



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



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 upload them to the Padlet/Jamboard

Bamboozle 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



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DREAM JOB TREE

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 fears 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)

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



TALE OF DICES

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

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



REFEREE GAME

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

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 \(0:35-2:58\)](#)



TONE & TALK

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

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



PERSONAL INVESTIGATION

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.

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

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

Step by step process

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

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: [Journal](#)

Driving questions

How did you feel today?

How would you represent your feelings right now?

Which is the emoticon that best represents 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 to 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

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)

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: [Baamboozle](#)



JIGSAW PUZZLE

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)

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



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: [Handout "Paper silhouettes"](#)

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

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.

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](https://www.wordwall.net), [Jamboard](https://jamboard.google.com)

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

Step by step process

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: [Word table](#)

- 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

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.

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: [Whack the moles](#); [Game trailer](#)

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

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)

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



GET READY WITH YOUR OUTFIT

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

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: [Dresoo](#) | [online outfit creator](#)

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)