

ACTION PLAN FOR CREATIVE DEMONSTRATIONS THROUGH VR – guidelines for planning

Date: _____

Facilitator(s): _____

Institution/school/organisation:	Address:	Contact person:

<p>Target group <i>Note the specifics of the participants - number, gender, age, student, unemployed, etc. ...</i></p>			
<p>Occupations <i>Indicate the professions to be presented</i></p>	<input type="radio"/> COOK <input type="radio"/> METAL TECHNICIAN WITH WELDING <input type="radio"/> BUILDER	<input type="radio"/> CARE WORKER / NURSING <input type="radio"/> SYSTEM ADMINISTRATOR / TECHNICIAN <input type="radio"/> ELECTRICIAN	
<p>Mandatory technical equipment</p>	VR-goggles, projector, computer, internet connection, whiteboard Other:		
<p>Forms of work</p>	<input type="radio"/> Groups of _____	<input type="radio"/> In pairs	<input type="radio"/> Individual
<p>Space/Classroom <i>Note down the specifics of the space, what it needs, minimum requirements</i></p>			

Taking action:

Possible first steps

1. 2. 3.

ACTION PLAN

Phases of development	Planned actions/activities	Responsible/ Involved
Definition of objectives <i>Clearly define what you want the workshop to achieve.</i>	Clearly define what you want to achieve. The objectives should be specific, measurable, achievable, relevant and time-bound. <i>To present 6 deficit occupations to 20 students, stimulate interest in professions, to obtain information on education, scholarships</i>	
Select the topic and content <i>Choose a topic that is relevant to the participants.</i>	<i>Deficit occupations on the labour market, why it is important to choose an occupation. Does work matter?</i> ENCOURAGEMENT TO SHAPE THE FUTURE	
Knowledge of the participants <i>Know the profile of the participants, their needs, knowledge and expectations.</i>	<i>10 girls, 12 boys, aged 13 and 14. They are deciding to continue their education, thinking about their career paths.</i> TARGET GROUP AND LEWORLD	
Planning the structure and course <i>Include a variety of activities from the Toolbox (icebreaker, lectures, discussions, exercises, games, simulations, ...).</i>	INTRODUCTION Icebreaker: <ul style="list-style-type: none"> • ICEBREAKERS TO WORK IN SCHOOLS • TOOL • https://www.sessionlab.com/blog/icebreaker-games/#Ice breaker games to help groups get to know each other Introduction: labour market, occupations, deficit occupations	
	MAIN PART Station 1 – activity 1: VR-goggles (4 students) Station 2 – activity 2: COMPETENCE Station 3 – activity 3: BAG OF PROFESSIONS Station 4 – activity 4: POLYGON Station 5 – activity 5: CARDS OF SUCCESS <i>Note – those activities can be adapted in the way that they could be used in one to one mode/when we are at the fare for example</i>	
	CONCLUSION WITH EVALUATION	

Phases of development	Planned actions/activities	Responsible/ Involved
	<p>Once all groups have completed the challenges, a discussion follows:</p> <ul style="list-style-type: none"> • What did they learn about professions? • Which profession was most interesting to them? • Which was the most difficult challenge and why? 	
<p>Material <i>Note the you need (presentations, worksheets, tools for practical exercises, additional sources of information).</i></p>	<p>Worksheets Material (spatula/spoon; apron for cooking, phase tester for an electrician, thermometer, ...; post-it – sticky notes, ...)</p>	
<p>Communication and promotion <i>Date, location, content, registration; email, social networks, posters, ...</i></p>	<p><i>Inform potential participants about the workshop through different channels (email, social networks, posters).</i></p> <p><i>Make sure they have all the necessary information (date, location, content, registration).</i></p>	
<p>Preparation of the programme and timetable <i>Prepare a detailed workshop programme with clearly defined timeframes for each activity.</i></p>	<p><i>The programme should be flexible to allow for adjustments according to the workshop.</i></p>	
<p>Prepare for unexpected situations <i>Anticipate potential problems and prepare back-up plans.</i></p>	<p><i>e.g. if a technician fails, if there is a time delay</i></p>	