LEARNING OPPORTUNITIES ON DIGITAL AND EMPLOYABILITY SKILLS FOR YOUNG ADULTS WITH BEHAVIOURAL AND COGNITIVE DISABILITIES

Adult Education Course on digital and employability skills

2021-1-IT02-KA220-ADU-000029478

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INTRODUCTION AND USER GUIDE

LINK Adult Education Course on **digital and employability skills** is a modular course tailored to the needs of young adults with behavioural and cognitive disabilities, with an innovative blended format.

Based on the needs analysis conducted by the partnership through desk research and interviews, LINK course is designed to tackle concrete needs of the target group including having a tailored and higher quality learning opportunities after secondary education; acquiring the digital skills requested by the job market; increasing the capacity to communicate and cooperate digitally ; increasing own self-esteem and soft skills; knowing more about the job market and get motivated to find a job.

LINK course has an **innovative blended approach**, with 140 hours of face-to-face teacher-paced instruction and 80 hours of learner-paced instruction that can unfold both face-to-face and online. **Digital pedagogy** and **gamification mechanics** will be applied throughout the whole course offering new and more tailored ways of learning.

LINK Course is organized into 5 **Modules**, tailored to address relevant skill development requirements of the learners, as follows:
- First Digital Steps
- Navigating Useful Programs and Apps
- Communicating in the Digital Era
- Entering the Job Market
- Soft Skills for the Job Market

Each Module consists of two or three **Skill Units** that can be delivered as independent short courses. Each Skill Unit is designed to address **specific learning objectives and outcomes** related to digital and employability skills. More specifically, each Skill Unit includes:
- A short background
- Learning objectives and learning outcomes
- Pre-knowledge
- Indicative content
- Overview of Teacher-led and teacher-backed activities
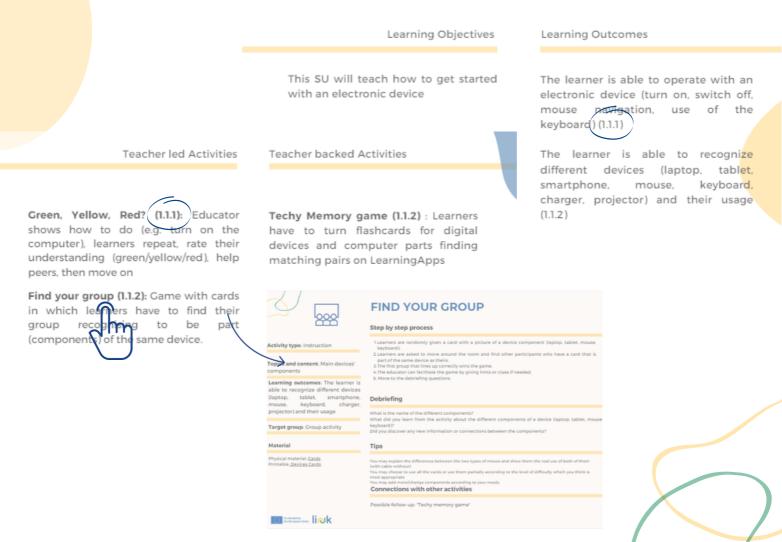- Assessment method

In order to understand the connection between the learning outcomes and the activities, each learning outcome is coded in the following way, e.g. 3.1.3 (Module 3, Skill Unit 1, Learning Outcome 3). In the overview of teacher-led and teacher-backed activities, each activity name is followed by the coded number for a specific learning outcome.

If educators want to know more about a specifiic activity, each description in the overview of Teacher-led and Teacher-backed activities contains a link to a detailed **Activity Chart**. This is a one page description of the activities including: type of activity, topics and content, learnig outcomes, target groups, material, resources, step-by-step process. guide for facilitation (debriefing or driving questions, tips and connection to other activties of the Course.

The whole modular structure (with Module and Skill Units titles and hours allocated) is available in the table in the next page. LINK structure is meant to allow flexibility and customization, enabling educators to adopt a pick and mix method according to their own target group needs.

The implementation of the course is supported by **LINK Handbook for adult educators**, where you can find more details about LINK approach to learning design, detailed usage guide (Chapter 3.2 and 3.3) and tips for customization and adaptation of LINK structure and approach to design activities.

Learning Objectives

This SU will teach how to get started with an electronic device

Learning Outcomes

The learner is able to operate with an electronic device (turn on, switch off, mouse navigation, use of the keyboard) (1.1.1)

The learner is able to recognize different devices (laptop, tablet, smartphone, mouse, keyboard, charger, projector) and their usage (1.1.2)

Teacher led Activities

Green, Yellow, Red? (1.1.1): Educator shows how to do (e.g. turn on the computer), learners repeat, rate their understanding (green/yellow/red), help peers, then move on

Find your group (1.1.2): Game with cards in which learners have to find their group recognizing to be part (components) of the same device.

Teacher backed Activities

Techy Memory game (1.1.2) : Learners have to turn flashcards for digital devices and computer parts finding matching pairs on LearningApps

FIND YOUR GROUP

Step by step process

1.Learners are randomly given a card with a picture of a device component (laptop, tablet, mouse, keyboard).
2.Learners are asked to move around the room and find other participants who have a card that is part of the same device as theirs.
3.The first group that lines up correctly wins the game.
4.The educator can facilitate the game by giving hints or clues if needed.
5. Move to the debriefing questions.

Activity type: Instruction

Topics and content: Main devices' components

Learning outcomes: The learner is able to recognize different devices (laptop, tablet, smartphone, mouse, keyboard, charger, projector) and their usage

Target group: Group activity

Material

Physical material: Cards
Printable: Devices Cards

Debriefing

What is the name of the different components?
What did you learn from the activity about the different components of a device (laptop, tablet, mouse keyboard)?
Did you discover any new information or connections between the components?

Tips

You may explain the differences between the two types of mouse and show them the real use of both of them (with cable-without)
You may choose to use all the cards or use them partially according to the level of difficulty which you think is most appropriate
You may add more/change components according to your needs

Connections with other activities

Possible follow up: 'Techy memory game'

Curriculum scheme

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 1	FIRST DIGITAL STEPS			
SU 1.1	Computer fundamentals	10	2	12
SU 1. 2	Basic file functions	10	2	12
SU 1.3	Going to the wide world web	10	2	12
	TOTAL MODULE HOURS	30	6	36
MODULE 2	USEFUL PROGRAMS AND APPS			
SU 2.1	Introduction to word processing	10	8	18
SU 2.2	Graphic design	10	8	18
SU 2.3	Using smartphone apps	10	8	18
	TOTAL MODULE HOURS	30	24	54
MODULE 3	COMMUNICATING IN THE DIGITAL ERA			
SU 3.1	Communicating via email	12	8	20
SU 3.2	The diversity of digital communication	12	8	20
	TOTAL MODULE HOURS	24	16	40
MODULE 4	ENTERING THE JOB MARKET			
SU 4.1	Searching for a job	14	8	22
SU 4.2	Creating a good CV	10	6	16
	TOTAL MODULE HOURS	24	14	38
MODULE 5	SOFT SKILLS FOR THE JOB MARKET			
SU 5.1	Personal presentation skills	16	10	26
SU 5.2	Preparing for a job interview	16	10	26
	TOTAL MODULE HOURS	32	20	52
	TOTAL CURRICULUM HOURS	140	80	220

Module 1 – First digital steps

Module Background

Due to the digitalization process occurring in our society, one of the most important skills to develop when it comes to entering the job market is to be familiar with the wide world of technology. Besides more specific digital skills, what can make an impact is the awareness of different operating systems and digital platforms, the ability to get started when in front of an electronic device, the ability to use wireless networks to effectively and safely browse Internet.

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 1	FIRST DIGITAL STEPS			
SU 1.1	Computer fundamentals	10	2	12
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SU 1.3	Going to the wide world web	10	2	12
TOTAL MODULE HOURS		30	6	36

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Skill Unit 1.1 – Computer fundamentals

Skill Unit Background

Nowadays there are so many different electronic devices and each of them has different characteristics. The first steps to take when in front of an electronic device is to be aware of its typology and understand what to do to make it work. It is also relevant to recognize the use and connection of the different components and how to use and connect them.

Learning Objectives

This SU will teach how to get started with an electronic device

Learning Outcomes

The learner is able to operate with an electronic device (turn on, switch off, mouse navigation, use of the keyboard) (1.1.1)

The learner is able to recognize different devices (laptop, tablet, smartphone, mouse, keyboard, charger, projector) and their usage (1.1.2)

Pre-knowledge

Preferably verbal speech, reading and writing capability

Indicative Content: Topics and Key Concepts

- Different electronic devices (laptop, tablet, smartphone...)
- Main electronic components (keyboard, mouse, webcam...)
- Basic operations with electronic devices

Teacher led Activities

Teacher backed Activities

Green, Yellow, Red? (1.1.1): Educator shows how to do (e.g. turn on the computer), learners repeat, rate their understanding (green/yellow/red), help peers, then move on

Find your group (1.1.2): Game with cards in which learners have to find their group recognising to be part (components) of the same device.

Techy Memory game (1.1.2) : Learners have to turn flashcards for digital devices and computer parts finding matching pairs on LearningApps

Assessment Methods

As assessment for this module learners will be tasked with practical exercises and discussions to demonstrate and enhance their digital proficiency. This includes operating electronic devices, recognizing their usage, managing files, connecting to Wi-Fi networks, and navigating the internet safely.

Skill Unit 1.2 – Basic file functions

Skill Unit Background

Being abosorbed in an era in which dematerialization is catching on, also documents and pictures becomes inconsistent and digitalized. The result is that, due to the recognized role of digital resources in easing some work processes, many firms rely on word documents, pdf and jpeg files, to name a few.

Learning Objectives

This Skill Unit will teach how to use the different file formats and their basic functions

Learning Outcomes

The learner uses different file formats (PDF, WORD) (1.2.1)

The learner is able to open, rename, print, save, delete WORD files and PDF documents (1.2.2)

Pre-knowledge

Preferably verbal speech, reading and writing capability

Indicative Content: Topics and Key Concepts

- File types (image, video, PDF, text)
- Common file functionalities (name, save, store, share, print, scan)

Teacher led Activities

Teacher backed Activities

Spin the wheel (1.2.1): Recognizing differences among file formats, random wheel for basic operations with them

Check the doc (1.2.2): Introduce yourself with a nickname! Write a sentence about you in Word, print it and let the guessing game begin!

Icon Investigation (1.2.2) : Fun file function practice: match icons and functions in a simple game, including save, rename, word, and pdf

Assessment Methods

Learners could be engaged in a final activity to test their abilities in using various digital file formats and their basic functions. This assessment aims to evaluate the skills learned throughout the SU through a series of questions and actions. They will be required to demonstrate their knowledge of different file formats, specifically PDF and Word documents, by answering questions and performing actions related to these formats.

Skill Unit 1.3 – Going to the wide world web

Skill Unit Background

Internet is such a powerful media that nowadays not being able to connect to the network means being excluded from the "global village" that is being created thanks to it. Of course it's a great resource, like a big box in which we can find almost everything we search for, but we don't have to forget that in its power its downsides lie. In fact, what is of the utmost importance when it comes to be exposed in such a dematerialized environment, is to adopt some measures to protect personal and vulnerable data.

Learning Objectives

This Skill Unit will teach how to effectively and safely browse the web

Learning Outcomes

The learner is able to connect a device to a wi-fi network (1.3.1)

The learner is able to recognize and use one search engine (1.3.2)

The learner is able to browse websites, sign up and log in in websites with safe passwords (1.3.3)

Pre-knowledge

Preferably verbal speech, reading and writing capability, basic operation with devices, basic knowledge of different file formats (PDF, WORD, images)

Indicative Content: Topics and Key Concepts

- Wifi network
- Web search engines
- Internet security/privacy settings
- web searching

Teacher led Activities

Find the password (1.3.1): Hunt for clues around the room, follow the 'warm' and 'cold' hints, hunt for pieces of the password and connect to the wifi

Call it out (1.3.2): Get ready to explore the web and search for themes like food or hobbies. Download the same image as the teacher and challenge your friends to do the same

Password game (1.3.3): Get ready to evaluate password strength! Thumbs up or down on password characteristics. Write down one good and one bad password and challenge your classmates to guess. Keep the good one to use in the future on a website

Online interview (1.3.3): Browse the web, search information for a specific topic and be ready to answer questions about the info you find as in sn interview!

Teacher backed Activities

Home quest (1.3.3) : Website scavenger hunt. Follow the link to the organization's website and search for specific information. Copy and paste what you find into the table in the Word document provided

Assessment Methods

Learners could be involved in a practical activity designed to evaluate their hands-on skills and understanding of safe internet browsing, ensuring they can confidently protect their personal information in our digitally connected world.
E.g. They may be asked to connect a provided device to a Wi-Fi network, following step-by-step instructions to emphasize the importance of securely accessing the internet; to perform a guide online search using a well-known search engine to find specific information and to explore and interact with a simplified website, creating a practice account with a strong password, and log in securely.

ANNEX - ACTIVITY CHARTS

GREEN, YELLOW, RED?

Activity type: Instruction

Topics and content: Basic operations with electronic devices

Learning outcomes: The learner is able to operate with an electronic device (turn on, switch off, mouse navigation, use of the keyboard)

Target group: individual activity

Material

Physical material: Coloured card

Step by step process

1. The educator announces the basic operation to be explained (e.g. switching on a computer).
2. The educator demonstrates how to perform the operation.
3. Learners are asked to replicate the operation.
4. After replicating the operation, learners raise a colored card depending on their level of success (green for success, yellow for uncertainty, red for failure).
5. Time is given for learners to help each other with the operation.
6. The educator moves on to the next basic operation.
7. Repeat steps 2-6 for each basic operation.
8. Move to the debriefing questions.

Debriefing

What kind of difficulties did you identify in this activity?
What's the most difficult/easiest operation for you?

Tips

Make sure to explain the operations slowly.
Walk among the students and help them during the phase of repetition if needed.
Special attention to CAPS lock, where to find the numbers.
Examples of required operations: try to right click with the mouse, try to open the start menu of a laptop, try to open a word document, try to switch off the computer, remember to include steps to get familiar with thekeyboard.

FIND YOUR GROUP

Activity type: Instruction

Topics and content: Main devices' components

Learning outcomes: The learner is able to recognize different devices (laptop, tablet, smartphone, mouse, keyboard, charger, projector) and their usage

Target group: Group activity

Material

Physical material: Cards
Printable: Devices Cards

Step by step process

1. Learners are randomly given a card with a picture of a device component (laptop, tablet, mouse, keyboard).
2. Learners are asked to move around the room and find other participants who have a card that is part of the same device as theirs.
3. The first group that lines up correctly wins the game.
4. The educator can facilitate the game by giving hints or clues if needed.
5. Move to the debriefing questions.

Debriefing

What is the name of the different components?
What did you learn from the activity about the different components of a device (laptop, tablet, mouse, keyboard)?
Did you discover any new information or connections between the components?

Tips

You may explain the differences between the two types of mouse and show them the real use of both of them (with cable-without)
You may choose to use all the cards or use them partially according to the level of difficulty which you think is most appropriate
You may add more/change components according to your needs

Connections with other activities

Possible follow-up: "Techy memory game"

TECHY MEMORY GAME

Activity type: Evaluation

Topics and content: Electronic devices and components

Learning outcomes: The learner is able to recognize different devices (laptop, tablet, smartphone, mouse, keyboard, charger, projector) and their usage

Target group: Individual activity

Material

Physical material: laptop
Link to activities: **learningapps**

Step by step process

1. The educator shares the link to the learningapps game with pictures of devices or computer parts.
2. Learners play the game, memorizing the name of each device or computer part.
3. After completing the game, the teacher asks learners to write down as many names of devices or computer parts they can remember.
4. Learners compare their lists and the teacher provides feedback.
5. The educator repeats the game and asks learners to beat their previous score.
6. The educator concludes the activity by reviewing the key devices or computer parts learned in the game.

Driving questions

Do you remember the name of the item?
Did you find it easy or challenging to recall the names of the items?
Which device is it a part of?

Connections with other activities

This activity may be a possible follow-up of the activity "Find your group"

SPIN THE WHEEL

Activity type: Instruction

Topics and content: File types

Learning outcomes:
The learner uses different file formats (PDF, WORD)

Target group: Individual activity

Material

Physical material: Laptop
Link to activities: <u>Wordwall Random Wheel</u>

Step by step process

1. The educator shows the icons of PDF and WORD and explains the difference.
2. Learners open a folder on their laptop with 3 WORD and 3 PDF documents and asks if everyone can recognize which are the WORD and which are the PDF.
3. The educator projects a Wordwall random wheel with several things to do. The educator spins the wheel and everyone tries to do what is written (e.g. open the WORD file named xxx and close it; rename the PDF document named xxx in xxx; delete the WORD file xxx).
4. Move to the debriefing questions.

Debriefing

What did you learn about the differences between PDF and Word documents during the activity? Were you able to recognize and differentiate between the Word and PDF files in your folder easily?

Tips

The Random Wheel provided in the Material section is just an example you can use to get inspiration to customize your own activity. Change operations and theme of the wheel according to your needs.

Connections with other activities

Possible follow-up: "Icon Investigation", "Online interview"

CHECK THE DOC

Activity type: Instruction

Topics and content: File types

Learning outcomes: The learner is able to open, rename, print, save, delete WORD files and PDF documents

Target group: Individual activity

Material

Physical material: laptop

Step by step process

1. Learners create a Word document and write a sentence about themselves.
2. The educator tells them to save the document using an invented nickname.
3. The educator helps learners to print the document.
4. The educator reads all the documents and partners guess the person.
5. Students needs to rename the document with the real name.
6. Ask them to transform the document into a PDF.
7. Move to the debriefing questions.

Debriefing

What did you learn about creating, saving, and printing a Word document during the activity?
How did the process of transforming the document into a PDF format contribute to your understanding of different file formats and their uses?

Connections with other activities

This activity can be considered as a possible follow up of the activity "Spin the wheel"
Possible follow-up: "Online interview"

ICON INVESTIGATION

Activity type: Evaluation

Topics and content: File functionalities and icons

Learning outcomes: The learner is able to open, rename, print, save, delete WORD files and PDF documents

Target group: Individual activity

Material

Physical material: laptop
Link to activities: **learningapps**

Step by step process

1. The educator shares link to a learning app with a matching game of file functionalities and icons, including one wrong element.
2. Learners play the game and try to remember correct file functionalities.
3. The educator asks learners to open a Word document and try to perform each file function (save, rename, delete) correctly.
4. The educator provides feedback and offers assistance as needed.

Driving questions

What might be hard for you when you try to save, rename, or delete files in a Word document?
Are there any other things you can use or do to get better at managing files?

Connections with other activities

This activity can be considered as a possible follow-up of the activity "Spin the wheel"

FIND THE PASSWORD

Activity type: Introduction, Ice-breaking

Topics and content: Network/ Wifi password setting

Learning outcomes: The learner is able to connect a device to a wi-fi network

Target group: Group activity

Material

Physical material: Pieces of paper with split password

Step by step process

1. The educator hides password pieces in the room.
2. The educator gives "warm" and "cold" hints to find them.
3. Learners put passwords together like a puzzle.
4. The educator shows the WiFi symbol, and asks where to find it on the desktop.
5. Learners connect to the network using the password they found.
6. Move to the debriefing questions.

Debriefing

What did you learn about passwords and their importance in connecting to a network during the activity? How did the activity of connecting to the network using the password you found contribute to your understanding of practical technology skills?

Tips

Write numbers behind the paper or in the front page to let learners understand how to order the different pieces.

CALL IT OUT

Activity type: Instruction.,Practice

Topics and content: Web search engines

Learning outcomes: The learner is able to recognize and use one search engine

Target group: Group activity

Material

Physical material: Laptop

Step by step process

1. The educator shows the search engine icon and locate the search bar.
2. The educator asks for a theme and someone to call out something to search for.
3. The educator asks the learners to type the search term in the search bar and try to download the same image.
4. The learners pass the turn to another person for a new search term within the same theme.
5. Move to the debriefing questions.

Debriefing

What was the most difficult part of the research?
What did you learn about using a search engine during the activity?
Did you find it easy or challenging to locate the search bar and type in the search term?

Tips

PASSWORD GAME

Activity type: Instruction

Topics and content: Good password

Learning outcomes: The learner is able to browse websites, sign up and log in in websites with safe passwords

Target group: Individual/group activity

Material

Physical material: laptop

Step by step process

1. Educator shows examples of good and bad password characteristics (e.g. name, date of birth, simple or complex symbols, ID number) and asks learners to give a thumbs up or down to indicate if they are good or bad.
2. Each learner writes down one good and one bad password based on what they learned.
3. The learners take turns sharing their examples and the other learners try to guess if it is a good or bad password.
4. The learners keep their good password to be used for signing up on a website (which could be used in a later module).
5. Move to the debriefing questions.

Debriefing

What did you learn about good and bad password characteristics during the activity?
Why is it important to have a strong password when signing up on websites?

Connections with other activities

Possible follow-up: "My online professional profile" or "My new Facebook group" (to use the password created) (MODULE 4 - SU 4.1/MODULE 2 - SU 2.3)

ONLINE INTERVIEW

Activity type: Instruction

Topics and content: Web searching

Learning outcomes: The learner is able to browse websites, sign up and log in in websites with safe passwords

Target group: Individual activity

Material

Physical material: laptop

Step by step process

1. Educator project an image and ask learners to do a web search on that theme.
2. Ask learners to find a Wikipedia page with information on the topic.
3. Educator pretends to be an interviewer and asks learners to search for information on the Wikipedia page.
4. Learners answer questions in a WORD document, copying and pasting information from the Wikipedia page.

Debriefing

What did you learn about conducting a web search and finding information on a specific topic during the activity?
Was the copying and pasting operation difficult?

Tips

Copy paste: make sure everyone uses the same page - one page at a time

Connections with other activities

Possible connection with the activity "My favourite celebrities" (MODULE 2 - SU 2.1) and possible follow-up of the activities "Spin the wheel" (MODULE 1 - SU 1.2), "Home quest" (MODULE 1 - SU 1.3)

HOME QUEST

Activity type: Follow-up

Topics and content: Web searching

Learning outcomes: The learner is able to browse websites, sign up and log in in websites with safe passwords

Target group: Individual/group activity

Material

Physical material: laptop
Link to activities: link to the website, table Word document

Step by step process

1. Educator provides learners with the link to the organization website.
2. Ask learners to search for something specific inside the website; provide a Word document with a table of information they need to search inside the website, where they can copy and paste the information.
3. Have learners work independently or in pairs to complete the search task.
4. After they have found the information, ask them to write a summary of what they found and share it with the group.

Driving questions

What challenges did you encounter during the search task, and how did you overcome them?

Connections with other activities

Possible follow-up of the activity "Online interview" (MODULE 1 - SU 1.3)

Module 2 – Useful programs and apps

Module Background

Nowadays, in order to be prepared for the labour market is essential to be able to manage several digital skills related to the creation and edition of documents on digital devices. Furthermore, smartphones and their different applications are not only necessary for work tasks, but they are also fundamental for the management of daily life in different contexts.

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 2	USEFUL PROGRAMS AND APPS			
SU 2.1	Introduction to MS Word	10	8	18
SU 2.2	Graphic design	10	8	18
SU 2.3	Using smartphone apps	10	8	18
TOTAL MODULE HOURS		30	24	54

Skill Unit 2.1 Introduction to MS Word

Skill Unit Background

Knowing how to manage a Word processing program is basic and essential to apply for a job. Such knowledge allows young people to create new documents, edit and modify them according to their necessities at work. Furthermore, it provides the opportunity for utilising it in their daily life for many other different uses and purposes.

Learning Objectives

This Skill Unit will teach how to do basic word processing of a text

Learning Outcomes

The learner is able to underline, use different fonts, sizes, colours and bold types in a Word document (2.1.1)

The learner is able to delete, copy and paste in a Word document (2.1.2)

The learner is able to use different margins, orientation and alignments (2.1.3)

The learner is able to insert an image and tables into the Word document (2.1.4)

Pre-knowledge

Turn on the PC, use the mouse and keyboard, open a Word document and save it with a name, search information and photos on the internet, copy and paste the information on the document

Indicative content: Topics and Key concepts

- Fonts, sizes, colours and bold types
- Underline, delete, copy, paste and insert
- Margins, orientation and alignments

Teacher led Activities

Teacher backed Activities

Do you know my family? (2.1.1):
Inform your partners about you and three members of your family by writing four informative paragraphs using different fonts, sizes, colours, bold types and underlining specific information

This is what I like! (2.1.2, 2.1.3): Inform your partners about two of your hobbies by searching information on the internet and create two documents applying specific formats, margins and orientation

My favourite celebrities (2.1.4): Inform and show images about your two favourite celebrities by inserting three different photos of each in a table

This is me! (2.1.1, 2.1.2, 2.1.3, 2.1.4):
Inform and show information about you, your town and a trip you would like to go by presenting a document with three paragraphs applying to each one specific font, sizes, bold type, format, margins and inserting images related to them

Assessment methods

As final assessment of this Skill Unit, learners will be able to create their personal CV using a specific font, size, bold types and italics where necessary and adding a photo of themselves. They will transform this document into PDF and save.

Skill Unit 2.2 – Graphic Design

Skill Unit Background

We live in a visual world where graphic design is almost everywhere and has an impact on businesses, advertising, the media, entertainment, culture and even politics. According to this fact, young people need to manage different graphic design programs to have access to the labour market. Taking into account that there are many of these programs, PowerPoint and Canva are the most common as they are very complete, useful and easy to use.

Learning Objectives

This Skill Unit will teach how to do basic and simple graphic design

Learning Outcomes

The learner is able to write a small text on a PowerPoint or Canva document (2.2.1)

The learner is able to insert an image from the internet on a PowerPoint or Canva document (2.2.2)

The learner is able to insert a shape in different places on a Powerpoint or Canva document (2.2.3)

The learner is able to create a basic GIF (2.2.4)

Pre-knowledge

Turn on the PC, use the mouse and keyboard, search information and photos on the internet, copy and paste the information on the document.

Indicative content: Topics and Key concepts

- Graphic design
- Powerpoint, Canva
- Inserting a shape and an image into Power Point or Canva
- Creating a GIF

Teacher led Activities

How much do you know about Powerpoint and Canva? (2.2.1, 2.2.2, 2.2.3, 2.2.4):
Discover your knowledge about Powerpoint and Canva by doing two questionnaires on Socrative

Invent a name for this photo! (2.2.1, 2.2.2): Create a composition with images from the internet on a Canva or Powerpoint document and invent your own title for them

My own creation (2.2.3): Create an original and personal composition by inserting different shapes, forms and colours on a Canva or Powerpoint document.

My first GIF (2.2.4): Create a kind of animated GIF with an image from the internet and changing the colour of the background

Teacher backed Activities

A city to visit (2.2.1, 2.2.2, 2.2.3, 2.2.4):
Create a canva or Power Point including images froma famous city,change the background and save as GIF

Assessment methods

As final assessment of this Skill Unit, learners will be able to create a small biography of themselves with different photos and texts with information about them. They can decorate the presentation adding different shapes, forms and GIFs. Finally they will present it in class.

Skill Unit 2.3 – Using smartphone apps

Skill Unit Background

Nowadays mobile phones are necessary and even mandatory in our everyday life. We need them for many different purposes and in many different contexts such as social, academic, economic and even for doing different working tasks. For this reason, this module will be focused on different smartphone applications that will be useful for our students according to the different contexts involved.

Learning Objectives

This Skill Unit will teach how to download and use smarthphone apps

Learning Outcomes

The learner is able to navigate on the net, access different websites and platforms and search for information (2.3.1)

The learner is able to download and create a new profile on smartphone applications such as Facebook, Instagram or Mail (2.3.2)

The learner is able to post a comment on a partner's post (2.3.3)

The learner is able to create a new post on their profile (2.3.4)

The learner is able to apply basic forms of security and protection in digital contexts (2.3.5)

Pre-knowledge

Using the web or app searcher on the smartphone and the keyboard.

Indicative content: Topics and Key concepts

- Smartphone apps
- Creating a new profile on apps
- Social networks
- Writing a post on social media
- Posting a comment on social media
- Risks and security on internet

Teacher led Activities

My smartphone is a remote control! 2.3.1): Discover the knowledge you have acquired about Word, Canva and Powerpoint doing a Kahoot quiz

And the winner is… (2.3.1): Discover the most common social networks used by you and your partners doing a Mentimeter survey

My new Facebook group (2.3.2, 2.3.3, 2.3.4, 2.3.5): Create a new private Facebook profile with new friends, new posts, new photos and a new group.

Look what I have done! (2.3.2,2.3.3, 2.3.4, 2.3.5): Post on a new profile on Instagram all your works done on Word, Canva and Powerpoint using different posts and show the world what you can do!

Teacher backed Activities

Find the Facebook Page (2.3.1): Find on different Facebook pages information about the favourite movie, musician or artist of each member of your group

App Exploration Challenge (2.3.1, 2.3.2): Discover various app categories (communication, entertainment, education, and more). Get your app adventure started with a list of must-try apps.

Assessment methods

As final assessment of this Skill Unit, the students will download the LINKEDIN app, create their own profile and add their CV document and extra information about themselves.

ANNEX - ACTIVITY CHARTS

DO YOU KNOW MY FAMILY?

Activity type: Follow-up

Topics and content:
Word and its formats

Learning outcomes:
The learner is able to underline, use different fonts, sizes, colours and bold types in a Word document

Target group:
individual activity

Material

Physical materials: laptop or desktop computer with mouse, keyboard and monitor

Step by step process

1. The learner starts the word processor program.
2. The learner writes the activity title in capital letters selecting font, size and bold.
3. The learner changes the text's font, size and colour to write a first paragraph indicating the name, surname, age and hobbies.
4. The learner repeats this process three times to write about three members of their family.
5. The learner selects the names and surnames with the mouse and put them in bold
6. The learner selects each hobby in the text and underlines them in the text.
7. Move to the debriefing questions.

Debriefing

Are you able to select part of the text with the mouse?
Do you know how to write texts in upper and lower case?
Are you able to change the font of a text?
Are you able to write texts in different colours and sizes?

Tips

Check that the computer equipment to be used works and has the word processor installed.
Make sure that students are able to find the necessary buttons and tools in the program interface to carry out the activity.

THIS IS WHAT I LIKE!

Activity type: Follow-up

Topics and content:
"Word" and its formats.

Learning outcomes:
The learner is able to delete, copy and paste on the Word document
The learner is able to use different margins, orientations and alignments

Target group:
Individual activity

Material

Physical materials: laptop or desktop computer with mouse, keyboard and monitor.
Projector.

Step by step process

1. The learner chooses two hobbies (sports, music, movies, videogames,...)
2. The learner opens a Word document and goes to the page layout tab
3. Once in the document, they look for horizontal orientation and narrow margins.
4. The learner opens another Word document and selects portrait orientation and normal margin
5. The learner looks up information on the Internet about the two hobbies selected in step one.
6. The learner copies the information about one of the hobbies in the horizontal document and in the vertical one about the other selected hobby.
7. The learner organises the information in each document into three paragraphs.
8. The learner aligns one of the paragraphs to the right in each document, another to the left and the last one centred.
9. The learner presents the work done to the large group.
10. Move to the debriefing questions.

Debriefing

Where do you have to go to open the word documents?
What browser can you use to find information about our hobbies?
What tab do you have to open to change the document orientation and margins?

Tips

Prepare the projector so that once the students finish the activity they can project the result of the activity and show it to the rest of the class

Connections with other activities

Activities "Online interview" (MODULE 1-SU 1.3)

MY FAVOURITE CELEBRITIES

Activity type: Follow-up

Topics and content:
Word and its formats

Learning outcomes:
The learner is able to insert an image and tables into theworld document

Target group:
Individual activity

Material

Physical material: laptop or desktop computer with mouse, keyboard and monitor. Projector

Step by step process

1. The student chooses two personalities of their liking.
2. Open a word document and go to the Insert tab, and insert a table with four rows and two columns.
3. In the first row, write the names of the two personalities. Alignment will be centered, bold font. Color to be chosen by the student.
4. Search the Internet and download three images of each of the personalities.
5. Insert in each of the cells and classified by columns the downloaded images of the two personalities, ordering them from top to bottom according to the student's taste.
6. Center align the images in the cell.
7. Present the work done to the large group.
10. Move to the debriefing questions.

Debriefing

Am I able to insert tables and select their size?
Do I know the way to download an image from the Internet?
Can I insert an image in a word document?
Am I able to align text and images when creating tables?

Tips

Check that the computer equipment to be used works and has the word processor installed.
Prepare the projector so that once the students finish the activity they can present it to the rest of their classmates.

THIS IS ME!

Activity type: Evaluation

Topics and content:
Word and its formats

Learning outcomes:
The learner is able to underline, use different fonts, sizes, colours, in a Word document.
The learners are able to delete, copy and paste in a Word document.
The learners are able to use different margins, orientation and alignment.
The learner is able to insert an image and tables into the Word document

Target group:
Individual activity

Material

Physical material: laptop or desktop computer with mouse, keyboard and monitor. Projector

Step by step process

1. Create a Word document.
2. Go to page layout and set up the margins of the document with a 3 cm of alignment for each side (top, bottom, right and left).
3. In this document write three paragraphs.
4. Fill in the first paragraph with personal information (age, family, friends, hobbies).
5. In the second paragraph write information about your town or city of residence.
6. In the same paragraph insert a table with different cells and insert in them two pictures of the most touristic places in your town or city.
7.. In the third paragraph write information about a tourist destination you would like to go to, insert a table and insert two pictures of that place.
8. At the beginning of the first paragraph write your name in bold and in the second paragraph write your name in bold.
9. At the beginning of the second and third paragraphs write the names of the corresponding places in italics and underlined.

Driving questions

Where should you go to open word documents?
Which tab should you open to change the margins in a document?
Which browser should you use to search for information?
Which tab should you open to create a table?
How can you copy an image from the internet?
How can you paste an image into a table?
Which tab should you open to make the font bold, underline and italicise it?

Connections with other activities

Activity "This is my e-mail" (MODULE 3. - SU 3.1)

HOW MUCH DO YOU KNOW ABOUT CANVA & POWERPOINT?

Activity type:
Introduction

Topics and content:
Graphic Design
Canva & PowerPoint

Learning outcomes:
The learner is able to write a small text on a PowerPoint or Canva document
The learner is able to insert an image from the internet on a PowerPoint or Canva document
The learner is able to insert a shape in different places on a Powerpoint or Canva document
The learner is able to create a basic GIF

Target group: Pair activity

Material

Physical material: computers
Link to activities: Canva Quiz / PPT Quiz
Printable: Canva Pdf / PPT Pdf

Additional resources

The Basics of PowerPoint (Video)

Step by step process

1. The educator assigns one computer to each pair of students.
2. Learners access the internet through any web browser.
3. Learners view a short video on Google about the basics of PowerPoint or Canva
4. Learners take a quiz with True or False as well as Multiple Choice questions through **Socrative** so as to evaluate their previous knowledge on PowerPoint or Canva.
5. Learners check the correct answers as well as the immediate feedback after each question.
6. The educator will briefly explain the basics of these two digital tools to the students after finishing the questionnaire.

Debriefing

What browser did you use to access the Internet?
Which digital tool was more useful for you?
Which one did you like the least? Why?

Tips

Educators should check whether computers and wifi are working.

INVENT A NAME FOR THIS PHOTO!

Activity type: Instruction

Topics and content:
Graphic Design. Canva

Learning outcomes:

The learner is able to write a small text on a PowerPoint or Canva document

The learner is able to insert an image from the internet on a PowerPoint or Canva document

Target group:
Individual activity

Material

Physical material:
Laptop or desktop computer with mouse, keyboard and monitor. Projector

Step by step process

1. The educator will assign a computer to each student.
2. Learners access the internet through any web browser.
3. Learners search four images on Google about a topic they like.
4. Learners save the images in a new file for this project.
5. Learners open a new slide in Powerpoint or Canva where they will insert said images.
6. Learners invent a title for their graphic design and present their work to their classmates.

Debriefing

What browser did you use to access the Internet?
What websites did you use to download your pics?
What is the name of the App you've used to do this activity?

Tips

Educators should check whether computers and wifi are working
Provide visual aids

Activity type: Instruction

Topics and content:
Graphic Design
Canva

Learning outcomes:
The learner is able to insert a shape in different places on a Powerpoint or Canva document.

Target group:
Individual activity

Material

Physical material:
Laptop or desktop computer with mouse, keyboard and monitor. Projector.

MY OWN CREATION

Step by step process

1. The educator will assign a computer to each student.
2. Learners access Canva through any web browser.
3. Learners choose a template they like (infographic, animation, story, card, etc.)
4. Learners edit the template by adding new elements such as text, images or stickers of their choice.
5. Learners download their own creation in any format and save their work in the computer.
6. Learners will be able to share their creation through social media. (Optional)

Debriefing

What browser did you use to access the Internet?
What is the name of the app you've used to do this activity?
What type of template did you use for your own creation?
What interactive elements did you use for your design?
What format did you use to save your project?

Tips

Learners should write down their credentials when accessing to Canva.
Educators should check whether computers and wifi are working.

MY FIRST GIF

Activity type: Follow up

Topics and content:
Graphic Design
Canva

Learning outcomes:
The learner is able to create a basic GIF

Target group:
Individual activity

Material

Laptop or desktop computer with mouse, keyboard and monitor. Projector

Step by step process

1. The learner will access Canva through any web browser.
2. Learners choose a small template such as card, label or logo for instance.
3. Learners include a background, a picture and a text for their design.
4. Learners choose a sticker from the given Elements so as to include it in their design.
5. Learners download the design in gif format and save a copy in their devices.
6. Learners will be able to share their creation through social media. (Optional)

Debriefing

What browser did you use to access the Internet?
What is the name of the app you've used to do this activity?
What is the name of your GIF?

Tips

Educators should check whether computers and wifi are working.
Learners should write down their credentials when accessing to Canva.

A CITY TO VISIT

Activity type: Follow-up

Topics and content:

Graphic Design. Canva and Powerpoint

Learning outcomes:

The learner is able to write a small text on a Canva or Powerpoint document;

The learner is able to insert an image from the internet on a Canva or Powerpoint document;

The learner is able to insert a shape in different places on a Canva or Powerpoint document;

The learner is able to create a basic GIF

Target group:

Individual activity

Material

Laptop or desktop computer with mouse, keyboard and monitor. Projector

Step by step process

1. The educator will assign a city to each student (Paris, Rome, New York, London, etc)
2. Learners access Canva or Powerpoint through any web browser.
3. Learners open a blank document
4. Learners look for information and images of 4 famous landmarks of the city.
5. Learners copy and paste these 4 images and the information below them on the Canva or Powerpoint document
6. Learners create a second slide on which he/she will insert a typical image of the city and they will change the background colour of the document in order to create a basic GIF
7. Learners download the design in GIF format and save a copy in their devices.
8. Learners will be able to share their creation front of the class by means of the projector in order to inform their partners about the city.

Driving questions

Where should you go to open a new Canva or Powerpoint document?

Where should you look for information and images about Paris, Rome or New York?

How can you copy and paste the images and information from the internet on the Canva document

How can you add a second slide in the document?

Where should you look for a typical image of the city given?

How can you paste the image of the city into the Canva document?

How can you change the background colour of the document to create a basic GIF?

MY SMARTPHONE IS A REMOTE CONTROL!

Activity type: Evaluation. Gamified.

Topics and content:
Smartphone apps, Word, Canva and Powerpoint

Learning outcomes:
The learner is able to navigate on the net, access different websites and platforms and search for information.

Target group:
Individual activity

Material

Physical material: smartphone with internet connection. Projector. Screen
Link to activities:

https://create.kahoot.it/details/cba3426a-622a-4898-a2f7-ded1392ed2e3

Step by step process

1. The educator creates a multiple-choice quiz on Kahoot with questions related to SU 2.1. "Intro to MS Word" and SU 2.2. "Graphic Design" in order to review the previous content of the module.
2. The educator provides the QR code, which will give access to the quiz.
3. The educator projects the multiple-choice questions and possible answers on the screen
4. The learners answers the multiple-choice questions using their mobiles as a kind of remote control, each colour contains one answer but there is only one true answer for each question.
5. Learners have 30 seconds to answer each multiple choice question.
6. The fastest learner wins the game.
7. Move to the debriefing questions.

Debriefing

How did you feel doing the quiz?
Have you ever used your mobile to play a game like this before?
Do you remember the information about the previous skill units?

Tips

Check you have a good wifi connection before starting the game
Provide a small demonstration about how to play before playing the game
Increase the timeallocated to each answer

AND THE WINNER IS...

Activity type: Introduction

Topics and content:
Smartphone apps

Learning outcomes:
The learner is able to navigate on the net, access different websites and platforms and search for information

Target group:
individual activity

Material

Physical material: smartphone with internet connection. Projector. Screen
Link to activities:
https://www.mentimeter.com/app/presentation/al4ro6qmapopzn6hxxhs69m9n8qnfdh9

Step by step process

1. Learners create a questionnaire about favourite apps on Mentimeter
2. Learners tell students to go to www.mentimeter.com
3. Learners provide the CODE to access to the questionnaire or project the QR code by adding the instruction slide
4. Learners get into the Mentimeter questionnaire through the code on mentimeter.com
5. Learners answer the questions with true information for them
6. Learners show the answers on the screen
7. After the results, the learners will discuss about pros and cons of their favourite apps
8. Move to the debriefing questions.

Debriefing

How did you feel doing the questionnaire?

Do you have a similar taste to your partners?

Were you surprised at your partners' answers?

Tips

Check you have a good wifi connection before starting the questionnaire
Check their smartphone screens while they are doing the questionnaire - wait for them in case they get lost or loose conection

MY NEW FACEBOOK GROUP!

Activity type: Instruction

Topics and content:
Facebook profile and groups

Learning outcomes:
The learner is able to download and create a new profile on smartphone apps such as Facebook or Instagram;
The learner is able to post a comment on a partner's post;
The learner is able to create a new post on his/her profile;
The leaner is able to apply basic forms of security and protection in digital contexts

Target group: individual/group activity

Material

Physical material: smartphone with wifi connection. Projector

Step by step process

1. First, the educator will create a new profile on Facebook and configure it as a private profile.
2. The students will do the same following the example.
3. The learner will take a selfie and upload it as a profile photo.
4. The learner and the educator will write his/her Facebook name on the board and all the partners will look for the others, send them a friend request and add them as friends.
5. The learners will take a photo of the group with their mobiles, share it on his/her profile and label all their partners and the educator in the photo
6. The educator will create a private group on Facebook and will write the name of the group on the board.
7. The learner will look for the group on Facebook and send a group request.
8. Finally they will post photos on the group and write some comments about them.
9. Move to the debriefing questions.

Debriefing

How did you feel during the activity?
Have you ever used Facebook before?
How did you configure the profile so as to be a private one?
If it is your first time on Facebook, are you going to look for other friends on Facebook? How?
Are you going to be in touch with your partners on Facebook?

Tips

Check you have a good wifi connection before starting the activity
Provide a live demonstration of each step if needed
Monitor their smartphone screens while doing the activity
Check their accounts are private

FIND THE FACEBOOK PAGE

Activity type:
Online. Follow-up

Topics and content:
Facebook sites

Learning outcomes:
The learner is able to navigate on the net, access different websites and platforms and search for information.

Target group:
Individual activity

Material

Physical material: smartphone with wifi connection.

Step by step process

1. The educator will divide the students into different groups.
2. The educator will assign a topic to each group (favourite movie, favourite music artist, etc)
3. Each group member will find a Facebook page about his/her favourite movie, artist,, etc.
4. Once found, each learner will read the last post of the page they found and share the information with the rest of the group.
5. Finally, each learner will share the information on the common Facebook group of the class

Driving questions

Where do you look for information on Facebook?

How do you share and post information in a common group on Facebook?

Did you find interesting information? Did you know about it?

LOOK WHAT I HAVE DONE!

Activity type: Instruction

Topics and content:
Post photos on Instagram

Learning outcomes:
The learner is able to download and create a new profile on smartphone apps such as Facebook or Instagram;
The learner is able to post a comment on a partner's post;
The learner is able to create a new post on his/her profile;
The leaner is able to apply basic forms of security and protection in digital contexts

Target group:
individual activity

Material

Physical material: smartphone with wifi connection. Projector

Step by step process

1.First, the educator will create a new profile on Instagram and configure it as a private profile.
2. The students will do the same following the example.
3. The learner will take a selfie and upload it as a profile photo.
4.The learner and the educator will write his/her Instagram name on the board and all the partners will look for the others, send them a friend request and add them as friends.
5. The learner will take a photo of all the works he/she has done for the activities implemented in the previous Skill Unit (Word and graphic design) and this Skill Unit too.
6. The learner will post each work in a different post and he/she will provide a brief explanation about each one. For the GIF he/she will use a video format.
7. Move to the debriefing questions.

Debriefing

How did you feel during the activity?
Have you ever used Instgram before?
How did you configure the profile so as to be a private one?
If it is your first time on Instagram, are you going to look for other friends on Instagram? How?Which social site do you prefer, Facebook or Instagram? Why?

Tips

Check you have a good wifi connection before starting the activity
Provide a live demonstration of each step if needed
Monitor their smartphone screens while doing the activity
Check their accounts are private

APP EXPLORATION CHALLENGE

Activity type: Follow-up

Topics and content: Smartphone apps
Creating a new profile on apps

Learning outcomes:
The learner is able to navigate on the net, access different websites and platforms and search for information;
The learner is able to download and create a new profile on smartphone apps such as Facebook or Instagram

Target group: Individual activity

Material

Physical material: Smartphone

Step by step process

1.The educator presents various app categories (communication, entertainment, education, etc.).
2. Provides participants with a list of recommended apps to download (e.g., a social media app, a news app, a game app).
3. Asks them about their interests
4. Offers visual guides with step-by-step instructions for downloading and setting up these apps.
5. Encourages participants to complete the "scavenger hunt" by finding and installing each app.

Driving questions

To which category do these apps belong?

Which app would you like to download? Why?

Do you remember how to download it?

Tips

Present them application regarding for instance language learning, cooking, wellbeing, water drink reminder and encourage them to work thinking about their real interests.

Module 3 – Communicating in the digital era

Module Background

In today's world, technology has transformed the way we communicate with one another. Whether it's through social media, email, or video conferencing, we have more options than ever before to connect with people across the globe. However, these new forms of communication also come with their own set of challenges, such as misinterpretation of tone and unintended messages. In this module, we will explore the various digital communication tools and strategies to effectively convey our ideas, thoughts, and emotions in the digital space. By the end of this module, learners will have a better understanding of how to navigate the complexities of digital communication and use it to their advantage.

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 3	COMMUNICATING IN THE DIGITAL ERA			
SU 3.1	Communicating via email	12	8	20
SU 3.2	The diversity of digital communication	12	8	20
TOTAL MODULE HOURS		24	16	40

link

Skill Unit 3.1 – Communicating via email

Skill Unit Background

In today's world, email has become an essential form of communication. Exploring the power and challenges of email communication is the focus of this Skill Unit. The Skill Unit will discover how email can open doors to personal, educational, and professional opportunities while addressing specific challenges that may arise. Learners will gain the skills to navigate email communication effectively, connect with others, and harness its potential for success in today's interconnected world.

Learning Objectives

This Skill Unit will provide knowledge and skills necessary to communicate via email

Learning Outcomes

The learner is able to set up an email account (3.1.1)

The learner is able to write clear emails, expressing their thoughts and ideas (3.1.2)

The learner can manage their emails including replying, forwarding and attaching files (3.1.3)

Pre-knowledge

Basic computer literacy (using keyboard and mouse, navigating interfaces; Internet awareness, using web browsers; Basic communication concepts, such as the purpose of written communication; Basic reading and writing skills.

Indicative content: Topics and Key concepts

- Introduction to Email communication
- Setting up an Email account
- Composing and sending email, attaching files
- Managing email conversations (answering, forwarding, deleting emails)

Teacher led Activities

The way of the letter (3.1.1): Discover traditional mail before exploring the world of email communication: write letters, become postmen, sort mail, and experience the joy of receiving and reading messages

Email acocunt quest (3.1.1): Set up an Email account, overcome the quest challenges and get started with digital communication

Express email (3.1.2): Use creativity to engage learners in writing clear emails, sharing them with others and improve the clarify of their communication skills

Teacher backed Activities

Email Pen Pal (3.1.2, 3.1.3): Practice email communication skills by becoming pen pals with a classmate or friend via email, share stories, and build connections in a digital world.

This is my Email (3.1.2, 3.1.3): Learners connect with their assigned peers, sending via email a self-introduction via a Word file attached.

Email explorer (3.1.3): Engage in interactive tasks on Liveworksheet platform to showcase your skills in creating and sending emails and managing an email account

Assessment Methods

As final assessment, learners will experience a scenario-based simulation where they have to reply to an email from the teacher answering to a specific problem. In replying, they have thus to project themselves in a real life situation, showcase proper etiquette, clear expression of ideas, and basic email management (replying and attaching files). Following the initial reply, learners will receive follow-up questions or requests to which they have to respond, proving good management of email conversation.

Skill Unit 3.2 – The diversity of digital communication

Skill Unit Background

In the digital era, effective communication goes beyond emails. This Skill Unit delves into the diverse world of digital communication, equipping learners with the skills to navigate various online communication platforms which are essential in today's world. During this Skill Unit, we will explore their functionalities, learn to interact appropriately, and gain awareness of the diversity and richness of digital communication.

Learning Objectives

This Skill Unit will address the technical and social skills needed to operate on different digital communication platforms.

Learning Outcomes

The learner is able to operate with different online communication platforms such as Skype, Google meet, Zoom, Whatsapp, Viber (3.2.1)

The learner can interact and react appropriately on online communication platforms (3.2.2)

Pre-knowledge

Basic computer literacy (using keyboard and mouse, navigating interfaces; Internet awareness, using web browsers; Basic reading and writing skills; Basic knowledge of email usage; Familiarity with sending and receiving text messages or instant messages; Understanding basic communication principles, such as effective listening, expressing thoughts and ideas and using appropriate language in written and verbal communication.

Indicative Content: Topics and Key Concepts

- Popular online communication platforms (Skype, Google Meet, Zoom, WhatsApp, Viber, etc)
- Functionalities, features, purposes of each platform explored
- Online etiquette and best practices for respectful and effective communication
- Understanding the tone and nuances of digital communication

Teacher led Activities

Digital communication role-play (3.2.2): A role-play game to simulate online conversations, practice active listening and digital ommunication skills.

Platform exploration Carousel (3.2.1, 3.2.2): Discover popular online communication platforms like Skype, Google Meet, Zoom, WhatsApp, and Viber. Engage in interactive tasks and earn badges as you explore each platform's features.

Teacher backed Activities

Platform Features Quiz (3.2.1): A quiz game with Baamboozle to answer questions about the features, uses, and purposes of different online communication platform.

Random communication wheel (3.2.2): Spin the wheel, answer questions about digital communaction and share your thought with peers.

Assessment Methods

As final assessment, after the implementation of the Skill Unit, participants will experience a practical simulation of using the Whatsapp/Viber, Skype, Zoom and etc. The learners will have the opportunity to project and test themselves in an almost real situation. The acquisition of the different skills will instead be evaluated with a non-formal and gamified approach along the way.

ANNEX - ACTIVITY CHARTS

THE WAY OF THE LETTER

Activity type: Introduction

Topics and content: sending letters, introduction to email communication

Learning outcomes: The learner is able to set up an email account

Target group: Group activity

Material

Physical material: sheets of paper, pens, envelopes, stamps, teacher's handmade post box (using a shoebox), and sheets of paper with the recipients' addresses.
Printable: cards with a role description

Step by step process

1. Introducing the concept of traditional mail and its role in connecting people before the digital era.
2. Assign roles to the participants, such as writers, postmen, postal workers, and recipients. The educator makes sure each participant understands their role and responsibilities.
3. Provides sheets of paper, pens, and envelopes for the writers. Encourages participants to write short letters or messages to each other, expressing their thoughts or sharing experiences.
4. Ceate a simple post box using a shoebox or similar materials and explain the purpose of the post box and demonstrates how to place the letters inside.
5. Aassign postmen the task of collecting letters from the postbox. Assist participants in sorting the letters based on the address information.
6. Instructs the postmen to deliver the sorted letters to the designated recipients.
7. Guide recipients to open and read the letters they receive and encourage participants to share their emotions as they read their letters.
8. Introduce the concept of email communication and its advantages in the modern digital era and show a simple example of an email exchange on a screen or through printed materials. Everyone discusses the benefits of email communication, such as instant delivery, accessibility, and the ability to connect with people around the world.
9. Move to the debriefing questions.

Debriefing

How did you feel during the activity? Did you enjoy playing your role?
How is sending letters different from other ways of communicating that you are familiar with?
Can you think of any situations where sending a letter might be better than using email? Why?
How do you think email communication is similar to or different from sending letters?

Tips

Provide visual aids e.g. Provide labels with different addresses (countries, cities) for the postal workers to sort the mail, but also with recipient names and addresses to assist participants in finding the correct recipients. Provide several separate rooms or different spaces: for writing letters, for the post box, for the postal workers to distribute the letters, for the recipients.

EMAIL ACCOUNT QUEST

Activity type: Instruction

Topics and content: Setting up an email account

Learning outcomes: The learner is able to set up an email account

Target group: Group activity

Material

Physical material: laptop
Printable: guide

Step by step process

1. The educator provides learners with a set of instructions on how to create an email account with a popular email service provider (such as Gmail). The educator includes clear and simplified steps, accompanied by visual aids or screenshots if possible.
2. The educator divides learners into small groups or pairs
3. Each group or pair will be given a checklist of tasks related to email account setup, such as:
   1. Creating a new email account with a specific username and password
   2. Verifying the email account through a confirmation link
   3. Setting up security questions or two-factor authentication
   4. Customizing the email account settings (e.g., display name, signature, notification preferences).
4. Once the tasks are completed, the educator has each group or pair present their newly created email account to the rest of the class, showing the key features and settings they have customized.
5. The educator discusses the importance of having an email account and how it can be utilized for communication in various contexts.
6. Move to the debriefing questions.

Debriefing

Did you face any difficulties or challenges during the process? How did you overcome them?
What are some important steps you had to follow to create your email account?
How do you think having an email account can be useful in your daily life?

Tips

Provide a live demonstration and visual guides and cues of each steps if needed.
Set a time limit for completing the tasks, considering the complexity of the instructions and the learners' abilities.
Encourage learners to collaborate, ask questions, and provide assistance to each other during the process.

EXPRESS EMAIL

Activity type: Introduction

Topics and content: Composing emails, communication skills

Learning outcomes: The learner is able to write clear emails, expressing their thoughts and ideas

Target group: Individual activity

Material

Physical material: pens, laptop
Printable: deck of topic cards

Step by step process

1. The educator provides each participant with a pen and a stack of small cards or pieces of paper.
2. The educator creates a deck of topic cards with various subjects written on them.
3. The educator randomly distributes a topic card to each participant.
4. The educator sets a time limit (e.g., 15 minutes) for learners to write a brief email expressing their thoughts and ideas on the given topic. The educator encourages participants to focus on clarity in their writing.
5. The educator invites learners to share their emails. The educator asks them to read aloud their emails to the group or to a partner.
6. The educator prompts participants to provide positive feedback to each other, highlighting effective expressions and clear communication.
7. Move to the debriefing questions.

Debriefing

How did you feel while writing your emails?
Did you find it easy or challenging to express your thoughts clearly?
Did you enjoy sharing your emails with the group? What did you like about hearing others' emails?
How do you think clear email communication can be important in real-life situations?
Was there anything you found challenging while participating in this activity?

Tips

Ensure that the topics are simple and relatable to their experiences.

Activity type: Follow-up

Topics and content: Email writing, communication online

Learning outcomes: The learner is able to write clear emails, expressing their thoughts and ideas
The learner can manage their emails including replying, forwarding and attaching files

Target group: Individual activity

Material

Physical material: laptop
Printable: template

EMAIL PEN PALS

Step by step process

1. The educator assigns each participant a classmate or friend to be their email pen pal. The educator ensures that both participants have access to email accounts.
2. The educator provides a template or guidelines for writing their first email to their pen pal. The educator includes prompts such as introducing themselves, sharing their interests, and asking questions to initiate a conversation.
3. The educator sets a timeframe (e.g., one week) for learners to exchange at least two emails with their pen pal. In that timeframe participants should engage in a meaningful conversation with their pen pal, responding to their questions and sharing updates about their lives, hobbies, or any topics of interest.
4. The educator encourages participants to personalize their emails by using their creativity, sharing stories or experiences, and expressing their thoughts and feelings. The educator emphasizes the importance of email etiquette, including using proper greetings and salutations, maintaining a friendly tone, and proofreading.
5. After the designated timeframe, the educator encourages participants to share their experiences with the class or group, highlighting interesting conversations or connections made through the email exchange.

Driving questions

What are some interesting facts or experiences you could share with your pen pal to help them get to know you better?
How can you show curiosity and engage your pen pal in conversation? What questions could you ask them?
What common interests or hobbies do you have that you could discuss with your pen pal?
How can you express yourself clearly and effectively in your email? Are there any specific details or stories you could include?
What tone and language would be appropriate to maintain a friendly and positive conversation with your pen pal?

THIS IS MY EMAIL

Activity type: Follow-up

Topics and content: Email writing, communication online, attachments

Learning outcomes: The learner is able to write clear emails, expressing their thoughts and ideas; The learner can manage their emails including replying, forwarding and attaching files

Target group: Individual/Peer activity

Material

Physical material: laptop

Step by step process

1. This activity can be part of the Email Pen Pal journey, alternatively, learners are assigned a peer to which they have to send an email.
2. Learners are enouraged to write something about themselves on a Word file (alternatively, they can use the outcome of the game "This is Me" in SU 2.1).
3. Learners write and send an email to their peer attaching the Word file.
4. Learners wait to receive the email from their peer and answer to the message.

Driving questions

How did writing and sending an email to your peer enhance your understanding of them?
How did the email exchange help you in getting to know your peer better?
What was the most interesting or surprising thing you learned about your peer from their email?

Connections with other activities

Possible follow-up of "This is me" (MODULE 2 - SU2.1)

EMAIL EXPLORER

Activity type: Evaluation

Topics and content: creating and sending emails

Learning outcomes: The learner can manage their emails including replying, forwarding and attaching files

Target group: Individual activity

Material

Physical material: laptop
Link to activities: <u>liveworksheet</u>

Step by step process

1. The educator creates a series of tasks on Liveworksheet related to email creation, sending emails, reading messages, recognizing symbols, etc.
2. Tasks can include simulated scenarios and practical exercises to reinforce learning.
3. The educator sends the link to perform the tasks in liveworksheet to learners
4. Learners access the Liveworksheet platform and complete the assigned tasks one by one.
5. The educator monitors students' progress on the Liveworksheet platform and addresses difficulties promptly, when applicable.
6. After completing the tasks, students send their answer to the educator.

Driving questions

What are the objectives of this tasks? Are the instructions clear to you?
Do you have any questions or uncertainties about the tasks?

DIGITAL COMMUNICATION ROLE-PLAY

Activity type: Introduction

Topics and content: Using online communication platforms, online communication

Learning outcomes: The learner can interact and react appropriately on online communication platforms

Target group: Group activity

Material

Printable: <u>scenarios</u>

Step by step process

1. The educator divides learners into pairs or small groups and assigns each group a specific online communication platform.
2. The educator provides them with a scenario or topic for discussion (e.g., planning a party, organizing a trip).
3. The educator instructs each group to engage in a role-play activity where they simulate an online conversation using the assigned platform.
4. The educator encourages learners to practice appropriate communication techniques, such as active listening, using polite language, and expressing ideas clearly.
5. The educator monitors the role-plays and offer guidance or prompts as needed to support learners in demonstrating effective communication skills.
6. After the role-plays, the educator facilitates a group discussion to reflect on the interactions and identify positive communication behaviors observed. The educator provides feedback and reinforces the importance of respectful and effective communication in the digital realm.
7. Move to the debriefing questions.

Debriefing

What were the challenges faced during the activity?
What strategies we can implement to overcome them in future online interactions?

PLATFORM EXPLORATION CAROUSEL

Activity type: Visual and instruction

Topics and content: Popular online communication platforms

Learning outcomes: The learner is able to operate with different online communication platforms such as Skype, Google meet, Zoom, Whatsapp, Viber
The learner can interact and react appropriately on online communication platforms

Target group: Group activity

Material

Printable: <u>template and badges</u>

Step by step process

1. The educator sets up different stations representing popular online communication platforms (e.g., Skype, Google Meet, Zoom, WhatsApp, Viber).
2. The educator creates visually appealing signs and decorations for each station to make them engaging and recognizable.
3. The educator divides learners into small groups and assigns each group to a station.
4. The educator provides printed step-by-step instructions, visual aids, and simplified guides on how to navigate and use each platform. Add a few tasks to be performed in the exploration of each platform - such as starting a video call, sending messages, and sharing files - A customizable template for the mentioned platforms is available, including tasks and badges for the completion of each task.
5. The educator encourages learners to explore the features of each platform, guided by a supervisor. The educator tracks and celebrates every single task performed through awarding of a badge.
6. The educator concludes the activity with a group reflection, allowing learners to share their experiences and insights gained from using different platforms.
7. Move to the debriefing questions.

Debriefing

What was your experience like exploring different online communication platforms during the activity? How did the step-by-step instructions, visual aids, and simplified guides provided by the educator help you navigate and use each platform?

Tips

Choose a number of platform to explore that is doable for your group: no more that 3 is suggestable, peek the ones that are more relevant in your organization, in the life of your learners, ecc. Ensure that there is at least one supervisor in each group Depending on the level of the group, you can allow more time for this activity and rotate groups among the stations to ensure everyone gets hands-on experience with each platform chosen. Use or cutomize the visual instruction for each station.

Connections with other activities

This activity can be followed by "Platform feature quiz" (MODULE 3 - SU3.1)

PLATFORM FEATURES QUIZ

Activity type: Evaluation

Topics and content: Features of online communication platforms

Learning outcomes: The learner is able to operate with different online communication platforms such as Skype, Google meet, Zoom, Whatsapp, Viber

Target group: Group activity

Material

Link to activities: Baamboozle

Step by step process

1. The educator prepares a quiz game based on the features, uses, and purposes of each online communication platform explored in the carousel using the preferable platform or customize the Baamboozle provided.
2. The educator divides the learners into small teams
3. The educator shares the screen and presents the quiz game using a video conferencing platform with screen-sharing capabilities.
4. The educator explains the rules of the game, such as how points will be awarded and the format of the questions (multiple-choice, true/false, or open-ended).
5. The educator presents a series of questions related to the features, uses, and purposes of the different platforms.
6. The educator encourages active participation by allowing learners to discuss and collaborate within their teams or individually.
7. The educator displays the correct answers and explain the reasoning behind them, reinforcing the understanding of each platform's unique features.
8. Celebrate the winning team or individual at the end of the game and acknowledge their knowledge and understanding of the platforms.

Driving questions

Did you enjoy working in small teams during the quiz game?
What did you learn from the correct answers and the explanations provided by the educator? Did it enhance your knowledge of the unique features and uses of each platform?

Tips

Provide visual cues in the quiz, such as screenshots or icons, to support learners in identifying the correct platform associated with each question.

Connections with other activities

Possible follow-up of "Platform exploration carousel" (MODULE 3 - SU3.2)

RANDOM COMMUNICATION WHEEL

Activity type: Evaluation

Topics and content: Communication in the digital era

Learning outcomes: The learner can interact and react appropriately on online communication platforms

Target group: Group activity

Material

Link to activities: <u>Wordwall</u>

Step by step process

1. The educator sets up a Wordwall activity with a Random Communication Wheel containing a variety of questions related to communication in the digital era.
2. Arrange an online session using a video conferencing platform where all learners can participate.
3. The educator shares the screen and navigates to the Wordwall activity, ensuring all participants can see the wheel and the questions.
4. The educator explains the rules of the game: each student will take turns spinning the wheel, and when the wheel stops, they must answer the question that appears.
5. The educator encourages the student whose turn it is to respond thoughtfully and provide examples or personal experiences related to the question.
6. The educator allows other participants to actively listen and engage by nodding, showing visual cues, or using the chat function to provide positive feedback or additional input. After the student has answered, invite other learners to share their thoughts, opinions, or alternative perspectives on the topic.
7. The educator repeats the process, allowing each student to take turns spinning the wheel and answering different questions.

Driving questions

What was one question from the Wordwall activity that you found interesting or thought-provoking? Why?

Can you share an example or personal experience related to one of the questions you answered during the session?

How did sharing personal experiences and examples enhance your understanding of communication in the digital era?

Module 4 – Entering the job market

Module Background

In the development of the Social Acquis of the European Union, principles 3 and 17 of the European Pillar of Social Rights enshrine the rights of people with deficence, equal opportunity and access to the labour market that are fair and adapted to their needs, ensuring personal and social achievement, a fair level of income and a decent life. In this context, the module aims to develop entrepreneurship and self-employment of people with disabilities, enable them with essential skills for an active and autonomous demand for job offers.

Module/ Skill Unit Code	Module/Skill Unit Title	Teacher led instruction	Teacher backed instruction	Total number of hours
MODULE 4	ENTERING THE JOB MARKET			
SU 4.1	Searching for a job	14	8	22
SU 4.2	Creating a good CV	10	6	16
TOTAL MODULE HOURS		24	14	38

link

Skill Unit 4.1 – Searching for a job

Skill Unit Background

Persons with disabilities are frequently not considered potential members of the workforce. Perception, fear, myth and prejudice continue to limit understanding and acceptance of disability in workplaces everywhere. Myths abound, including that persons with disabilities are unable to work and that accommodating a person with a disability in the workplace is expensive. Helping them to find a job and to acquire competences to search for the correct one is fundamental.

Learning Objectives

This Skill Unit will provide technical knowledge and skills to facilitate searching and applying for a job

Learning Outcomes

The learner is able to identify potencial employers in their area of residence (4.1.1)

The learner is able to use websites for job advertisement (4.1.2)

The learner is able to apply for a job using digital plataforms (4.1.3)

Pre-knowledge

Using the web or app searcher on the smartphone and the keyboard,

Indicative Content: Topics and Key Concepts

- Personal investigations
- Recognition of one's professional skills
- Best practices for a job search
- Local and digital resources for a job searching

Teacher led Activities

Job tour (4.1.1): Action Bound provides job training in candidates' area of residence via interactive activities, enhancing their employability and knowledge of employers

Job storming (4.1.3): Players write skills and aspirations on paper, select and categorize them for a LinkedIn profile

My online professional profile (4.1.3): Create your LinkedIn profile by crafting an attention-grabbing headline, a professional profile picture, and a compelling summary. Showcase your experience, skills, and achievements to boost your professional trustworthiness.

Googling for finding (4.1.2): Use Baamboozle for a competition game to find important job searching websites

Teacher backed Activities

Building Your Employability Skills (4.1.3): Dynamic activity to self-evaluate employability skills, set meaningful improvement goals, collaborate with peers, and strategize how to align skills with real job opportunities.

Assessment Methods

As final assessment, after the implementation of this Skill Unit, participants will experience a practical simulation of a job search in which they will have to apply what they acknowledged during the whole training session.
The acquisition of the different skills will instead be evaluated with a non-formal and gamified approach along the way.

Skill Unit 4.2– Creating a good CV

Skill Unit Background

Creating a resume can be a challenging task. Many people find it difficult to talk about themselves or to articulate their strengths. A person with a disability, may find writing a resume even more challenging and wonder where to begin that why its so important to help them to highlight their strengths, experience and achievements.

Learning Objectives

This Skill Unit will empower learners to develop a CV

Learning Outcomes

The learner is able to identify job offers according to his/her profile (4.2.1)

The learner is able to elaborate his resume and keep it updated (4.2.2)

Pre-knowledge:

Using the web or app searcher on the smartphone and the keyboard.
Basic knowledge of Canva and graphic design

Indicative Content: Topics and Key Concepts

- Personal investigation
- Professional profiles
- Recognition of their professional skills
- Best practices for a job search

Teacher led Activities

Who is who? (4.2.1): Traditional board game: players draw cards with professional profiles, take turns guessing the other players' card by stating professional characteristics

Who am I? (4.2.2): Create a list of professional competences, use Wordwall to make a roulette wheel, and bingo cards with the competences. The first player to line up wins

Teacher backed Activities

My personal CV (4.2.2): Design a CV to highlights effectively your skills but also embodies your distinct style and personality.

Assessment Methods

As final assessment, after the implementation of this Skill Unit, participants will experience a practical simulation of a job search in which they will have to apply what they acknowledged during the whole training session.
The acquisition of the different skills will instead be evaluated with a non-formal and gamified approach along the way.

ANNEX - ACTIVITY CHARTS

JOB TOUR

Topic and content

ActionBound, local resources for a job search

Learning outcomes

The learner is able to identify potencial employers in their area of residence

Target group: individual

Material

Mobile phone with access to internet
Action bound app
Worksheet

Step by step

1. Define the training goals and audience.
2. Create an interactive route with challenges.
3. Ask yourstudents to download the Action Bound application
4. Go to the starting point with the learners
5. Share the route with participants via QR code (scanner using the Action Bound app)
6. Clarifying the potential and resources of each place in the route
7. Move to the debriefong questions

Debriefing

What are the potential employers in my area of residence?
Which and were are the institutions that can support you?

Tips

The educator guides learners, step by step, in the tour, clarifying the potential and resources of each place.
Be available for any question.

JOB STORMING

Activity type: Follow-up

Topic and content

Professional skills and personal investigation / aspirations

Learning outcomes

The learner is able to apply for a job using digital plataforms

Target group

The learners

Material

Printable: Individual worksheet

Step by step

1. The educator provides the learners with small papers and pens, to write down elements related to their skills and professional aspirations. Once the time is up, ask the learners to collect their papers and place them in a common center;

2. Once all the papers are collected, the next step is to select and categorize the proposed elements. Assign a team or an individual to perform this task. Start by reviewing all the elements proposed by the learners and categorize them into groups based on their similarity;

3. The elements are used to create a profile to be placed on LinkedIn. Use the groups created in step two to structure the profile. Start with a summary section that highlights the player's main skills and aspirations, followed by sections that detail their experience and education. Use the elements from each group to provide specific examples that demonstrate the learner's proficiency in that area;

4. The final step is to publish the profile on LinkedIn. Ask the learners to review their profile to ensure that it accurately represents them and their aspirations. Encourage them to share their profile with their network and ask for feedback. Finally, remind the learners to keep their profile up-to-date as they gain new experiences and skills in their professional journey.

5. Move to the debriefing questions.

Debriefing

How did the process of writing down your skills and aspirations make you feel?
Did you discover any new skills or aspirations you hadn't considered before?
Was it difficult to put all the information in the online platform?

Tips

Assist the learners in their questions and worksheet, and coach each learner towards the specifity of the aspects of his profile.

Connections with other activities

This activity can be the follow-up of "Dream Job tree" (MODULE 5 - SU 5.1)

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MY ONLINE PROFESSIONAL PROFILE

Activity type: Follow-up

Topic and content

LinkedIn profile professional skills

Learning outcomes

The learner is able to apply for a job using digital plataforms

Target group: individual

Material

www.LinkedIn.com
Printable: Worksheet

Step by step

1.Optimize Your Headline and Profile Picture in LinkedIn:
Headline: Craft a clear and concise headline that highlights your expertise, and unique professional points. It should grab attention and entice visitors to learn more about you.
Profile Picture: Choose a professional headshot that reflects your personality and aligns with your professional area.
2. Craft a Compelling Summary:
Write a compelling summary that showcases your skills, experience, and professional goals. Keep it concise and engaging, using bullet points or short paragraphs to highlight your achievements and value proposition.
3. Showcase Your Experience:
Add your work experience, starting with your current or most recent role and working backward.
4. Highlight Your Skills and Achievements:
Create a dedicated skills section and list the key skills relevant to your profession. You can also showcase your proficiency by obtaining endorsements from colleagues or former employers.
Include any certifications, awards, or honors you have received to further enhance your profile's credibility and demonstrate your expertise.
5. Move to the debriefing questions.

Debriefing

Which are my professional goals?
Which are my main skils and achievements?

Tips

Assist each learner in the inventory and clarification of his own skills and achievements
Make sure learners have already downloaded a LinkedIn profile

Connections with other activities

This activity can be a follow-up of "Job Storming" SU 4.1

GOOGLING FOR FINDING

Activity type: Introduction

Topic and content

Digital resources for a job search

Learning outcomes

The learner is able to use websites for job advertisement

Target group: Individual/Group activity

Material

www.baamboozle.com

Step by step

1. Go to the Baamboozle website at www.baamboozle.com and sign up for an account, or log in if you already have an account.
2. Click on the "Create" button at the top of the page to start creating a new game.
3. Choose a game template that you would like to use or start from scratch.
4. Give your game a title, description, and cover image.
5. Add categories and questions to your game. For example, you could create a category called "Job Searching Websites" and add questions like "What is the best website for finding job openings?" or "Which website allows you to search for jobs based on your location?"
6. For each question, create a list of answer options. One of the answer options should be the correct answer, while the others should be incorrect or misleading answers.
7. Customize the appearance of your game by choosing a background color, font, and sound effects.
8. Preview your game and make any necessary adjustments.
9. Share your game with others by sharing the link or embedding it on a website or blog.
10. Move to the debriefing questions.

Debriefing

Which are the main job search websites?

Tips

Be alert! Assist learners giving information about the use of the game and clarifying all the questions that emerge during the game.
Consider the possibility of doing the game in pairs.

BUILDING YOUR EMPLOYABILITY SKILLS

Activity type: Follow-up

Topic and content

Professional skills and personal investigation / aspirations
Best practices for a job search
Local and digital resources for a job searching

Learning outcomes

The learner is able to apply for a job using digital plataforms

Target group

The learners

Material

Printable: <u>Individual worksheet</u>

Step by step

1.Provide participants with a checklist of employability skills.
2. Ask them to self-assess their current proficiency in each skill.
3. Encourage participants to set goals for skill improvement.
4.Divide participants into small groups or pairs.
5.Assign each group a specific employability skill from the checklist.
6.Ask groups to discuss and brainstorm ways to improve that skill.
7.Each group presents their findings to the whole group.
8.Provide participants with real job postings from various industries.
9.Ask them to analyze the job requirements and identify which employability skills are most critical for each job.
10.Discuss how participants can leverage their skills to match job requirements.

Debriefing

How did the process of writing down your skills and aspirations make you feel?
Did you discover any new skills or aspirations you hadn't considered before?
Was it difficult to put all the information in the online platform?

Tips

Assist the learners in their questions and worksheet, and coach each learner towards the specifity of the aspects of his profile.

Connections with other activities

This activity can be the follow-up of "Dream Job tree" (MODULE 5 - SU 5.1)

WHO IS WHO

Topic and content

Professional profile definition

Learning outcomes

The learner is able to identify job offers according to his/her profile

Target group: group activity

Material

Printable: <u>Game board</u>
<u>Cards</u>

Step by step

1.Design or print out a game board, which can be a simple path or a more complex design with different sections. Create cards with different professional profiles, including job titles, responsibilities, skills, and personality traits. Make sure to have enough cards for each player to have several to choose from;

2. Educator lay out the game board and place the game pieces at the start of the board. Shuffle the professional profile cards and deal a set number to each learner, depending on the desired difficulty level and time of play. The remaining cards can be placed in a draw pile face down;

3. The first learner selects a card from their hand and keeps it hidden from the other learners. The learner then describes the professional profile on the card, starting with general information and gradually giving more specific clues. The other learners listen carefully and try to guess the card. If a learner correctly guesses the card, they earn a point and the learner who described the card discards it. If no one can guess the card, the learner who described it can keep it in their hand and play continues to the next learner. Learners take turns describing cards until all the cards have been played or a predetermined number of rounds have been completed.;

4. The learner with the most points at the end of the game is declared the winner. If there is a tie, learners can continue playing until there is a clear winner.

5. Move to the debriefing questions.

Debriefing

Which are the more adequate professional profiles, including job titles, responsibilities, skills, and personality traits for the learners?
Which were more difficult/challenging to describe/guess?
Which are close to you?

Tips

This game can be particulary challenge to some learners with verbal difficulties

WHO AM I?

Activity type: Instruction

Topic and content

Professional skills, personal investigation

Learning ouctomes

The learner is able to elaborate his resume and keep it updated

Target group: group activity

Material

Printables: <u>Sheet of bingo and Cards of competences Wordwall</u>

Step by step

1.Create a list of professional features or skills to use for the bingo game. The educator, together with the learners, can make this list based on general and specific skills and attributes that are considered important for the aspirations of the students. Make sure that the list is long enough to create multiple bingo cards;

2. Next, the educator will need to create a roulette in Wordwall. To do so, go to the Wordwall website and log in to your account. Click the "Create" button and select "Roulette" from the list of options. Customize the wheel with colors and labels, then add each of the features or professional skills from your list to the wheel;

3. Generate bingo cards by clicking the "Create" button and selecting "Bingo" from the list of options. Customize the cards with your own title and background and select the number of cards you want to generate. Wordwall will automatically create bingo cards with a random selection of features or professional skills from your list;

4. Play the game! Distribute the cards to the students and have them mark the characteristics or skills as they are called from the roulette wheel. The first player to align a line of marked features or skills wins the game. You can continue playing with different combinations of characteristics or skills until everyone has a chance to win.

5. Move to the debriefing questions.

Debriefing

What are my professional skills?
What skills should I highlight?

Tips

The educator guides students, step by step, in clarifying and selecting the skills to list for the CV.

Connections with other activities

Possible activity to introduce "My personal CV" (SU 4.2)

MY PERSONAL CV

Activity type: Follow-up

Topic and content

Professional profiles, personal investigation, professional skills, Best practices for a job search

Learning ouctomes

The learner is able to elaborate his resume and keep it updated

Target group: individual activity

Material

Canva

Step by step

1. Ask the leaner to collect their ideas about skills and academic background
2. Access Canva and pick a template
3. Assist the learner in the customizing process
4. Download the CV in PDF

Driving questions

What are you professional skills?
And your academic backgrund?
Pick a template you would like to use. Which is your favourite one? Why?
Do you remember how to customize the tmplate in Canva? Do you remmeber howto download it in PDF?

Tips

Suggest to pick simple template

Connections with other activities

This activity can be a follow up of "Who am I" (SU 4.2), "What do you know about Power point and Canva?" (MODULE 2 - SU 2.2)

Module 5 – Soft skills for the job market

Module Background

Nowadays, in order to be prepared for the labour market, mastering the so called "fundamental skills" is not enough anymore. What is of the utmost importance is to be equipped with those social skills that according to the European Reference Framework (Dec 2006) are within the key competences an individual needs for personal fulfillment and development, active citizenship, social inclusion and employment, also known as "soft skills". This may be a point in favour of our target.

Module/Skill Unit Code	Module/Skill Unit Title	Teacher-led instruction	Teacher-backed instruction	Total number of hours
MODULE 5	SOFT SKILLS FOR THE JOB MARKET			
SU 5.1	Personal presentation skills	16	10	26
SU 5.2	Preparing for a job interview	16	10	26
TOTAL MODULE HOURS		32	20	52

link

Skill Unit 5.1 – Personal presentation skills

Skill Unit Background

Living in a society in which we always are in a rush and we don't have time to stop for a moment to focus on ourselves, this Skill Unit is designed to let young people experience a self-discovery journey. Giving the possibility to visualize themselves in a future working life taking into account wishes, needs and reflecting upon their fears, they may be more aware of themselves and the value of their ideas.

Learning Objectives

The module will promote personal investigation and self-awareness

The module will provide hints on how to express a point of view effectively

Learning Outcomes

The learner is aware of their needs, ideas and wishes (5.1.1)

The learner is able to introduce themselves (5.1.2)

The learner is able to express their opinions (5.1.3)

The learner is aware of non-verbal communication patterns (5.1.4)

Pre-knowledge

Preferably verbal speech, reading and writing capability, know computer fundamentals, basic digital skills - Knowledge of MS Word

Indicative Content: Topics and Key Concepts

- Personal investigation (self-awareness)
- Presentation of oneself
- Communication patterns: assertiveness, tone, eye gaze, gesture, attitudes
- Verbal/non-verbal communication
- Public speaking

Teacher led Activities

Dream job tree (5.1.1):
Discover your dream job and overcome fears with this activity! Write it on a post-it and build a tree of strengths and fears

Tale of Dices (5.1.2, 5.1.3):
A storytelling activity to enhance speaking skills. Roll the dice with different prompts like 'Who', 'What', 'When' and more, and together, we'll create a unique story that sparks creativity and imagination

Referee game (5.1.4):
Identify attitudes. Participants watch videos, show red/green/yellow paper for not appropriate/appropriate/idk, and discuss emotions like anger/aggressiveness

Tone & Talk (5.1.3, 5.1.4):
Role play in groups to recognize appropriate tone, read dialogues with gestures/eye gaze. Others evaluate performances

Teacher backed Activities

Personal investigation (5.1.2):
Discover yourself through collages! Use magazine images to express personality and preferences. Fun and creative way to learn about yourself

Emotional journal (5.1.1, 5.1.3): An emotional journal to keep track and recognise their emotion as the basis to understand themselves on a deeper level.

Assessment Methods

As final assessment of this Skill Unit, after investigating themselves, learners will produce something that nowadays a lot of firms require when it comes to applying for a job: they will make a video presentation of themselves in which they underline their strengths, background and preferences.

Skill Unit 5.2 – Preparing for a job interview

Skill Unit Background

The first step for entering the job market is for sure overcoming the job interview. It may be online or face to face, but it always requires the applicant to have certain skills. This Skill Unit will explore the world of communication (both verbal and non verbal) teaching how to communicate effectively in a face to face interview, and will train time management skills.

Learning Objectives

The module will present "the language" of a face to face job interview

The module will explore what to expect and how to behave during a job interview/ at the workplace

Learning Outcomes

The learner is able to search for information about the firm that is hiring (5.2.1)

The learner acknowledges do's and don'ts about a job interview and the work environment (5.2.2)

The learner is able to plan a timely trip to the interview place (5.2.3)

Pre-knowledge

Preferably verbal speech, reading and writing capability, know computer fundamentals, basic digital skills - navigating the web, use smartphone

Indicative Content: Topics and Key Concepts

- Know your employers
- Best practices for a job interview (do's and don'ts, knowledge of firms, knowing firm's mission, values...)
- Attitude and behaviour (time management, collaboration, problem solving, creativity)

Teacher led Activities

Firm research (5.2.1):
Discover and search company's mission, location, contacts, and social profiles and uploadthem to the Padlet/Jamboard

Baamboozle Challenge (5.2.1):
Class divided in two groups competes on their knowledge of a company with a quiz on Bamboozle. The winning group will be elected at the end

Jigsaw puzzle (5.2.2):
Learners solve a jigsaw puzzle without seeing the image. Facilitator asks questions to show the importance of seeing the big picture

How to get to the meeting point (5.2.3):
Communication and listening skills: pairs sit back-to-back, one with a map and the other without. The map-holder describes a path while the listener draws it

Ideal dress code (5.2.2):
Learners will be given a paper silhouette and cutouts from magazines to create an outfit they feel confident in

Teacher backed Activities

Wheel of of firms (5.2.1):
Students spin a random wheel to get assigned a company to research. They collect information and create a Jamboard with details on the company

Image carousel (5.2.2):
Transform negative interview and work behaviors into positive ones! Learners fill in a table with images of "don'ts," then create "do's" in an empty column

Whack the moles (5.2.3):
"Whack-a-mole" typing game with a timer to improve time management and typing skills

Plan your trip (5.2.2, 5.2.3):
Get ready for a job interview by navigating your route in advance! Use Google Maps to plan your journey time and transportation, and arrive stress-free

Get ready with your outfit (5.2.2):
Simulate shopping for a job interview outfit with a €50 budget. Search for mix-and-match items, share ideas on Padlet. Fun way to practice budgeting

Assessment Methods

As final assessment, after the implementation of this Skill Unit, participants will experience a practical simulation of a job interview in which they will have to apply what they acknowledged during the whole training session. Hence the learners will have the opportunity to project and test themselves in an almost real situation.
The acquisition of the different skills will instead be evaluated with a non-formal and gamified approach along the way.

ANNEX - ACTIVITY CHARTS

DREAM JOB TREE

Activity type: Introduction

Topics and content: Self-awareness; self confidence

Learning outcomes: The learner is aware of their needs, ideas and wishes

Target group: individual/group activity

Material

Physical material: pens, post-its, glue, flipchart

Step by step process

1. The educator draws a tree on a flipchart
2. The educator gives learners 3 post it each one with a specific colour
3. The educator asks them to write in one post it their dream job and to attach it in the leaves
4. The educator asks them to think about their contribution for the job (why they should be chosen) and to attach it on the trunk
5. The educator asks them to think about their feras ans to attach them into the roots
6. Move to the debriefing questions

Debriefing

What did you learn about your own aspirations and goals while participating in the activity?
How did visualizing your dream job and reflecting on your contribution and fears impact your understanding of yourself and your career aspirations?

Tips

If they feel comfortable, they can read out loud what they wrote.

Connections with other activities

Possible activity to introduce "Job Storming" (MODULE 4 - SU 4.1)

TALE OF DICES

Activity type: Introduction

Topics and content: Creativity, public speaking

Learning outcomes: The learner is able to introduce themselves;
The learner is able to express their opinions

Target group: group activity

Material

Physical material: story dice

Step by step process

1. Learners are divided into small groups.
2. Each group is given a set of story dice with different prompts.
3. Learners take turns rolling the dice and incorporating the prompt into the story.
4. Each learner contributes to the story, building upon what the previous person said.
5. The educator can facilitate the activity by providing guidance or encouraging creativity.
6. Once the story is complete, each group presents their story to the class.
7. The class can vote on the best story or provide feedback.
8. Move to the debriefing questions.

Debriefing

What was your favorite part of creating a story as a group using the story dice prompts?
How did working together as a team and building upon each other's ideas contribute to the storytelling process?

Tips

REFEREE GAME

Activity type: Instruction

Topics and content: Recognising emotions, attitudes

Learning outcomes: The learner is aware of non-verbal communication patterns

Target group: group activity

Material

Physical material: color-coded papers (yellow, green, red)
Link to activities: Video 1, Video 2, Video 3, Video 4 (0:35-2:58)

Step by step process

1. The educator introduces the color-coded papers (yellow, green, red) to participants.
2. The educator presents videos of different attitudes during speeches.
3. Participants raise the paper with the appropriate color to express what they think about the attitude observed:
Green = Appropriate
Red = Not appropriate
Yellow = Idk
4. All discuss the videos and the educator asks participants to identify the emotions they recognize.
5. Move to the debriefing questions

Debriefing

What did you learn about identifying and recognizing different attitudes and emotions during speeches through the color-coded papers activity?
How can being aware of the attitudes and emotions displayed by speakers enhance your understanding and engagement with their speeches?

Tips

Yellow paper: I don't know; Green paper: appropriate; Red paper: Not appropriate

TONE & TALK

Activity type: Follow-up

Topics and content: Verbal and non-verbal communication

Learning outcomes: The learner is able to express their opinions;
The learner is aware of non-verbal communication patterns

Target group: group activity

Material

Physical material: dialogue

Step by step process

1. The educator divides learners into groups and give each member a situational context and dialogue to be acted out.
2. They discuss and decide on the most appropriate tone to use.
3. They read the dialogue out loud, using eye gaze, gestures, and nonverbal communication.
4. The other groups listen and provide feedback on interpretation of the conversation.
5. Move to debriefing questions.

Debriefing

How did the feedback from the other groups help you better understand and improve the interpretation of the conversation?
Were there any unexpected insights or learnings?

Tips

PERSONAL INVESTIGATION

Activity type: Introduction

Topics and content: Self-awareness; self confidence

Learning outcomes: The learner is able to introduce themselves

Target group: individual activity

Material

Physical material: magazines, markers, pencils, scissors, glue

Step by step process

1. Learners are provided with a selection of magazines and instructed to browse through them.
2. Each learner chooses images from the magazines that they are attracted to and cuts them out.
3. Using the images, learners create collages that represent themselves in a non-formal way.

Driving questions

Can you find something attractive for you in these magazines?
What are these pictures representing for you?
Why do you choose this image?
What about the colours?
Was it easy or difficult to find something captivating in the magazines?/To identify like and dislikes?
So what you think about yourself is that you are...?

Tips

Make sure you have enough material (scissors, glue, magazines...); during the debriefing try together to draw keywords referred to their personality

Connections with other activities

Possible activity to introduce "Job Storming" (MODULE 4 - SU 4.1)

EMOTIONAL JOURNAL

Activity type: Follow-up

Topics and content: Personal investigation (self-awareness)

Learning outcomes: The learner is aware of their needs, ideas and wishes;
The learner is able to express their opinions

Target group: individual activity

Material

Printable: <u>Journal</u>

Step by step process

1. Show the journal template to the learner
2.Tell the leaners they have to think about how they felt during the day
3. The educator explains how to ue this tool to monitor their feeling: every time they perecive a change in their feelings/emotions they can write it down

Driving questions

How did you feel today?
How would you represent your feelings right now?
Which is the emoticon that best represent yourself right now?

Tips

Allow different ways of taking notes: emoticon, drawings, written text
Use emoticons to introduce the different kind of feelings/emotion

FIRM RESEARCH

Activity type: Instruction

Topics and content: Web search, collaboration

Learning outcomes: The learner is able to search for information about the firm that is hiring

Target group: group activity

Material

Physical material: laptop
Link to activities: Padlet/Jamboard

Step by step process

1. The educator shows to learners how to search for information about a firm and explain how tu put them into a Jamboard/Padlet.
2. The educator shares a Padlet or Google Jamboard with three company names.
3. Learners are encouraged to repeat the same operations being assigned one of the three companies.
4. Learners research and document themselves on the assigned company, gathering as much information as possible on its mission, vision, location, services, products, and social profiles and post them in the padlet/Jamboard.
5. Move to the debriefing questions

Debriefing

What strategies or techniques did you find effective in searching for information about your assigned company? Did you encounter any challenges during the research process?
How did collaborating on the Padlet/Jamboard enhance your understanding of the different companies?

Tips

Connections with other activities

Possible follow up activities: "Wheel of firms" (SU 5.2)

BAAMBOOZLE CHALLENGE

Activity type: Evaluation

Topics and content: Collaboration; knowing the firm

Learning outcomes: The learner is able to search for information about the firm that is hiring

Target group: group activity

Material

Link to activities: <u>Baamboozle</u>

Step by step process

1. The educator prepares a quiz on Baamboozle on firms they already know or they worked with in the "Firm research" activity (SU 5.2)
2. Class is divided into two or more groups
3. The groups compete against each other picking a number and answering the question
4. The winning group will be elected at the end of the challenge
5. Move to the debriefing questions.

Debriefing

What was your experience like participating in the quiz challenge using Bamboozle?
How did working in teams contribute to your overall experience during the quiz challenge?

Tips

Connections with other activities

This activity can be a possible follow-up for the activity "Firm research" (SU 5.2)

JIGSAW PUZZLE

Activity type: Introduction

Topics and content: Management, imagination, problem-solving

Learning outcomes: The learner acknowledges do's and don'ts about a job interview and the work environment

Target group: group activity

Step by step process

1. The educator divides learners into teams and provides each team with a puzzle without the original image.
2. The educator allows them to start solving the puzzle.
3. The educator stops the process at a certain point and asks questions to highlight the importance of seeing the big picture.
4. The educator shows the original image to the teams and lets them see the differences.
5. Move to the debriefing questions

Debriefing

How did the experience of solving the puzzle without the original image impact your team's problem-solving approach? Did you encounter any challenges or difficulties along the way?

What did you learn from the activity about the importance of seeing the big picture and how it relates to problem-solving?

How might this lesson be applicable in other aspects of your life or learning?

Tips

Connections with other activities

This activity can be a possible follow-up for the activity "Firm research" (SU 5.2)

HOW TO GET TO THE MEETING POINT

Activity type: Instruction

Topics and content:
Communication, listening skills, trip planning

Learning outcomes: The learner is able to plan a timely trip to the interview place

Target group: group activity

Material

Physical material: maps with a track, blank maps
Printable: Maps

Step by step process

1. The educator splits the group into pairs and has them sit back-to-back.
2. The educator gives one person in each pair a map with a pre-tracked path and the other person a blank map.
3. The educator instructs the person with the pre-tracked map to verbally explain and describe the path to their partner.
4. The partner with the blank map must draw the path based on their partner's verbal directions without asking any questions.
5. Once finished, the educator has the pairs switch roles so that the other person can practice giving directions.
6. Move to the debriefing questions

Debriefing

What challenges did you encounter when giving or receiving verbal directions during the map activity? How did you navigate these challenges and adapt your communication strategies to effectively convey or understand the path?

Tips

Make the path easy - eliminate unnecessary distracting elements from the map

Connections with other activities

This activity can introduce "Plan your trip" (SU 5.2)

IDEAL DRESS CODE

Activity type: Instruction

Topics and content: Self-awareness; self confidence

Learning outcomes: The learner acknowledges do's and don'ts about a job interview

Target group: individual activity

Material

Physical material: magazines, markers, pencils, scissors, glue
Printable: <u>Handout "Paper silhouettes"</u>

Step by step process

1. The educator distributes paper silhouettes to each learner.
2. Learners are given magazines, scissors, glue, and any other necessary materials.
3. Learners are instructed to create their ideal job interview outfit on the silhouette using the provided materials.
4. Once completed, participants can present their outfits to the group and explain why they chose the pieces they did.
5. Move to the debriefing questions

Debriefing

Why do you feel comfortable with these clothes you draw?
Do you think it is important to dress up for having more chances of being hired?
Is there any piece of clothing you would never wear during a job interview? Why?

Tips

Allow proper time to draw inspiration from the magazines and work at their own pace.

Connections with other activities

This activity can be followed by the activity "Get ready with your outfit" (SU 5.2)

WHEEL OF OF FIRMS

Activity type: Follow-up

Topics and content: Knowledge of firms, research

Learning outcomes: The learner is able to search for information about the firm that is hiring

Target group: Individual activity

Material

Physical material: laptop
Link to activities: Random wheel, created with wordwall.net, Jamboard

Step by step process

1. The educator assigns in class each student a company using a random wheel.
2. Learners are asked to research and collect information about the assigned company, including its mission/vision, history, products/services, social media presence, etc.
3. Learners organize the collected information into a Jamboard, with a separate section for each category of information.

Driving questions

What is the name of the company that has been assigned to you?
What is the information to look for?
Do you remember how we did it in class?

Connections with other activities

This activity can be a possible follow-up for the activity "Firm research" (SU 5.2)

IMAGE CAROUSEL

Activity type: Evaluation

Topics and content: Best practice for a job interview

Learning outcomes: The learner acknowledges do's and don'ts about a job interview

Target group: Group activity

Material

Physical material: laptop
Link to activities: <u>Word table</u>

Step by step process

1. The educator explains that learners need to work in pairs or small groups to come up with positive alternatives to negative actions. Learners will receive a word file with a table in which in one column there are images representing some "dont's" of a job interview/the job environment, while the other column is empty.
2. The educator allows learners some time to brainstorm and discuss their ideas.
3. The educator instructs learners to write or draw their improvements in the empty column of the table. They have to transform the negative actions in "do's" and write/draw/ represent the improvement in the empty column.
4. The educator encourages learners to share their ideas with their peer and discuss why positive actions would be more effective.

Driving questions

How can you collaborate with your partner or group to generate positive alternatives to the negative actions discussed?
Why do you think the positive actions suggested by your group would be more effective in addressing the situation compared to the negative actions?

Connections with other activities

Possible follow up of the activity "Who is who" (MODULE 4 - SU 4.2)

WHACK THE MOLES

Activity type: Introduction

Topics and content: Time-management, typing skills

Learning outcomes: The learner is able to plan a timely trip to the interview place

Target group: Individual activity

Material

Physical material: laptop
Link to activities: <u>Whack the moles</u>; <u>Game trailer</u>

Step by step process

1. The educator introduces the online game "Whack-a-Mole" to the class.
2. The educator explains the objective of the game and how it can help to improve time management and typing skills.
3. The educator provides the link to the game and allows the students to practice playing it.

Driving questions

How did playing the online game "Whack-a-Mole" contribute to your understanding and improvement of time management and typing skills? Did you notice any specific strategies or techniques that helped you perform better in the game?

Tips

Be careful with possible frustration and stress because of the lack of time.

PLAN YOUR TRIP

Activity type: Follow-up

Topics and content: Google maps using, time management

Learning outcomes: The learner acknowledges do's and don'ts about a job interview;
The learner is able to plan a timely trip to the interview place

Target group: Individual activity

Material

Physical material: laptop, smartphone

Step by step process

1. The educator gives the learners the time and place of a job interview.
2. The educator instructs them to go to Google Maps and enter the name of the building where the interview will take place.
3. The educator tells them to put their starting point and see the distance with different means of transport.
4. The educator instructs them to decide how to get there according to their needs.
5. The educator tells them to plan when to go out and when to start getting dressed for the interview.
6. The educator allows time for students to share their travel plans and strategies with the class.

Driving questions

How did using Google Maps help you in planning your travel route for the job interview? Did you find any useful information or insights from exploring different transportation options?
What did you learn about time management and preparation from planning when to leave and when to start getting dressed for the interview? How might you apply these lessons in other situations?

Connections with other activities

This activity is a possible follow up for the activity "How to get to the meeting point" (SU 5.2)

GET READY WITH YOUR OUTFIT

Activity type: Follow-up

Topics and content: Self-awareness; self-management

Learning outcomes: The learner acknowledges do's and don'ts about a job interview

Target group: Individual activity

Material

Physical material: laptop
Link to activities: <u>Dresoo | online outfit creator</u>

Step by step process

1. The educator tells the students they have a budget of 50 euros
2. According to the silhouette that they imagined, now they will simulate the process of finding and buying them
3. The educator asks them to go to dresoo.com and search for clothes
4. The educator asks them to fill the shopping cart according to the amount of money they have

Driving questions

Which is the name of the website we need to go to?
Do you remember how to search for pieces of clothing?
How can you put it in the shopping chart?
How much money left now?

Connections with other activities

This activity can be implemented as a follow up of the "Ideal dress code" activity (SU 5.2)

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