



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.



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