

Sample Activities for Students



adapted from
SINCE Amhara
Ethiopia 2019

GOAL:

To equip students with a feeling of self-worth and confidence as well as interpersonal knowledge and skills in order to function more professionally in their future job environment.

Self-Awareness and Life Skills



Activity: Skills, skills, skills (15 minutes)

Explain: before we are going to look at ourselves, we need to understand what life skills are. Life skills are the skills these lessons are all about.

Divide the group into groups of 4 students. Give each group the set of life and technical skills cards (use Teaching materials: Technical skills and life skills cards). The students need to sort them out in a category of life skills and a category of technical skills.

Explain that some of these skills can be a bit of both technical and life skills. Refer to skills as a factor they have influence on, these are things you can do, think or feel. Skills can be practiced and learned.

Discuss the different types of skills: *How can these technical skills help you in a job? How can these life skills help you in a job? How can these life skills help you in your personal life?*

Examples of life skills (to write on the cards)

Motivation; Self-awareness; Active listening; Problem solving; conflict management; co-operation; empathy; critical thinking; negotiation skills; coping with stress; managing emotions; self-esteem; self-presentation; communication skills

The technical skills you write down should be connected to your field of work (e.g. garment sector: cutting skills, sewing skills)



Activity: who am I? (20 minutes)

Explain: With this activity, every student will make a drawing of themselves and write down their strengths and weaknesses.

Step 1: Let the students identify strengths and weaknesses in groups of three.

Step 2: Hand out a paper and pencils etc. for all students, now they will make the drawing and write down their strengths and weaknesses.

Step 3: If the students have finished, let them exchange their drawing with their neighbour and discuss the drawings together

Step 4: Reflect on the assignment in plenary.



Activity: What is my motivation? – the why exercise (20 minutes)

The next exercise is compared to peeling an onion, we are going to find out our deepest beliefs and motivations. This will answer the question of why we are here today. The exercise will be done in groups of 2.

Step 1: Divide the group in pairs, each pair will have one person asking questions (person A) and one answering (person B)

Step 2: Person A starts with the question: “Why do you participate in this training?” and keep asking “why” questions to come to the deeper meaning of the reason of being here

Step 3: Change roles

EXAMPLE: “I want to find a job” – “Why do you want that?” – “I want to get an income” – “Why?” – “So I can take care of myself and my family” – “Why?” – “Because my family is very important for me” – “Why?” – “Because I care about them very much”.

Step 4: Reflect in plenary on the why’s and the motivation of the person

Communication



Instruction: Communication (5 minutes)

Explain that this lesson is about communication and ask 'Why is it important to be able to communicate effectively?' 'What happens if you do not communicate well or misunderstand each other?'.

Explain the goal of the class: '**I know how to communicate effectively**'.



Instruction: Listening

Explain Listening is a very important part of communication. Therefore, we are going to identify the things you need to do to listen actively.

Let the students make a mind web in groups and identify different listening skills. (e.g. looking at the other, eye contact, concentrating, not thinking about other things, asking questions, not interrupting the flow of what is being told).

After the students made mind map in groups, they can present their ideas to the rest of the group (*variation: switch the papers and let each group present the ideas of another group*).



Activity: listening skills

Practice in groups of 3: A = listener, B = talker, C = observer. Person A is only allowed to listen and ask questions, person B talks and answers the questions during 3 minutes, and person C observes. After 3 minutes they discuss the activity and reflect on the skills introduced in the instruction. Play the game 3 times, until everybody had all the roles.

Discuss in plenary what the students have learned.



Activity: Greeting game

Explain the greeting game. For this game, everybody has to stand up and walk around in the classroom (or make two circles: an inner circle and an outer circle and let them walk opposite directions). When the teacher claps his hands, the students have to stop and greet the person nearest to them. The teacher will say what kind of greeting they should use when he claps his hands: 'greet your grandfather'; 'greet your friend'; 'greet your neighbor'; 'greet your teacher'; 'greet you religious leader'; 'greet your mother'. (etc.)



Instruction: body language

Ask the students: "What was different in the greetings you did?"

Explain: not only what you said was different, but also what you did. The way you communicate while using your body is called body language. Perhaps the most clear example of body language is sign language. However, we use body language all the time, often unconsciously.

Ask the students to sit as if they are very bored. Then, to sit as if they are very excited to hear what you are telling and finally, as if they are really confused (without saying anything).

Explain: again, only by changing your body, you communicated to me being bored, excited or confused. It is important to be aware of your own body language and of the body language of others.

Feedback

Activity: Communication process¹ (15 minutes)

1. Divide the students in pairs
2. Of each pair, one student should be blindfolded and placed at one side of the (class)room.
3. While the blindfolded students are waiting, the furniture will be reorganized chaotically (making it difficult to walk from one side to the other without seeing).
4. The students without a blindfold should guide the blindfolded student through the tables and chairs without touching and using only verbal communication.
5. Do the same, now completely without talking
6. Switch pairs and do the assignment again
7. Evaluate the activity together

Discuss about communication and the difference between **formal** and **informal** communication. Practice in pairs: tell that you are going to be 1 hour late for an appointment, greeting, coming in late (tell your friend; and tell your boss).



Instruction: Feedback² (5 minutes)

Explain that there are 3 types of feedback: constructive feedback, praise and criticism.

Explain the differences between these three types.

- Praise: positive
- Criticism: disapproval, negative
- Constructive feedback: feedback about someone's work which can be used for improvement



Activity 3: Praise, criticism or feedback (15 minutes)

Divide the group into pairs and provide each pair with one yellow, one green, and one red card. As facilitator, you will read the statements below. After each statement, the pair must decide if a statement is 'praise' (green), 'constructive feedback' (yellow), and 'criticism' (red), by holding up one of the cards.

Statements:

- I appreciate your interesting questions (praise)
- Your work bench is such a mess. How can you still work? (criticism)
- You are always late (criticism)
- How many times do I have to tell you how to file these documents? (criticism)
- You look great today. (praise)
- It would be better for me if I could explain my version of the story out loud before you ask questions (constructive feedback)
- You have improved a lot this week. (praise)
- I found it difficult to evaluate the dish you prepared because the serving table looks dirty and messy. (constructive feedback)

¹ Adapted from Young Africa Life Skills Manual by Dorien Beurskens

² Adapted from DEC Facilitator Guide Social Skills

- It was good, but you could still improve your communication skills (constructive feedback)

Ask 'how did you know which statements were praise, constructive feedback and criticism?'

Explain that criticism can lead to negative feelings. constructive feedback is a more positive way to give feedback. For feedback to be effective it has to be **useful, kind, and specific**.

Tell the students to rephrase the statements of criticism in kind, useful and specific feedback.

Negotiation Skills



Introduction (5 minutes)

Welcome the group and do the energizer:



Energizer: copycat

All students stand in a circle. One starts with making 1 movement. The second student repeats the movement and adds another movement. Number three copies both movements and adds a third movement. This will go throughout the circle. When somebody forgets a movement, he is out of the game.

Recap (5 minutes)

Ask the students: 'What was the goal of the previous lesson?'; 'What did you learn in the previous lesson?' and 'How did you use that during the week?'



Instruction (10 minutes)

Ask: 'What is negotiation?', 'When would you need negotiation skills?', 'When do you negotiate?' and 'What do you negotiate about when you have a job or when you are looking for a job?', 'What could be challenges when you negotiate?'

Explain that there are many situations in which you may need negotiation skills. This includes negotiation about terms of a job. When you are offered a certain position, you will need to negotiate about many things – including salary and working hours. Ask 'How can you make sure you negotiate about this in the right way?'. And explain that you should always try to create a win-win situations. You cannot expect 100% concessions from the other side, nor should you make 100% concessions. To be able to get the most out of a negotiation, it is important to follow the following steps:

Steps of negotiation:

1. Agree to negotiate
2. Gather points of view
3. Focus on interests
4. Create win-win options
5. Evaluate options
6. Create an agreement



Diversity



Instruction: What is diversity? (10 minutes)

Ask: 'What is diversity?', 'How do you experience diversity in your work?', 'How can diversity cause challenges?'

Explain that everybody is human, but everybody is also different. After labelling ourselves as human, we can classify people in all kind of diverse groups – until the individual. Diversity is everywhere. People can be classified in all kinds of groups: cultural, sub-cultural, ethnical, professional, gender, national etc. In addition, we also frame others as belonging to groups. In some cases, we may label others like this.

Ask: 'Who can give an example of such labelling?', 'How are you being labeled?' and 'To which groups do you feel you belong?' and 'How do you label others?'

Explain that in essence, labeling and framing are ways we make sense of the world, it is thus human. However, labeling can become problematic if we start to have prejudices for certain labels. For example: women are weak. Those people are lazy... etc. Therefore, it is always important that we reflect on the way we label others and to understand and challenge the way others label us, if we do not agree or if there are prejudices involved.

Ask: 'How does diversity correlate to the chances and opportunities people get in life?'

Explain that diversity can also be seen in abilities people have. Disability means the impairments somebody has times (x) the barriers someone faces.

*'Persons with disabilities include those who have long-term physical, mental, intellectual or sensory **impairments** which in interaction with various **barriers** may hinder their full and effective participation in society on an equal basis with others'.*

This means that disability has both a medical (the impairment) and social (the barriers) part. Therefore, disability should be viewed neither as purely medical nor as purely social. A balanced approach is needed, giving appropriate weight to the different aspects of disability.

Explain that there are different barriers that people with disabilities face. These barriers can be divided in the following way:

- **Attitudinal barriers**: these barriers include prejudice, discrimination and stigmatization
- **Physical barriers** physical barriers are the barriers that prevent people with a (physical) disability from participating fully in society (e.g. there are no
- **Physical barriers**: physical barriers that prevent persons with disabilities from participating – these include, for example, the absence of ramps.
- **Communication barriers**: communication issues that prevent persons with disabilities from full and active participation. Some examples include: lack or inadequate signage to guide people who are blind, deaf or have intellectual impairments. Or, lack of information in different formats such as Braille, large fonts and sign language.

- **Institutional barriers:** the failure to make provisions for persons with different types of disabilities in national or organizational plans, policies, legal frameworks, data collection, strategic plans etc.

Explain that these barriers can be the cause of exclusion of people with disabilities. And ask 'Why would inclusion of people of disabilities be important?' and explain the concept of disability inclusion. The goal of disability inclusion is to include everyone has equal access to basic services, such as education and health care, and can actively participate in society. Disability inclusion is a human right issue, because people with disabilities have the rights to be viewed and treated as equal members of society.³

Explain the goal of today: **to understand the role of diversity and to have a respectful and inclusive attitude.**

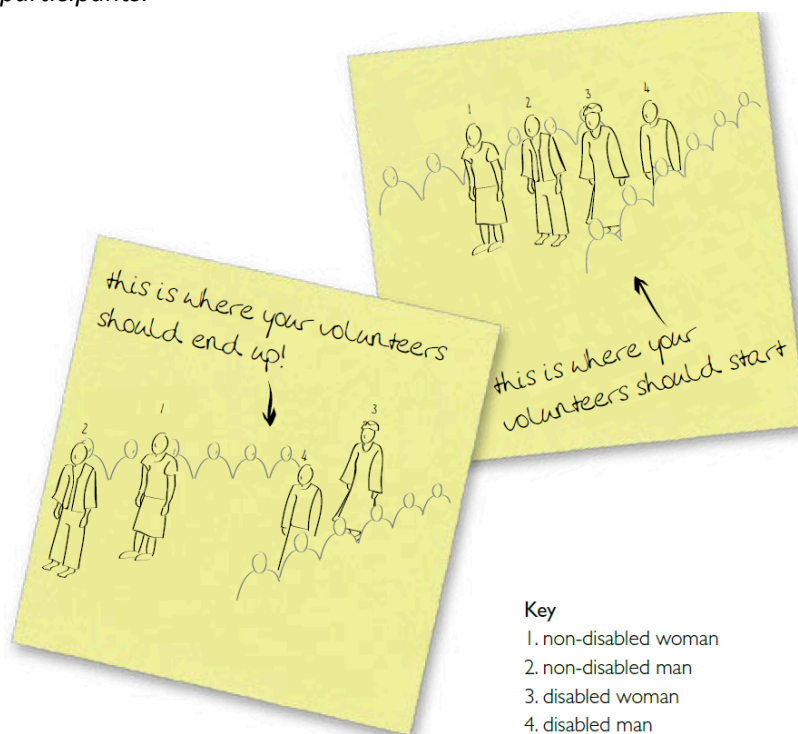
Activity 1: the game of life (60 minutes)

Do the activity 'the game of life'⁴

Game of life

For this activity you have to reorganize the room – to have enough space for four people to stand side by side and for the other participants to be seated or standing around them on the edges of the room. Creating a 'corridor' in the middle of the room. It would be ideal to use to full length of the room.

During the activity, it is important to continuously talk about the stigma and prejudices surrounding disability – and the causes of this stigma. Make sure to take enough time to discuss the different impacts in life stages and the impact of the realizations on the participants.



³ Based on repository inclusive facilitation training Light for the World, 2017

⁴ Developed by World Vision

Step 1. Ask for four volunteers from the group (ideally two men and two women). The volunteers will represent the following groups during the next 30 minutes:

- Non-disabled men
- Non-disabled women
- Disabled men
- Disabled women

Step 2. Assign each volunteer one of the roles. *Explain* that you will be telling a life story, taking the characters on a journey from birth to old age. At each life event, the volunteers need to respond as they think their character (or their family) would react. To show the response they will take:

- **Two steps forward** when it would be a very successful or positive experience
- **One step forward** for a positive or successful experience
- **One step back** for a not very positive or successful experience
- **Two steps back** for a negative and unsuccessful experience

Once your volunteers understand what they'll be required to do, reinforce they are representing a group of people, so they should respond accordingly. Encourage them to avoid thinking about specific impairments or basing decisions on their own life experiences. Also, their response should be based on what they think is currently accurate for their culture and situation – not what it ought to be.

After each life stage and volunteers' responses, allow time for the others to react and comment. If there is disagreement, the group should decide by consensus and the volunteer may be asked to alter their move. The facilitator's role is to assess when to intervene and comment to clarify reasons for decisions and to bring out and discuss any prejudicial points. The specific impairment is not relevant to the main point of this exercise, so try not to focus on this too much. It won't alter the essence of the activity.

Step 3. Set the scene for the story. Since you want to emphasize links between disability and poverty, consider placing the story in a typical village. Describe it in as much detail as you can, explaining that income poverty levels are generally quite high – although most families have land and access to safe water. For entrepreneurs, opportunities exist in the nearby town where there are also health and educational facilities.

Step 4. Start with the first life event, as if telling a story... *Ask* for comments and suggestions from the rest of the group.

'One fine day, after a long wait of nine months, your character is born. How does your family feel when they see who you are? Make your moves.'

Note what might happen:

- family is very happy (non-disabled son born), *two steps forward*;
- quite happy (disabled son/non-disabled daughter), *one step forward*;
- not happy (disabled son), *one step back*;
- very unhappy (disabled daughter), *two steps back*.

'Now you are a bit older, and it's time to start thinking about school. How likely is it that you will be able to attend school? Make your moves.'

'Now you are 20. You'd like to get married, or form a relationship. How much do you think this will be possible for you? Make your moves.'

'You like to keep busy and want to make some money for your family. You try to get a job. How easy will it be for you to find one?'

'A few years go by. Everyone in your age group is having babies. How much will this be a possibility for you?'

Check if the disabled woman takes two steps back, or is instructed to do so by the group. Why did this happen? They may say it's because most disabled women are physically unable to have children – a common myth. Two steps back may well be an accurate response for a different reason– disabled women often don't have children because society thinks they can't or shouldn't.

'Now you're in your 40s. You have a lot of experience of life. You want to help your community by becoming involved in local politics. How likely are you to achieve this goal?'

Step 5. Ask the group:

- Who is in the best position now? Who is in the worst place?
- Volunteers, how does this make you feel?
- Does any of this surprise anyone?
- Is it helpful as a tool for reminding us that disability and social exclusion seriously affects people's abilities to avoid poverty?
- The non-disabled man at the front of the exercise is regarded as living in poverty – what does this imply for disabled people?

The most powerful way to end this session is to ask the group to look once again at where the characters are standing. Recall that this was all taking place in a rural location where general levels of poverty are quite high. Even though the non-disabled characters are well ahead of the disabled ones, they're by no means wealthy. Ask the group – who benefits from your development programs at the moment?

Responsible Decision Making



Instruction: Decision making (5 minutes)

Explain that decisions need to be made at every moment in your life. Everybody makes decision, and decisions are what brought you to the moment where you are right now. Of course we have important decisions that we need to make in our lives, and therefore we are going to learn some techniques to assist us in making decisions. Today's goal is: **I know how to make decisions, based on responsible thinking.**

Explain that to make responsible decisions, it is important to have a clear idea about our goals in life, our values and our motivations. Ask: 'What are values?'. Explain: values are important things we can believe in and that guide us morally. Ask: what can be examples of values?. Example of values are: honesty, acceptability, religious beliefs.



Activity: My goals and values (20 minutes)

With this activity, the students are going to identify their goals and values by interviewing each other.

Step 1: divide the groups in pairs

Step 2: in turns, the pairs interview each other to get to know their partner's life goals and most important values.

Step 3: share important values and life goals in plenary



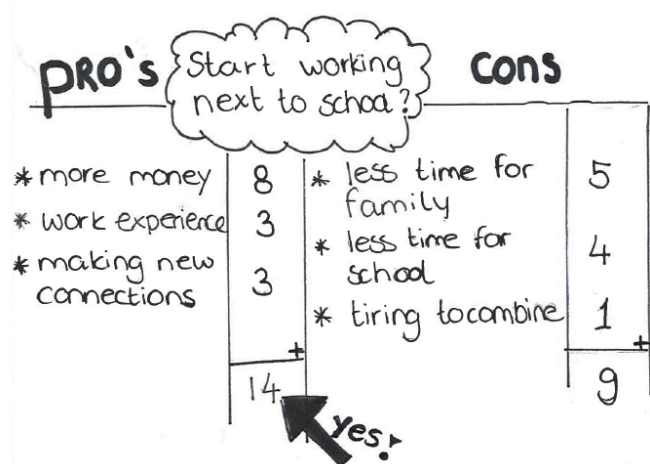
Activity: decision making techniques (30 minutes)

With this activity, the students are going to learn a technique to make responsible and decisions that are thought through. *(as facilitator; you can make one example of the exercise in plenary)*

Step 1: Let each student identify a very important decision they need to make (this can be a realistic or fictive decision)

Step 2: Write down this decision in the middle of the paper and write down pro's on one side and con's on the other side (these can be as many as you want)

Step 3: Decide how important each pro and con is by giving them a number from **1 to 10** (1 = not at all important, 10 = highly important). If there is something that is highly crucial, you can also give it the number **50**. When giving the numbers, think back about your important values and life goals



Step 4: Calculate the sum of your pro's and the sum of your cons.

Step 5: Identify if your pro has a higher number or your cons

Step 6: Discuss with your neighbour.

Time Management



Instruction (10 minutes)

Explain: In every aspect of your life, time management is important. Whether you are at school, at work or at home, when you manage your time, you will save time! Managing your time works best when you make a planning at the beginning of the day or week.

Ask: 'Who makes a planning sometimes?', 'How do you make a planning?', 'What are the benefits of making a planning?' and 'What are challenges you can have when you do not make a planning?'. Let some students share experiences.

Explain: Making a planning will save you time, but you will also experience calmness. When you make a planning, you will have more time for fun things! Also, you will do your work better. Therefore, the goal of this lesson is: **I know how to make a planning and how to stick to it.**



Activity: making a planning (50 minutes)

Ask: What are things that you have to keep in mind when making a planning?

Draw a mind map on the flipchart. In the middle, you write: PLANNING. Let all participants name one thing that comes into their mind when they think about planning.

Explain: First, we are going to prepare our planning. We will do this in 3 steps (write these down on the flipchart):

1. Collect your tasks
 - Write down what tasks you want to do today (or tomorrow) and which goals you want to achieve. Make a list of all things, like cooking, studying for math exam, visit the market, etc.
2. Estimate your time
 - Calculate how much time you will need for each task. For example, cooking dinner will take me one hour. Write these times behind the tasks on your list.
3. Give priorities
 - Rank the tasks on your list. Which task do you want to carry out first? Which task is the most important? Which task can wait?

Let all participants practise with preparing the planning. They can communicate with their neighbour when they need help. Walk around to see if everyone is doing OK.

After 10 minutes

Explain the next step: **making the planning.** Explain: Now we know *what* we want to do and *how much time* we need, we are going to make the planning.

Ask: 'Who can give tips on how to make a realistic and clear planning?'.

Explain: Because you have estimated how long you will spend on a task, you know how many and which tasks you can plan at a certain time. And because you have determined which tasks have the highest priority, you also know which tasks you should put at the top of your schedule, and which ones at the bottom. So, write next to/below your to-do-list of tasks, time estimates and priorities: your schedule from time to time.

For example:

Planning for today

Goals:

- 1 Prepare well for exam
- 2 Take care of breakfast and lunch for family
- 3 Do household chores

<input type="checkbox"/> Making breakfast and chores	1 hour
<input type="checkbox"/> Going to the market	2 hours
<input type="checkbox"/> Study	2 hours
<input type="checkbox"/> Preparing lunch and chores	1 hour
<input type="checkbox"/> Study	1 hour
<input type="checkbox"/> Free afternoon: visit friends	2 hours

Tip: Make check boxes for each task so you can put a **V** when you are done with the task. This makes you keep track of the tasks you still have to do.

Let all students practise with making a planning. It is best that they make a planning for today or tomorrow, so that they can use the planning right away. Make sure the planning's are realistic (task wise and timewise).

Ask: How can you make sure you will stick to your planning? Let participants form pairs and discuss what would work for them. For example: do the most annoying tasks first, get rid of distractions, reward yourself after three fulfilled tasks, take a break every hour, etc. Let the pairs share their ideas with the group.

Repeat this exercise also for a week-planning. Let the students work on a week planning for the rest of the lesson. Walk around to provide help but let the students do as much on their own as possible. If the students are done, they can share their planning with their neighbours and ask for feedback.

Networking



Instruction: Networking (5 minutes)

Tell the students the goal of this class: **'I know the steps I need to take in order to find a job'.**

Ask: what is a network?

Explain: A personal network is a group of people with whom you interact every day – family, friends, parents of friends, friends of friends, neighbours, teachers, bosses, and co-workers. Networking occurs every time you participate in a school or social event, volunteer in the community, visit with members of your religious group, talk with neighbours, strike up a conversation with someone at the store, or connect with friend online.



Activity: How to find a job (15 minutes)

Ask students: *'How do people find jobs?'* and write down the answers of the students on the board.

Examples: personal contacts, job or career centres, employer websites, Craigslist, Internet job sites, One-Stop Career Centres, walk-ins, professional or trade associations.

Divide the group into smaller groups of three or four. Each group should spend five minutes developing a list of five strategies they can use when looking for a job (who could they talk to, what could they say, etc.). A representative from each group presents the strategies they developed to the rest of the group.



Activity: Dream Job (15 minutes)

Explain that the students will now do an individual exercise. First, discuss with the students which jobs they like, what kind of jobs they know, and let a few students share their dream jobs.

Explain that the students should write a job description about their dream job. Including at least: 1 technical skill and 2 life skills. The topics that should be included are: job title, location, job description, salary, skills, and work environment. After describing the job, the students should draw the ideal picture of their job.

To elaborate on the dream description exercise students could switch their job descriptions to another student. The other student can now add some of the requirements he or she thinks will also be necessary for the job description.



Activity: 1-minute speech (25 minutes)

Ask the students to make a one-minute speech presenting their "dream job" in groups of four, taking into account the confident and relaxed exercise⁵ (see teaching materials). Students will present their dream job: and they will mention three qualities of themselves: one technical skill, one life skill and one free to choose. Each student takes a turn. Ask them to focus on personal strengths and positive qualities.

Ask the students to give each other feedback (tips and tops) about their speeches.

⁵ Global manual about body language

Career Planning



Instruction (10 minutes)

Explain: It is important to know what you want, so you can work towards your goal. This begins at school, where you learn the subjects you will need later in life. After school, you will attend college or other further education, or you will start working. No matter what you do, you will sure have a dream!

Tell the goal of this lesson: **I know what my dream job is and how to achieve this goal.**



Activity 1: dream map (20 minutes)

Ask: Who has a dream job for the future? Let some students share their thoughts.

Explain: Everyone has a dream job or a dream for the future. We are going to map this dream.

Step 1. Draw yourself in the left under corner of your paper. This is who you are now. What do you do at the moment? Where do you stand?

Step 2. Draw yourself in the right upper corner of your paper. This is you when you have achieved your dream job. What do you look like then?

Step 3. Draw a stair-shaped line between the two 'you's'.

Step 4. Draw or write the steps that you need to take to climb this stair. What do you need to do or get to achieve your goal?

Let some students share their drawings. What did they draw and why? Do some students have the same dream job?



Activity 2: the road towards your dream job (10 minutes)

Explain: Now we know what we want to achieve in life and what we have to do ourselves to achieve that. But we also have to conquer challenges on the job market and at school.

Ask: Who can tell me something about the steps you need to take in the job market to achieve your dream job?

Explain the challenges that students will run into while working towards their dream job:

1. **Getting a diploma** is important for specializing in a certain subject/job field
2. **Applying for your first job** will not go without obstacles and disappointments. Students need to learn that you may get rejected on your first job application
3. **Getting experience** in the work field will help you to achieve more goals
4. **Keep working** is an important mindset if you want to achieve your dream goal. Don't give up when things are tough.

Let the students write down these four steps in a stair-shape on their paper. Let them then mark the step or place where they are now. What did they already achieve and what not? Do they already have work experience? Do they have a diploma? Or are they at the beginning of the ladder? Let the students also write down challenges that may occur on the way up the

stairs. For example: they may need to work with people they do not like or they may think that they will not get enough payment in their first job.

It is important that students see where they stand and what they still need to achieve and to talk about the obstacles that you may face on the way.

Discuss the outcomes of the students plenary, let them give each other tips and tricks to achieve their goals and to overcome challenges.

STARR-Method

Situation, Task, Action, Result, Reflection

Korthagen and Vasavolas (2002) developed a method to help reflect on an event.

The first step is **SITUATION**. In this phase, you will describe the experience or situation. Questions to answer this question can be: 'What was the situation? Where does the situation take place? When did this situation take place? Who were there?'

The second step is **TASK**. 'What needed to be done? What was your specific task?'

Third is **ACTION**. Reflect on your own actions. Questions like 'What did you do? How did you do this? Why did you do this? What did you need to do this?' will help to think about your role. Next is

RESULT. 'What was the result of your actions? How did others react?'

Finally, **REFLECTION**: 'Were you satisfied with the result? What would you have done differently for next time?'

S	Situation	Describe the situation/background of the event you want to reflect on. Provide a context: <i>What happened? Who were there with you? Where?</i>
T	Task	Describe the tasks. <i>What needed to be done? What was your specific task? What did you want to achieve? What did you expect?</i>
A	Action	<i>What happened? What did you say/feel/did? What were others' reactions</i>
R	Results	<i>What was the result? How did it end? How did others react to this result?</i>
R	Reflection	<i>How do you reflect on your actions? Are you satisfied with the result? What did you learn of this situation? What would you have done differently? Can you use the outcomes of your learning process, for other situations too? Describe them.</i>

Job Interview



Instruction: Prepare for a job interview (20 minutes)

Tell the students the goal of this lesson: **“I know how to present myself in a job interview”**.

Ask: What is a job interview?; Can you share your experiences with job interviews?; ‘Why do people do job interviews?;

Identify with the group what are:

- Do’s and don’ts for clothing
- Things to say and things not to say
- Do’s and don’ts in behavior

Let students reflect in pairs on what was positive, negative and interesting about previous job interviews?



Activity: Practice a job interview⁶ (30 minutes)

Hand out an example job description (make two example job descriptions or use the description they have written for their dream job). First ask the students to individually prepare themselves to answer some possible questions at an interview:

- *What motivates you to do this job?*
- *What skills do you have for this job?*
- *What are your strengths related to this job?*
- *What are your weaknesses related to this job?*

The students will think of a question they can ask during the job interview. Maybe questions related to work ethics and their rights and responsibilities.

Make pairs, one student will play the role of employer and the other one the role of applicant. The employer will ask the above questions to the applicant. Give them 5-10 minutes to do this role play and then change roles and change job description, so the employer becomes applicant and vice versa.

Then discuss in plenary about the exercise:

- *How did the students feel in the different roles?*
- *Do they feel any difference with previous job interviews?*
- *Do they feel prepared to do a real job interview?*

Job Interview

Instruction (5 minutes)

Tell: We already practiced a job interview before. This lesson, we will take the next step in this. You will learn how to do a job interview, and how your qualities fit in different job descriptions. Therefore, the goal of this lesson is: **I am well-prepared to do a job interview**.



Activity: role play (special) job interview (30 minutes)

Ask: Who remembers the job interview exercise from last time? What things were important?

⁶ Adapted from DEC Facilitator Guide – Training Life Skills

Explain: We are going to practise the job interview once more. This time, we will add a specialty to the role plays.

Let all students form pairs. It would be best when the pairs are different than last time. One person will be the applicant, the other one the employer.

Hand out job descriptions that are different than last time. Add for the applicants: a characteristic of the applicant (for example: you are being late, you have your gym clothes on, you only want the job for the money, etc.). The students need to adapt their role to this characteristic.

Let the applicants prepare:

1. Questions
 - *What motivates you to do this job?*
 - *What skills do you have for this job?*
 - *What are your strengths related to this job?*
 - *What are your weaknesses related to this job?*
2. Characteristic

Let the employers prepare also questions regarding other technical skills and life skills. They have to be aware of the appearance and the attitude of the applicant during the interview. They ought not to know the characteristic. At the end of the interview, the employer can guess what the special characteristic of his applicant was.

Let the students practice the job interview for about 10 minutes. After that, the employer points out the characteristic of the applicant. Let the pairs then discuss this characteristic. Why is this a bad characteristic for a job interview? What should the applicant have done? What is the good way to behave in a job interview?

Let the participants switch roles. Make sure everyone gets another job description, so switch job descriptions between pairs.

Discuss the characteristics plenary. What did the students think of these characteristics? Is it easy to prevent them? How?



Activity: core quadrant & job interview (30 minutes)

Explain: You can link the core quadrant with your qualities and challenges to a job interview. As you have seen in the role plays, employers will always ask for your qualities and your pitfalls. We are now going to practise how you can positively turn around your pitfall.

Hand out the core quadrant forms. Let all students think of a quality they have for their dream job. Let them fill in the core quadrant (or if they still have the core quadrant of the team work lesson, you can use this form).

Let the students form pairs. One of them is the applicant (oneself), the other one is the employer. Use the questions of the job interview in activity 1. This time, they don't use a job description, but the students apply for their dream job. Make sure the other pair member knows about the dream job.

Step 1. The employer lets the applicant tell about their motivation for the dream job. Ask questions to the applicant

Step 2. The employer asks about the core quality of the applicant, and about the pitfall.

Step 3. The applicant tries to turn his pitfall positively by explaining the challenge and how he can cope with the pitfall in this particular job.

After 10 minutes, switch roles.

Discuss this exercise plenary. What did the students think of it? What did they find difficult? How did they solve their pitfalls in the interview?

References

Suggestions for further reading & relevant literature and research:

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- Durlak, Joseph A., ed. *Handbook of social and emotional learning: Research and practice*. Guilford Publications, 2015.
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- Wang, H., Chu, J., Loyalka, P., Xin, T., Shi, Y., Qu, Q., & Yang, C. (2016). Can social–emotional learning reduce school dropout in developing countries?. *Journal of Policy Analysis and Management*, 35(4), 818-847.

Relevant websites:

CASEL.org