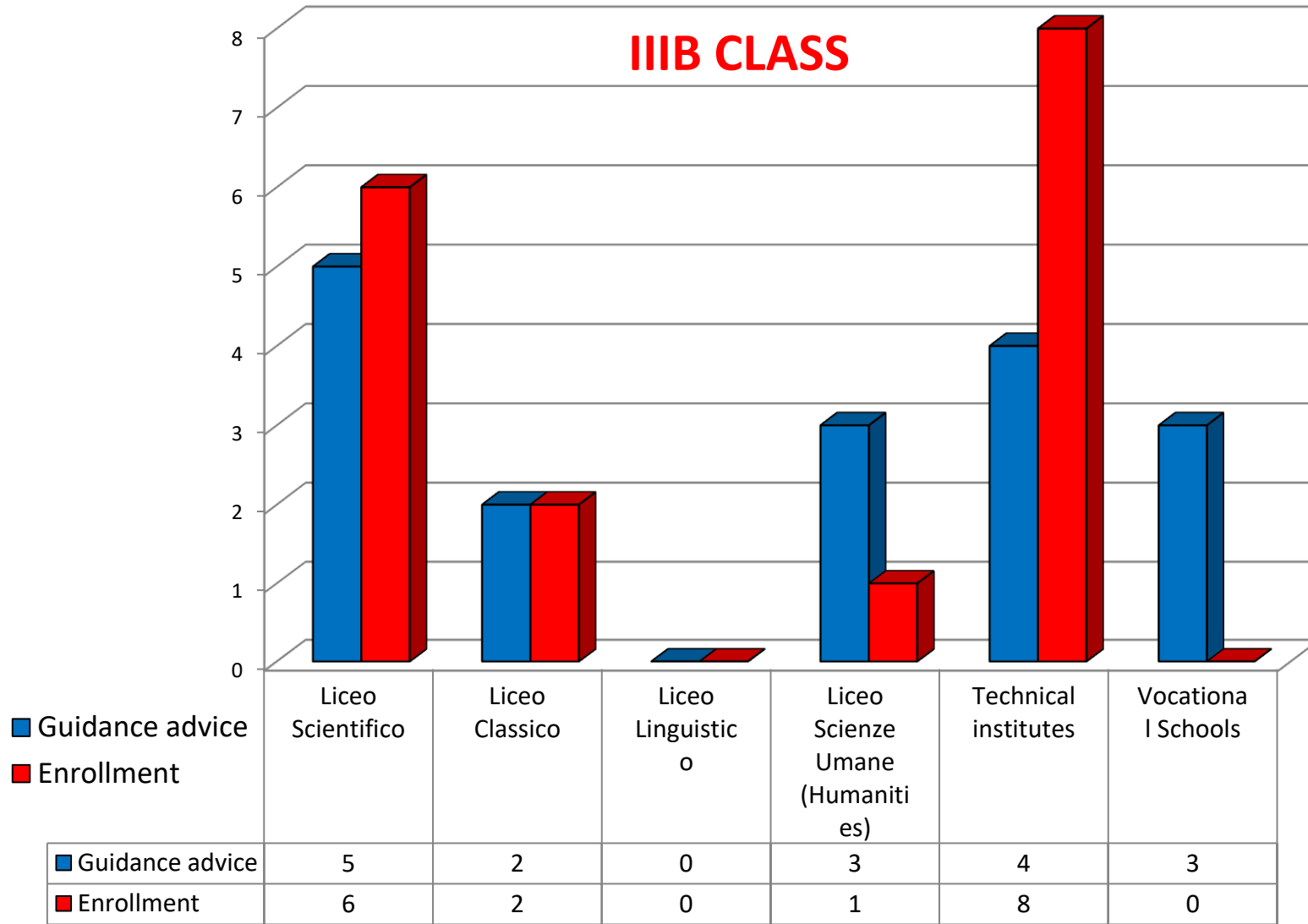
The assessment of the learning unit was carried out through evaluation grids and rubrics and systematic direct observation of students' behaviour grid that each teacher has filled in.

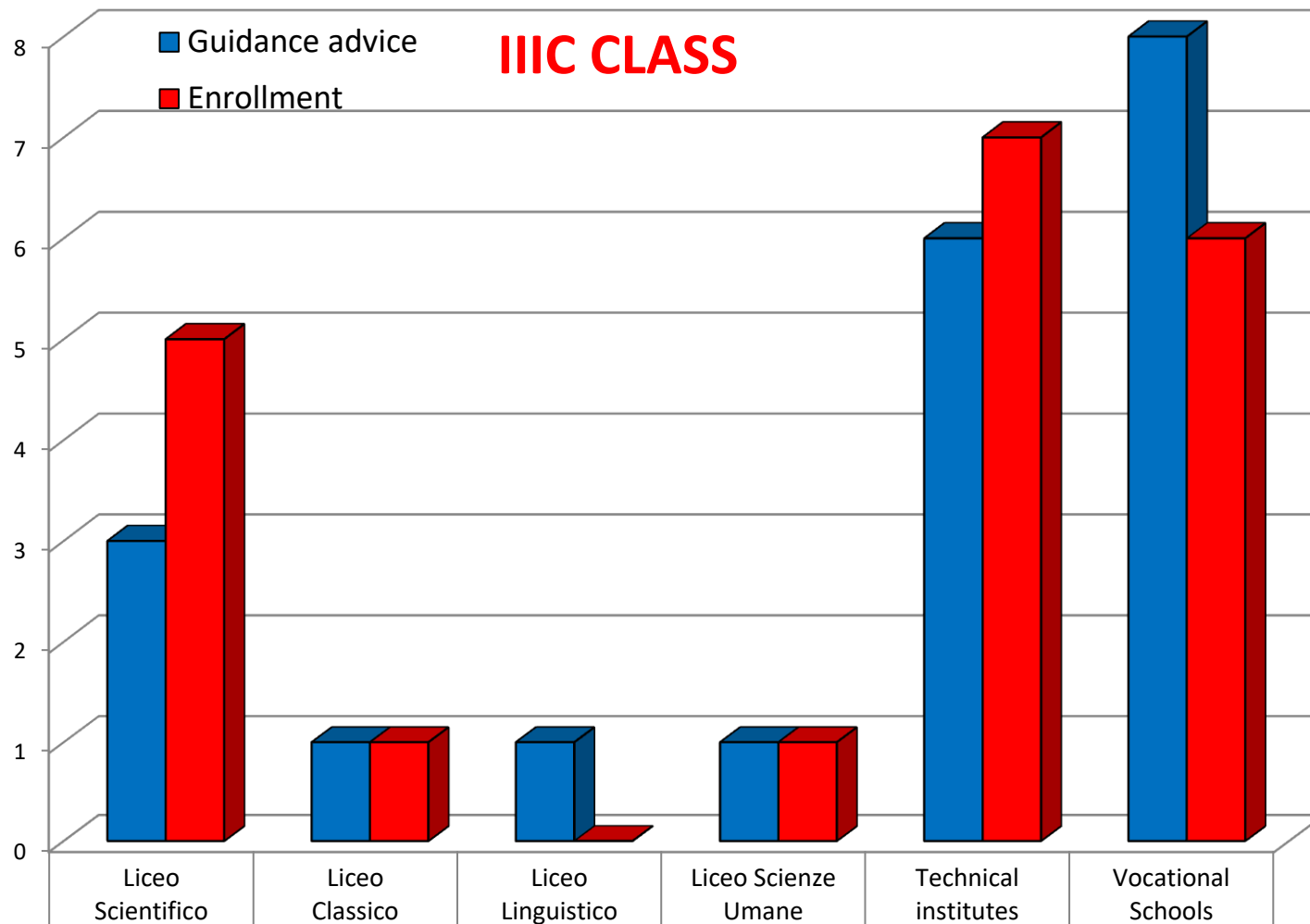
The number of Guidance advice expressed by the three Class Councils correspond on average to the choices made by the students as we can see from the following graphs

FINAL RESULTS REPORT



IIIB CLASS





■ Guidance advice	3	1	1	1	6	8
■ Enrollment	5	1	0	1	7	6



■ Guidance advice	20	3	3	4	14	14
■ Enrollment	22	3	2	2	19	10

Tot: 58 students	Scientific High school %	Classical High school %	Linguistic High School %	High Schools (Human Sciences) %	Technical institutes %	Vocational schools %
Guidance advice	34,5	5,2	5,2	6,9	24,1	24,1
Enrollment	38	5,2	3,4	3,4	32,8	17,2
Difference between Guidance advice and enrollment	3,5	0	1,8	3,5	8,7	6,9

Conclusions

The experience of the Interdisciplinary Learning Unit carried out in this school year has been quite positive and has given satisfactory results for the pupils so, according to our opinion, it should be included in the normal didactic practice. Also the teachers involved, have generally expressed positive judgments about orientation as a learning process contextual to the curricular activity, a non-accessory but central structure of the educational activity since it can develop certain dimensions of the personality that favour the progressive research and construction of the students' identity on a personal level and on the level of citizenship competences, the "Soft Skills of the 21st century" concerning the personal way of responding to life's tasks.

Erasmus + "Ready for my future job" Staff

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