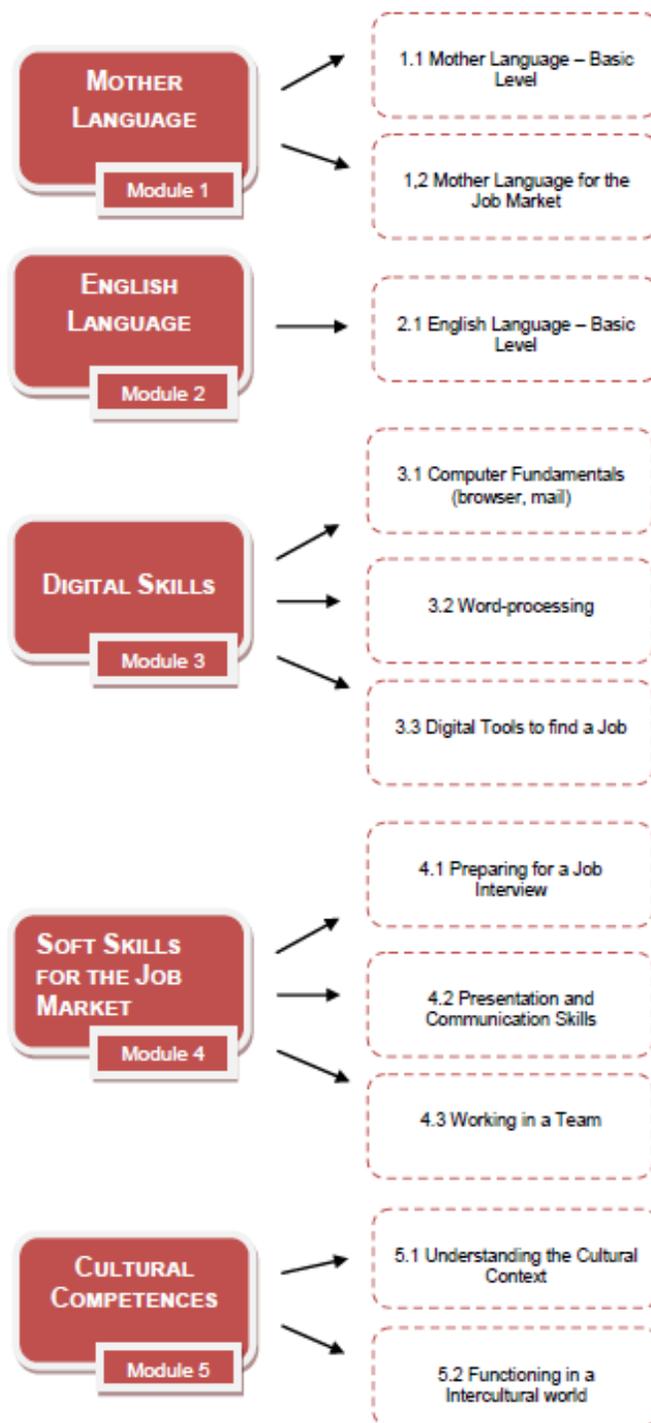# SOCIAL INCLUSION TROUGH GAMIFICATION IN EDUCATION

2020-1-IT02-KA204-080078

Adult education course "Upskill through Gamification"

# Curriculum Model Overview

**MOTHER LANGUAGE** — Module 1
- 1.1 Mother Language – Basic Level
- 1,2 Mother Language for the Job Market

**ENGLISH LANGUAGE** — Module 2
- 2.1 English Language – Basic Level

**DIGITAL SKILLS** — Module 3
- 3.1 Computer Fundamentals (browser, mail)
- 3.2 Word-processing
- 3.3 Digital Tools to find a Job

**SOFT SKILLS FOR THE JOB MARKET** — Module 4
- 4.1 Preparing for a Job Interview
- 4.2 Presentation and Communication Skills
- 4.3 Working in a Team

**CULTURAL COMPETENCES** — Module 5
- 5.1 Understanding the Cultural Context
- 5.2 Functioning in a Intercultural world

# Curriculum Scheme

| Module/sub-module Code | Module/Sub-module Title | Classroom instruction | E-learning | Total number of hours |
|---|---|---|---|---|
| MODULE 1 | Mother Language (IT, RO, DE, ES, HR, RS, PL) | | | |
| M1.1 | Mother Language – Basic Level | 16 | 24 | 40 |
| M1. 2 | Mother Language for the Job Market | 4 | 6 | 10 |
| | TOTAL MODULE HOURS | 20 | 30 | 50 |
| MODULE 2 | English Language | | | |
| M2.1 | English Language – Basic Level | 12 | 18 | 30 |
| | TOTAL MODULE HOURS | 12 | 18 | 30 |
| MODULE 3 | Digital Skills | | | |
| M3.1 | Computer Fundamentals (browser, mail) | 8 | 12 | 20 |
| M3.2 | Word-processing | 8 | 12 | 20 |
| M3.3 | Digital Tools to find a Job | 4 | 6 | 10 |
| | TOTAL MODULE HOURS | 20 | 30 | 50 |
| MODULE 4 | Soft Skills for the Job Market | | | |
| M4.1 | Preparing for a Job Interview | 6 | 9 | 15 |
| M4.2 | Presentation and Communication Skills | 6 | 9 | 15 |
| M4.3 | Working in a Team | 4 | 6 | 10 |
| | TOTAL MODULE HOURS | 16 | 24 | 40 |
| MODULE 5 | Cultural Competences | | | |
| M5.1 | Understanding the Cultural Context | 4 | 6 | 10 |
| M5.2 | Functioning in a Intercultural world | 8 | 12 | 20 |
| | TOTAL MODULE HOURS | 12 | 18 | 30 |
| TOTAL CURRICULUM HOURS | | 80 | 120 | 200 |

## MODULE 1 - Mother tongue Language

| Module Title | Module Code | Sub-module Title | Sub-Module Code |
|---|---|---|---|
| Mother Language | M1 | Mother Language – Basic Level | M1.1 |
| Teaching hours of which: | Classroom instruction | On-line training | |
| 40 | 16 | 24 | |

| Sub-Module Annotation |
|---|

You study a language to communicate.

For the design of a language teaching program, the starting point should be the analysis of the needs, interests and expectations of the students. In other words, we will have to ask ourselves, who is the student? Who will he talk to? Where? When? What about? How? Why will he do it?

Our students are adults who, being schooled in our centre, are in direct contact with the speakers of the host language and with possibilities of practice in real communicative situations. This immersive situation will make it easier for students to reach high levels of general proficiency in a relatively short time. However, the results will change notably depending on the attitude towards learning the language and contact with the new culture.

Regarding what the needs of these learning are, it seems clear that they will need the new language to interact, participate in different tasks, solve misunderstandings, follow the explanations of their teachers and carry out the tasks and activities at school and in their daily life.

The grammar of a language is the hardest step that a language student must climb and the application of fun and attractive resources makes the work much easier. Hence the idea of creating grammatical resources that are as fun as possible, based on the task-based approach and the pragmatic and social value of the language: the oral interaction of the students, the speed of the question / answer, respect for diversity or cultural contextualization.

For teaching through games to be effective, it must be planned in advance, adjusting the contents, the methodology and the timing to a specific tool (for example, a card game, a video game...)

| Learning Objectives | Learning Outcomes |
|---|---|

The objectives of this sub-module are:

● Providing our students with adequate communicative competence in our mother tongue that allows them to participate in the social relationships on a daily basis.

● Developing an effective linguistic competence in our mother tongue that allows our students to access the contents of the different curricular areas and continue their training process according to their personal interests.

● Understanding and use frequently used vocabulary.

● Using habitual forms of courtesy to say hello, say goodbye, introduce yourself, thank, apologize ...

● Training our students to ask for and give personal information, instructions and basic directions.

● Using knowledge and previous experiences with other languages for a faster, more efficient and autonomous acquisition of the foreign language.

Upon upon acquiring the skills of this submodule, the learner should be able to:

(1) Listen and understand messages, using the information transmitted to carry out tasks related to their daily life.

(2) Express oneself orally in simple and habitual situations, using verbal and non-verbal procedures and adopting a respectful and cooperative attitude.

(3) Write simple texts with various purposes such as saying hello, saying goodbye, thanking something, apologizing ... with the help of models working in the classroom.

(4) Autonomously use all the means at their disposal, including new technologies, to obtain information and to communicate in the foreign language.

(5) Progressively use the foreign language to affirm and expand contents of the non-linguistic areas already learned and to learn new ones.

|  | (6) Value the foreign language as a means of communication and understanding between people of diverse backgrounds and cultures and as a learning tool for different contents.<br><br>(7) Manifest a receptive, interested and confident attitude in one's own ability to learn and use the foreign language.<br><br>(8) Use the knowledge and previous experiences with their own language for a faster, more efficient and autonomous acquisition of the foreign language.<br><br>(9) Use the languages you know as information and learning tools interchangeably, taking into account the competence you have in each one.<br><br>(10) Identify phonetic, rhythm, stress and intonation aspects, as well as linguistic structures and lexical aspects of the foreign language and use them as basic elements of communication.<br><br>(11) Understand and actively participate in conversations about day-to-day issues such as greetings, farewells ... |
|---|---|

## Gamification and Innovative Teaching Activities

| Classroom activities | Online activities |
|---|---|
| How much do you know about "my" alphabet? (10)<br>Where do we come from? (6)<br>Order me a… (6)<br>Let's go shopping (10)<br>What would you like? (1)<br>What time is it? (8)<br>Appointment bingo (2, 11)<br>Means of transport (10)<br>Auction of phrases (3, 7) | Learning letters (10)<br>Our countries and flags (6, 5)<br>Memory numbers (9)<br>Introducing myself (6, 8)<br>Shopping (10)<br>Revision (4) |

## Assessment Methods

According to CCSSO. "Revising the Definition of Formative Assessment". "Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners". A gamified assessment or game-based assessment is a highly appealing assessment. It can be used to help learners to learn and to practise. Many of the activities, (quizzes, infographics, presentations…), on the Mother tongue module can be used as short tests to assess specific skills (listening, reading, speaking, writing) during the learning and teaching process. Long games such as the Revision game, an escape room, can be used to summarize the acquisition of a group of learning outcomes.

## Indicative Content: Topics (Lessons) and Key Concepts*

1. The alphabet:
1.1.- Spellings.
1.2.- Sounds.

2. The countries and nationalities:
2.1.- Vocabulary of countries, names, nationalities.
2.2.- The genders: Female and male training
2.3.- The number: formation of the plural.
2.4.- Use of ser (description) and estar (location).
2.5.- The colours.
2.6.- Food and typical cuisine dishes of the world.

3. Introductions, greetings and farewells:
3.1.- Introduce yourself, say hello and say goodbye.
3.2.- Greetings: formal and informal style (you or you).
3.3.- Verbs "to be" and "to have".
3.4.- Pronunciation and spelling: interrogative intonation of a phrase.
3.5.- The description and the narration.

4. Shopping:
4.1.- The dialogue: buying in a store.
4.2.- Instructions.
4.3.- Requests.
4.4.- The subjunctive.
4.5.- Descriptions: clothes, objects from a store ...
4.6.- Morphology:
- Determinants
- Nouns
- Adjectives
- Prepositions
- Adverbs
- Pronouns

5. Free time:
5.1.- The hours: hours, minutes and seconds.
5.2.- The days of the week, the months and the seasons of the year.
5.3.- Make an appointment, a plan (friends, doctor, work).
5.4.- Numbers: cardinal and ordinal.
5.5.- Verbs:
- Present of other verbs not previously worked on.
- Imperative (positive and negative).
- Verbal periphrasis.
5.6.- The different means of transport.

* Language specific-elements will be found in every language curriculum

# MODULE 1 - Mother tongue Language

| Module Title | Module Code | Sub-module Title | Sub-Module Code |
|---|---|---|---|
| Mother Language | M1 | Mother Language for the Job Market | M1.2 |
| Teaching hours of which: | Classroom instruction | On-line training | |
| 10 | 4 | 6 | |

## Sub-Module Annotation

As workers or potential workers, our students need a specific learning of the language related to the world of work and work purposes. Therefore, we intend to develop in our students a communicative competence restricted to the world of work. We will therefore use a specialty language that is characterized by a series of peculiarities such as its subject (oriented to the world of work), the type of interlocutors, the communicative situation, the intention of the speaker, the medium in which it is used.

Many of our students need to learn a new language to get a job or to participate in interactions related to the one they already have, such as: negotiating working conditions, asking for clarifications, reading instructions...

## Learning Objectives

The objectives of this sub-module are:

● Acquiring, understand and use basic linguistic structures to maintain social and professional relationships.

● Understanding the essential aspects of real texts, such as job vacancies published in the press.

● Using correctly and fluently the most frequent expressions in the workplace.

● Knowing the basic vocabulary related to legal terms and documents.

● Getting to know some organizations, public entities, NGOs, unions ... that offer job placement services to immigrants.

## Learning Outcomes

Upon competing this sub-module, the learner should be able to:

(1) Ask for information about the job search.

(2) Know some organizations, public entities, NGOs, unions ... in your place of residence that can help you with your job placement.

(3) Understand job advertisements or offers.

(4) Use correctly and with some ease the expressions most used in the job market.

(5) Recognize the basic legal terms and documents

## Gamification and Innovative Teaching Activities

### Classroom activities

Guess who? (4)
Who uses this tool?( 3)
Where do I work? (3)
"Make your own CV"( 4)
"Legal terms" (5)
Curriculum (1)

### Online activities

What's your job? And your contract? (5)
Working Tools (4)
Where do I search for a job? (2)
What do you do at your job? (3)
My CV (4)
"Know your currency" (1, 3)
"What time is it now?" (1, 3)

## Assessment Methods

According to CCSSO. "Revising the Definition of Formative Assessment". "Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become self-directed learners". A gamified assessment or game-based assessment is a highly appealing assessment. It can be used to help learners to learn and to practise. Many of the activities, (quizzes, infographics,presentations…), on the Mother tongue module can be used as short tests to assess specific skills (listening, reading, speaking, writing) during the learning and teaching process. Long games such as the Revision game, an escape room, can be used to summarize the acquisition of a group of learning outcomes.

## Indicative Content: Topics (Lessons) and Key Concepts

1. The Job Market:
1.1.- Curriculum (knowing how to reflect your work life and academic knowledge).
1.2.- Job search.
1.3.- Types of labour contracts, basic legal terms and documents from the job market.
1.4.- Use of the country's own currency: the euro (or other, if the country is not part of EU).
1.5.- Hours: hours and days of the week.
1.6.- Types of work and places where they work.

## Appendix A – Classroom activities

| Name | Tool/resource used | Description (min 150 char.) |
|---|---|---|
| **Submodule 1.1** | | |
| How much do you know about "my" alphabet? | Quizlet (classroom)<br>https://quizlet.com/es<br>https://quizlet.com/156489007/el-alfabeto-flash-cards/<br>https://quizlet.com/421950866/repasamos-el-alfabeto-flash-cards/ | Students are divided in groups and they try to guess the correct answer on a set of questions about alphabet and pronunciation |
| Where do we come from? | Kahoot/Quizlet (classroom)<br>"https://kahoot.it/<br>https://quizlet.com/es<br>https://quizizz.com/admin/quiz/5bbab2b38f97a9001b038191/nacionalidades<br>https://quizizz.com/admin/quiz/5dcae5416cdc86001b6579b7/banderas-y-sus-paises<br>https://quizizz.com/admin/quiz/5c88f41a97369d001be6da59/banderas-de-todos-los-paises-del-mundo<br>https://quizizz.com/admin/quiz/60880a8cb1250d001bcc09b8/platos-del-mundo<br><br>https://create.kahoot.it/details/09c5050a-6b50-4d18-8ca1-06fe615e28cc<br>https://create.kahoot.it/details/d396c15e-ddf4-4cea-b088-e9ea1eb1165c<br>https://create.kahoot.it/details/c33a4769-cb72-4ec9-afcf-1f9a4d4453df | Quiz: students have to choose the correct colors of the flag shown in the images, the correct nationalities and countries, and typical dishes. They can be divided into groups: the best one wins. |
| Order me a… | Padlet (Classroom)<br><br>https://es.padlet.com/<br>https://padlet.com/feranduva/platos | Create a padlet with pictures of different traditional dishes from the countries of origin of the students, participants should try to guess the name of the dish and country of origin and to write it down in a given spot. Also it can be organized not to consist of a picture, but a recipe, but the outcome should be the same. This way we're not only learning native language but also improving our knowledge on cultures through cuisine! |
| Let´s go shopping | Baamboozle (classroom)<br>https://www.baamboozle.com/<br>https://www.baamboozle.com/game/840846 | Use the Bamboozle study mode to introduce the vocabulary related to shopping. Specifically we will use vocabulary related to shopping in a supermarket or a food store. |

| What would you like? | Kahoot (Classroom) "https://kahoot.it/ https://create.kahoot.it/details/a16e7930-9daa-4bbe-84af-b5dca538d78a https://create.kahoot.it/details/bb5e5020-2aa0-442d-9564-c355ea5b52c5 https://create.kahoot.it/details/999534a2-2be1-4dd7-9217-cdb3d7e083f1 https://create.kahoot.it/details/21ee23f0-b231-4b85-93e4-856cdd712975 | Create a quiz that depicts a situation from a farmers market, second hand store, etc… with four given answers and participants have to choose wisely one that is correct, that depicts/answers a given picture with an explanation and question below it. |
|---|---|---|
| What time is it? | Quizlet (Classroom) "https://quizlet.com/es https://quizlet.com/640543217/que-hora-es-flash-cards/ https://quizlet.com/es/564361783/las-horas-flash-cards/ | Create/ Use a quiz where the question is a picture of a watch or clock and participants have to choose from answers the correct time given in letters. |
| Appointment bingo | Baamboozle (classroom) https://www.baamboozle.com/ https://www.baamboozle.com/game/929752 | Read a text with A/B style conversation in which A and B are fixing an appointment. After reading, divide the class group in teams and answer the questions on baamboozle related to the text they have just read. |
| Means of transport | Baamboozle (classroom) https://www.baamboozle.com/ https://www.baamboozle.com/game/929799 | Use the study mode to introduce the means of transport vocabulary and then the play mode (classic version) to revise the vocabulary in a gamified way |
| Auction of phrases | Picture cards/Canva https://hablamossle.com/paraprofesdeele/la-subasta-de-frases-en-la-clase-de-ele/ https://www.canva.com/design/DAE1auJS2to/STl0CGeZWHcI4E7s8UsPwQ/view?utm_content=DAE1auJS2to&utm_campaign=designshare&utm_medium=link&utm_source=publishsharelink https://educajcyl-my.sharepoint.com/:f:/g/personal/09008275_educa_jcyl_es/ElC3iMtt5btBi4ZOO0PTkegBh_cQfAg1TJqFe4Wz1koDqw?e=pDYsjT | This activity consists of auctioning correct and incorrect phrases related to the Topic or Unit that we have been working on or as a revision activity pf the module. Each participant has a limited budget that they have to use to bid on the sentences that the teacher presents and that can be correct or incorrect. The game is won by the participant who buys the bigger amount of sentences spending the least money. |

## Submodule 1.2

| | | |
|---|---|---|
| Guess who? | Powtoon (classroom)<br>https://www.powtoon.com/<br>https://www.powtoon.com/online-presentation/fKuJI DQeNP4/?utm_medium=social-share&utm_campa ign=studio+share&utm_source=copy+link&utm_co ntent=fKuJIDQeNP4&mode=movie<br>https://www.powtoon.com/online-presentation/bSQ t2I2kRbd/?utm_medium=social-share&utm_campa ign=studio+share&utm_source=copy+link&utm_co ntent=bSQt2I2kRbd&mode=movie<br>https://www.powtoon.com/online-presentation/cDKj dR65KGq/?utm_medium=social-share&utm_camp aign=studio+share&utm_source=copy+link&utm_c ontent=cDKjdR65KGq&mode=movie | The teacher shows a Powtoon presentation about three different characters. Every character will have a different story and CV.<br><br>The students, divided into teams, have the task to match different pieces of the cv to the right person. |
| Who uses this tool? | Picture cards (classroom)<br>"https://es.liveworksheets.com/worksheets/es/Aud ici%C3%B3n_y_Lenguaje_(AL)/Vocabulario/Ofici os_y_herramientas_fc685612kf<br>https://es.liveworksheets.com/worksheets/es/Cie ncias_Sociales/Profesiones/Asociaci%C3%B3n_ profesiones_ku477704kx | After working on the different professions and the tools used in each one, we use picture cards to play and review what we have learned. |
| Where do I work? | Quizziz (classroom)<br>https://quizizz.com/<br>https://quizizz.com/admin/presentation/61b9aa9 6f13e2a001d350c54/el-trabajo<br>https://quizizz.com/admin/quiz/5ef5a24efc7e510 01b30cab2/la-entrevista-de-trabajo | The students, divided into teams, have the task to match different pieces of the cv to the right person. They also have to learn the characteristics of a job interview. |
| "Make your own CV" | Kahoot (Classroom)<br>https://kahoot.it/<br>https://create.kahoot.it/details/772e19ff-382e-4329 -960f-663c102cf997 | Make a simple test with multiple answers to see if the attendees know what is the relevant information that should be included on a cv and what other information is completely irrelevant. |
| "Legal terms" | Bamboozle (Classroom)<br>https://www.baamboozle.com/game/930015 | Create a set of cards where every card should have a legal term or some part of a contract document and attendee has to know to explain what is that "term" that he got while choosing a card. The group with the most correct answers wins the game. |
| Curriculum | Canva (Classroom)<br>https://www.canva.com/es_es/ | We will use Canva to prepare CVs, infographics, documents, and presentations that will be useful in real life for an actual job search. |

## Appendix B – Online Activities

| Name | Tool/resource used | Description (min 150 char.) |
|---|---|---|
| **Submodule 1.1** | | |
| Learning letters | Quizlet (online) https://quizlet.com/ https://quizlet.com/146543710/alfabeto-flash-cards/ | Students can practice letters with a set of cards with the alphabet on one side of the card and its pronunciation on the other. |
| Our countries and flags | Padlet (online) https://es.padlet.com/ https://padlet.com/mirandadebro/ccwbuds5wwfmr24t https://padlet.com/feranduva/mapa https://exporter.padletcdn.com/v1/UpvvPYP8VEQcNw5I/fee3dc9757005cf5fa205f74d86a9e27d5b124d4/png?cd=filename%3Dpadlet-ccwbuds5wwfmr24t.png&delay=2500&full_page=true&height=2128&url=https%3A%2F%2Fpadlet.com%2Fmirandadebro%2Fccwbuds5wwfmr24t%3Flast_updated%3D1642760103%26locale%3Des%26read_only%3D1%26screenshot%3D1%26timezone%3DEtc%252FUTC&width_from=%23wish-list | Students use the padlet created by the teacher to revise the flags, colours, countries of origin of the students, typical food of the countries of their countries/regions... (it has to be personalized). |
| Memory numbers | LearningApps (online) https://learningapps.org/view3875251 | In order to revise numbers, students can play memory games, reveal the content of two cards and try to match the image of the number with the correct pronunciation. |
| Introducing myself | Jaamboard (online) https://edu.google.com/intl/ALL_es/products/jamboard/ https://jamboard.google.com/d/1CXAfdzepfe3BYqmvAHxzIV6ZzJYwgU9AWFEm5s1Daqs/edit?usp=sharing | Create a Jam to introduce yourself including pictures and text. Following their teacher's guideline, students will introduce themselves adding all the information and images that they consider relevant. |
| Shopping | Baamboozle (online) https://www.baamboozle.com/ https://www.baamboozle.com/game/840846 | Use the baamboozle play mode (classic version) to revise the vocabulary and shopping interactions in a gamified way. Use the study mode to introduce the vocabulary related to shopping. Specifically we will use vocabulary related to shopping in a supermarket or a food store. |

| Revision | Escape room https://view.genial.ly/6249e4f613bf2100103753b6/inractive-content-escape-game-industrial <br><br>Genially | By means of some clues the students will have to solve different enigmas related to the contents that have been treated on the module and, in this way, be able to get the key to the classroom to get out of the room. |
|---|---|---|

## Submodule 1.2

| What's your job? And your contract? | Learningapps (e-learning) https://learningapps.org/watch?v=pu2ro69vt21 | A matching exercise to learn job and types of contract related vocabulary. This activity should be adapted to the different types of contracts in every country. |
|---|---|---|
| Working Tools | Kahoot (online) "https://kahoot.it/ https://create.kahoot.it/details/7bb1c6d3-29fd-4636-8f05-aa013462111e https://create.kahoot.it/details/595fc01f-3146-41e4-9119-05158c9c120f | Use a Kahoot to go over the vocabulary related to different professions based on the description of the duties of the different jobs. |
| Where do I search for a job | Kahoot (online) https://kahoot.it/https://create.kahoot.it/details/b593124f-036c-416e-8368-60e6f29c5d26 PIN: 9674693 | Use a Kahoot to revise the different places and organizations that can help you with your job placement. This activity should be adapted to the different places and organizations that take care of this in every country. |
| What do you do at your job | Quizlet (online) https://quizlet.com/ https://quizlet.com/576523559/profesiones-flash-cards/ | Use Quizlet to know what each person does in their job. We will create cards with the name of the job on one side and the description of the job on the other side. |
| My CV | Canva (online) <br><br>https://www.canva.com/ <br><br>Canva will be created with the actual data provided by students. | We will use Canva to prepare CVs, infographics, documents, and presentations that will be useful in real life for an actual job search. |
| "Know your currency" | Padlet (online) https://es.padlet.com/ <br><br>Padlet will be created with the actual data provided by students. | Every attendee has to participate in creating a collaborative padlet with his own currency, apply one picture of it and information on how much euros it is worth… |

| "What time is it now?" | Kahoot (online)<br>https://kahoot.it/<br>https://create.kahoot.it/details/8c71fe1c-047a-4489-943d-ce81c0d33157<br>https://create.kahoot.it/details/46917008-5584-4769-8f7f-317b8d528b94<br>https://create.kahoot.it/details/0d31cbe5-1ae0-4bef-8fc4-e444c4d5bdff<br>https://create.kahoot.it/details/e4dda0db-5688-4154-b103-e4943df87e99<br>https://create.kahoot.it/details/a4fe7cd3-b4b4-47df-876d-e6c1d4e2ad2a | Using cards, attendees should choose a correct answer on the right time or a day in the week. This activity can be done either with Kahoot or a big clock ( so that everyone can see it) or flashcards. |

## MODULE 2 - English Language

| Module Title | Module Code | Sub-module Title | Sub-Module Code |
|---|---|---|---|
| English Language (RO- RS-IT) | M2 | English Language – Basic Level | M2.1 |
| Teaching hours of which: | Classroom instruction | On-line training | |
| 30 | 12 | 18 | |

### Sub-Module Annotation

English is the most commonly spoken language in the world. One out of five people can speak or at least understand English! English is the language of science, computers, diplomacy, and tourism. Knowing English increases your chances of getting a good job within your home country or of finding work abroad. English is the official language of 53 countries. That is a lot of people to meet and speak to. English is spoken as a first language by around 400 million people around the world. English is the language of the media industry. If you speak English, you won't need to rely on translations and subtitles anymore to enjoy your favourite books, songs, films and TV shows. English is also the language of the Internet. Many websites are written in English – you will be able to understand them and to take part in forums and discussions. English is based on a simple alphabet and it is fairly quick and easy to learn compared to other languages. English is not only useful — it gives you a lot of satisfaction. Making progress feels great. Here is a beginner course that will introduce you into English language. Good luck!

### Learning Objectives

The objectives of this sub-module are:

● Developing students` pronunciation of the English sounds.

● Providing students with beginner communication competences in English language so as to allow them to participate in social life on a daily basis.

● Enabling students to understand and use a basic level of English language vocabulary.

● Providing students basic English reading and understanding skills.

● Assuring students adequate listening skills which includes comprehension of basic information.

● Developing the students' speaking skills so as to enable them to use basic language.

● Providing students with beginner writing skills in the English language.

### Learning Outcomes

Upon competing this sub-module, the learner should be able to:

(1) Greet others and introduce themselves

(2) Write down personal details correctly

(3) Make basic telephone contact; leave and understand messages;

(4) Buy or order food and drinks in a supermarket or pub; correctly identify money

(5) Ask for and understand directions in a town

(6) Ask about and talk about important life events

(7) Interact in shops

(8) Ask for and understand information about travelling by different means of transportation

(9) Ask for the time, understand and say what time it is

(10) Ask about, understand and talk about jobs and daily routines

(11) Understand and say days and dates, to talk about important dates in their lives

(12) Ask for and understand information about family, pets, houses, etc.

(13) Understand and say days and dates, to talk about important dates in their lives

|  | |
|---|---|
|  | (14) Ask for and understand information about family, pets, houses, etc. |
|  | (15) Say what`s wrong and ask for things at the chemist |
|  | (16) Say what they like and dislike doing in free time; to ask about others` likes and dislikes |
|  | (17) Talk about what they did last week |

## Innovative Teaching Activities

| Classroom activities | Online activities |
|---|---|
| Introductions (1)<br>Numbers and letters (2)<br>Telephoning (3)<br>Food and drink (4)<br>Places in town and directions (5)<br>Life Story (6)<br>Shopping (7)<br>Travelling (8)<br>Telling the time (9)<br>Daily routines (10)<br>Days and dates (11)<br>Minor physical complaints – at the chemist`s (12)<br>Likes and dislikes. Colours (13)<br> Activities in the past (14) | Introductions (1)<br>Numbers and letters (2)<br>Telephoning (3)<br>Food and drink (4)<br>Places in town and directions (5)<br>Life Story (6)<br>Shopping (7)<br>Travelling (8)<br>Telling the time (9)<br>Daily routines (10)<br>Days and dates (11)<br>Minor physical complaints – at the chemist`s (12)<br>Likes and dislikes. Colours (13)<br>Activities in the past (14) |

## Assessment Methods

Descriptive practices are really useful when it comes to learning a new language. Visual memory is a crucial element to shape the brain of the learner that is just approaching a language that is different from his/her L1, especially in the adulthood when the acquisition of new contents may be even more difficult.
Adult educators can propose activities like describing a picture, drawing something and explain the drawing, describing the environment in which they are (classroom)  to test students simulating real life situations. The proposed practices are also intended to provide them opportunities to familiarize with the English lexicon, an element that has to be considered as fundamental in order to reach fluency.

## Indicative Content: Topics (Lessons) and Key Concepts

- Introductions (Greetings and introduction formulas)
- Numbers and letters
- Telephoning (Telephone conversation vocabulary and expressions)
- Food and drink
- Places in town and directions
- Life Story  (Telling the age, the birth place, family, professional background, experience.)
- Shopping (Shopping items)
- Travelling (Places in town, Means of transport)
- Telling the time (The clock, asking the time, telling the time)
- Daily routines
- Days and dates
- Personal information (Personal information and vocabulary)
- Minor physical complaints – at the chemist`s
- Likes and dislikes. Colours
- Activities in the past

## Appendix A – Classroom activities

| Name | Tool/resource used | Description |
|---|---|---|
| Introductions | Jamboard | Based on a jamboard link/worksheet participants are asked to write 2 true sentences about themselves and one false sentence. The others should guess what are the true ones and what is false one. |
| Numbers and letters | Website ESL game plus https://www.eslgamesplus.com/numbers-cardinal-ordinal/ | Teachers and students choose together the numbers to be practiced. Each participant will listen and identify the number, pronounce it, and write it in letters. |
| Telephoning | WhatsApp | Students will practice telephone conversations in pairs using whatsapp. They can choose the topic.Through this kind of activity they will improve their skills in the foreign language, gaining more fluency. |
| Food and drink | Website ESL game plus - Vegetables Board Game https://www.eslgamesplus.com/vegetables-vocabulary-esl-interactive-board-game/ | Participants have to match what they hear with the name of a food or vegetable. They have to simulate a situation in which they want to buy a kg of that vegetable at the market. |
| Places in town and directions | Website Learn English, British Council https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/places-in-a-town-1 | Participants have to match individually the pictures, the sound and the words, then they will practice their vocabulary in pairs, asking for and giving directions, changing roles after a few minutes. |
| Life Story | Bamboozle | Use the baamboozle play mode (classic version) to revise the vocabulary and interactions in a gamified way. They have to answer some questions related to different aspects of their life. |
| Shopping | Not applicable | A digital mystery box with pictures representing shopping items is introduced, students need to name the objects represented in the pictures. |
| Travelling | Bamboozle https://www.baamboozle.com/game/43158 | Use the study mode to introduce the means of transport vocabulary and then the play mode (classic version) to revise the vocabulary in a gamified way. |
| Telling the time | Bamboozle | Make a paper /digital clock and ask students to provide correct time. |

| Daily routines | Learningapps (e-learning)<br><br>https://learningapps.org/18403749 | Each participant has to match individually the sounds, the written words and the pictures to learn job vocabulary. Then they have to ask questions and give answers related to their job and one of their relatives. |
|---|---|---|
| Days and dates | Not applicable | Use flash cards with days and dates and ask students to ask questions and provide answers. |
| Personal information | Website Learn English, British Council<br><br>https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/jobs-1<br><br>https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/jobs-2 | Participants have to match the pictures, the sounds and the words and to practice their vocabulary related to personal information such as family, houses, pets, jobs etc. |
| Minor physical complaints – at the chemist`s | Website Tools for educators - Spaghetti String Worksheet<br><br>https://www.toolsforeducators.com/spaghettistring/spaghetti-string-worksheet.php?cat=health<br><br>https://www.toolsforeducators.com/spaghettistring/spaghetti-string-trace.php?cat=health | Using the shared link, participants are invited either to read a short sentence or paragraph and connect the words or to read a word, trace it, and connect it with others. |
| Likes and dislikes. Colours | Website Learnenglish<br><br>https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/colours | Participants have to match the pictures, the sounds and the words in order to practice their vocabulary related to different colours and nuances. |
| Activities in the past | Website Mes-Games<br><br>https://www.mes-games.com/past1.php | Using the game, participants have either to match the audio with the picture, or with the written words, or the written word with the pictures related to talking about past events or activities. |

## Appendix B – Online Activities

| Name | Tool/resource used | Description |
| --- | --- | --- |
| Introductions | Quizlet<br><br>https://quizlet.com/36849994/english-greetings-flash-card<br><br>Countries<br>https://www.gamestolearnenglish.com/fast-phrases/#countries | Participants will practice Meet and greet vocabulary using a quizlet set. This is based on matching images and written words to make phrases. |
| Numbers and letters | Numbers - Learning apps<br><br>https://learningapps.org/9416478<br><br>Letters - Website Games to learn English<br><br>https://www.gamestolearnenglish.com/vocab-game/ | Participants will practice Meet and greet vocabulary using a quizlet set. This is based on matching images and written words to make phrases. |
| Telephoning | WhatsApp | Students will practice telephone conversations in pairs using whatsapp. They can choose the topic.Through this kind of activity they will improve their skills in the foreign language, gaining more fluency |
| Food and drink | Space game<br><br>https://www.eslgamesplus.com/food-drinks/ | Participants choose correctly the terms of quantity for different foods and drinks, using a link for a game. They continue guessing the price and doing a shopping list. |
| Places in town and directions | https://www.gamestolearnenglish.com/fast-phrases/#places | Participants have to match images and written words to make phrases related to different places. They practice vocabulary by sharing what they have done yesterday and where. |
| Life Story | Website Tools for educators<br><br>https://www.toolsforeducators.com/bingo/bingo-maker-4x4.php?cat=family | Participants choose key words and speak about the images presented in the Bingo boards, doing a role play in the larger group. One volunteer participant asks questions and the second answers. |
| Shopping | Website Learn English, British Council<br><br>https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/money | Participants have to match the pictures, the sounds and the words and to practice their vocabulary related to money, ways of paying and objects used during shopping. |

| Travelling | Website Learn English, British Council<br><br>https://learnenglish.britishcouncil.org/vocabulary/beginner-to-pre-intermediate/places-in-a-town-1 | Participants will learn places in town and means of transport by using bamboozle. Then they play the classic bamboozle mode to revise the vocabulary in a gamified way. |
|---|---|---|
| Telling the time | https://www.gamestolearnenglish.com/fast-phrases/#time | Participants have to observe the images and match them with words to make phrases in order to respond correctly to the question: "What time is it?" |
| Daily routines | Website Mes-Games<br><br>https://www.mes-games.com/dailyroutines.php | Using the link to the game, participants have either to match the sound with the picture, or the written words, or they have to match the written word with the pictures related to daily routines. |
| Days and dates | Website Mes- Games<br><br>https://www.mes-english.com/toolsforeducators/crossword/crosswordq.php?p=time | Using the link, participants have to solve the crosswords using images individually. Voluntary participants are encouraged to talk about important dates in their lives |
| Personal information | Website More than one story<br><br>https://www.morethanonestory.org/en | Participants will be given questions on the screen which will enhance storytelling about themselves and their own personal experience. All the participants have to answer at least one question. |
| Minor physical complaints – at the chemist`s | Vocabulary search game<br><br>https://www.vocab1.com/ | Students are asked to make a vocabulary list and write the definitions from a dictionary of words related to health and how good or bad someone is physically feeling or words used at the chemist. |
| 14. Likes and dislikes. Colours | Learning apps (e-learning)<br><br>https://learningapps.org/view11303723 | Participants have to match the audio with the images with corresponding colour in order to practice their vocabulary related to different objects and colours. |
| 15.Activities in the past | Website ESL gamesplus Monkey Pirate Game<br><br>https://www.eslgamesplus.com/irregular-past-tense-esl-grammar-jeopardy-quiz-game/ | Participants have to read the sentences and choose the correct missing words, to be able to talk about past events or activities, correctly using irregular verbs and the simple past tense. |

# MODULE 3 - Digital Skills

| Module Title | Module Code | Sub-module Title | Sub-Module Code |
|---|---|---|---|
| Digital Skills | M3 | Computer Fundamentals (browser, mail) | M3.1 |

| Teaching hours of which: | Classroom instruction | On-line training |
|---|---|---|
| 20 | 8 | 12 |

## Sub-Module Annotation

Today, the Internet is one of the most effective and efficient ways to communicate. Whether it is e-mail correspondence, social networks or just searching for information, the Internet gives us the chance to connect with different people and read news and information from all over the world.

## Learning Objectives

The objectives of this sub-module are:

- teaching the use of wireless networks for computers and smartphones
- teaching learners how to effectively and safely use Internet browsing and searching tools
- teaching learners to set-up and use e-mail services

## Learning Outcomes

Upon competing this sub-module, the learner should be able to:

(1) connect computer or smartphone on wireless router or access point

(2) explain the terms Internet, Google Chrome, Internet Explorer, Microsoft Edge and to use their main features

(3) demonstrate Internet search and analyse the results

(4) use security measures on the Internet

(4) configure user accounts and emails and to use the basic features of the Outlook and Gmail

## Gamification and Innovative Teaching Activities

### Classroom activities

The Password Game (1)
Discovering Searching Engine Tools (2)
Completing boxes (2,3)
Weak or Strong? (4)
Writing an email with Gmail (5)

Jig-saw Puzzle: discovering how to write a formal email (5)

### Online activities

How to use Google Search lesson on EdPuzzle (2)
Online Quizlet Flashcards test on search engine tools (2)
How to create a strong password lesson on EdPuzzle (4)
Online Quizlet Flashcards test on the use of Gmail (5)

## Assessment Methods

The Assessment method suggested for this module is Formative Assessment, the method that track student's improvement in real-time, with the help of progress reports, entry/exit tickets and class discussions, after individual and group practice. The trainer can use in-process evaluations to track the achievement of learning objectives and expected results, through observing students and reporting the results of learning. It is suggested to integrate Formative Assessment with short moments of Summative Assessment, running online quizzes/assessing games on IT tools.

## Indicative Content: Topics (Lessons) and Key Concepts

- Local or wireless networks and logging procedure
- Web browsers (Google Chrome, Mozilla Firefox etc.) and its user interfaces: menus, toolbars, search, favorites, history list, downloads, settings
- The main procedures and strategies to analyse results and save data from the Internet
- Strong password characteristics
- Antivirus programs and firewall
- The main features of Gmail/Outlook (sending/receiving email, calendar, diary, address book, scheduler, sketches, attachments, groups, filtering, archiving, printing)

# MODULE 3 - Digital Skills

| Module Title | Module Code | Sub-module Title | Sub-Module Code |
|---|---|---|---|
| Digital Skills | M3 | Word processing | M3.2 |
| Teaching hours of which: | Classroom instruction | On-line training | |
| 20 | 8 | 12 | |

## Sub-Module Annotation

Word processing is a life skill which can be used at school, home, or in the workplace. Knowing how to organise information in a document allows a person to convey a message effectively. It also can be applied to personal and work-related tasks. Whether it is creating a resume or making a poster to promote a community event, most tasks that use technology require word processing. It is an essential skill that every person needs to master, as it can be used today and well into the future.

## Learning Objectives

The objectives of this sub-module are:
● explaining how to use text editing tools and commands
● providing basic knowledge about organising data
● teaching learners about graphic editing in Word
● teaching learners how to print documents

## Learning Outcomes

Upon competing this sub-module, the learner should be able to:

(1) use MS Word menus and commands, to describe word processing and to use text editing tools.

(2) use basic organisation of data in tables and graphs.

(3) recognize the difference between WordArt, Smartart, Graphs and Shapes and to use the basic commands to create them

(4) describe the printing documents procedure, to use tools to view the document and customise the printout, to print the document and to prepare a document for electronic exchange.

## Gamification and Innovative Teaching Activities

### Classroom activities

Word fundamental interactive lesson on Mentimeter (1)
Let's Create - 10 Quest (1)
The Tables game (2)
Find your group (3)
The Printing Process - Jigsaw Method (4)

### Online activities

How to save a document lesson on EdPuzzle (1)
Online Quizlet Flashcards test on Microsoft Word (1)
MS Word Tables and graphs lesson on EdPuzzle (2)
Online Quizlet Flashcards test on SmartArt and Graphs (3)
Printing process lesson on EdPuzzle (4)

## Assessment Methods

The Assessment method suggested for this module is Formative Assessment, the method that track student's improvement in real-time, with the help of progress reports, entry/exit tickets and class discussions, after individual and group practice. The trainer can use in-process evaluations to track the achievement of learning objectives and expected results, through observing students and reporting the results of learning. It is suggested to integrate Formative Assessment with short moments of Summative Assessment, running online quizzes/assessing games on IT tools.

| Indicative Content: Topics (Lessons) and Key Concepts |
|---|
| - MS Word main features: edit text functionalities (font, columns, styles), edit layout (margins, orientation, paper dimension), save and name a document.<br>- Creation, filling and editing of tables.<br>- WordArt, Smartart, Graphs and Shapes<br>- Printing procedure, commands and tools |

| Module Title | Module Code | Sub-module Title | Sub-Module Code |
|---|---|---|---|
| Digital Skills | M3 | Digital Tools to find a Job | M3.3 |
| Teaching hours of which: | Classroom instruction | On-line training | |
| 10 | 4 | 6 | |

### Sub-Module Annotation

The job market has changed beyond all recognition over the last decade. In this module learners will learn how to better support their way into the workplace with digital tools. Learners will explore the basic digital career tools available to save their time and make their transition into work easier. Learners will learn to understand the modern job market, to take advantage of digital tools for job search and career counselling and prepare themselves for a successful job application.

### Learning Objectives

The objectives of this sub-module are:
- listing the ways how to search for a job
- demonstrating how to build a successful resume
- introducing tools and strategies for building a digital portfolio

### Learning Outcomes

Upon competing this sub-module, the learner should be able to:

(1)     search the internet for job offers.

(2)     create and build a Resume/CV using online tools and apps (Europass, Canva, LiveCareer).

(3)     design a cover letter using online tools and apps (Europass, Canva, LiveCareer).

(4)     be aware of the purpose and benefits of building a comprehensive digital portfolio

(5)     build its Linkedin profile

(6)     use networking strategies to expand its online network

### Gamification and Innovative Teaching Activities

### Classroom activities

Let's search job offers (1)
Creating a Resume on Livecareer (2)
Creating a CV on Canva (2)
Creating a Cover Letter on Livecareer (3)
Creating a Cover Letter on Canva  (3)
Linkedin Challenge: True or False? (4, 5, 6)

### Online activities

Creating a Resume on Livecareer (2)
Creating a CV on Canva (2)
Creating a Cover Letter on Livecareer (3)
Creating a Cover Letter on Canva  (3)
Linkedin Challenge: True or False? (4, 5, 6)

### Assessment Methods

The Assessment method suggested for this module is Formative Assessment, the method that track student's improvement in real-time, with the help of progress reports, entry/exit tickets and class discussions, after individual and group practice. The trainer can use in-process evaluations to track the achievement of learning objectives and expected results, through observing students and reporting the results of learning. It is suggested to integrate Formative Assessment with short moments of Summative Assessment, running online quizzes/assessing games on IT tools.

## Indicative Content: Topics (Lessons) and Key Concepts

- Websites for unemployed people, Job offers Database and Company sites of job interest (work with us section)

- Web Platforms and Applications (Europass, Canva, LiveCareer, etc.) to edit and customize your CV and Resume (features, functions and tools)

- Web Platforms and Applications (Europass, Canva, LiveCareer, etc.) to edit and customize your Cover Letter (features, functions and tools)

- Pros and cons of digital portfolio (e.g., Linkedin), elements of portfolio (photo, self description, availability, education, work experiences, competences, languages, interests), how to search and add a person to your network, how to send a message and connecting with other people in you network, how to manage notifications (e.g., who visited your profile)

## Appendix A – Classroom Activities

| Name | Tool/resource used | Description (min 150 char.) |
|---|---|---|
| **Submodule 3.1** | | |
| Password Game | Google Search, Microsoft Word | A riddle that learners need to guess to get the password and be able to connect to the wifi. During the game, the teacher explains the logging procedure and lets the students practice. |
| Discovering Searching Engine Tools | Bamboozle | A competition game with Bamboozle in which different teams take turns guessing the right answer to questions related to functions and characteristics of the most popular search engine tools. |
| Completing boxes | Ms Word + Google Chrome | An interactive task whereby students complete different boxes of a MS word table by searching, selecting, copying and pasting information from the Internet. |
| Writing an email with Gmail | Mentimeter | An interactive presentation with Mentimeter to learn how to get started with Gmail, including creating an account, and writing a good subject for the email. The presentation has some content slides, quiz competition slides for revision and surveys to get opinions from the audience. |
| Jig-saw Puzzle: discovering how to write a formal email | Not applicable | A collaborative exercise where students learn how to write a formal email by dividing an explaining text in parts and using the jig-saw method. |
| Weak or Strong | Not applicable | A matching exercise to recognize the difference among weak, medium strong and very strong passwords, empowering learners to define the 3 most important criteria to build a strong password. |
| **Submodule 3.2** | | |
| Word fundamental interactive lesson on Mentimeter | Mentimeter | An interactive presentation with Mentimeter to learn how to use the main features of Microsoft Word. The presentation has some content slides, quiz competition slides for revision and surveys to get opinions from the audience. |
| Let's Create - 10 Quest! | Google Search, Microsoft Word | A group game in which the participants learn how to edit a text, following a task list. The groups earn points after completing the tasks. |
| The Tables Game | Google Search, Microsoft Word | A game in which the participants learn how to create tables, following a task list. The groups get some points by completing the tasks. |
| Find your group | Not applicable | A game in which participants need to understand in which group they belong, trying to find the other members that have a card that is part of the same category (smartart, word art, graphs, shapes). |
| The printing process - Jigsaw method | Not applicable | A collaborative exercise where students explore the printing process and the printing options by dividing an explaining text in parts using the jig-saw method. |

| | | |
|---|---|---|
| **Submodule 3.3** | | |
| Let's search job offers | Google Search, Microsoft Word | A competition game with the aim of finding job offers. Students compete in groups to find the best job offers according to and with reference to different criteria set by the teacher. |
| Creating a Resume on Live Career | Live Career | An activity to practice the creation of a resume document using Livecareer. The features, models and template of this app are used to create a resume with few easy steps. |
| Creating a CV on Canva | Canva | An activity to discover how to use Canva for creating a graphic Resume. The students will practice creating a Resume document using the features of this app and exploring different templates and graphic elements. |
| Creating a Cover Letter on Live Career | Live Career | An activity to practice the creation of a cover letter. The features, models and template of this app are used to create a resume with few easy steps. |
| Creating a Cover Letter on Canva | Canva | An activity to discover how to use Canva for creating a graphic Cover Letter. The students will practice creating a Cover Letter document using the features of this app and exploring different templates and graphic elements. |
| Linkedin Challenge: True or False? | InLearning (online) + Bamboozle (classroom) | An interactive video course "Learning Linkedin" on InLearning, a web learning platform inside LinkedIn. After completing the course, the teacher will discuss and deepen the content starting from a Bamboozle competition in which the students, divided in two teams, will compete against each other to win. |

## Appendix B – Online Activities

| Name | Tool/resource used | Description (min. 150 char.) |
|---|---|---|
| **Submodule 3.1** | | |
| How to use Google Search lesson on EdPuzzle | Edpuzzle | An online video exercise on Edpuzzle where students learn more about Google search with the help of questions embedded in the video |
| Online Quizlet Flashcards test on search engine tools | Quizlet | A set of Quizlet cards to review concepts about search engine tools through flashcards. |
| How to create a strong password lesson on EdPuzzle | Edpuzzle | An online video exercise on Edpuzzle where students learn more about how to create a strong password with the help of questions embedded in the video. |
| Online Quizlet Flashcards test on the use of Gmail | Quizlet | A set of Quizlet cards to review concepts about the use of Gmail through flashcards. |

## Submodule 3.2

| How to save a document lesson on EdPuzzle | Edpuzzle | An interactive video lesson with Edpuzzle to learn how to save a file word on desktop. The explainer video embeds multiple questions to assess learning in real time and additional resources to dig deeper. |
|---|---|---|
| MS Word Tables and graphs lesson on EdPuzzle | Edpuzzle | An interactive video lesson with Edpuzzle to learn how to use tables and graphs in Word. The explainer video embeds multiple questions to assess learning in real time and additional resources to dig deeper. |
| Online Quizlet Flashcards test on Microsoft Word | Quizlet | A set of Quizlet cards to review concepts about the use of MS Word. |
| Online Quizlet Flashcards test on SmartArt and Graphs | Quizlet | A set of Quizlet cards to review concepts about SmartArt and Graphs of MS word. |
| Printing process lesson on EdPuzzle | Edpuzzle | An interactive video lesson with Edpuzzle to learn the steps of the printing process. The explainer video embeds multiple questions to assess learning in real time and additional resources to dig deeper. |

## Submodule 3.3

| Creating a Resume on Live Career | Live Career | An activity to practice the creation of a resume document using Livecareer. The features, models and template of this app are used to create a resume with few easy steps. |
|---|---|---|
| Creating a CV on Canva | Canva | An activity to discover how to use Canva for creating a graphic Resume. The students will practice creating a Resume document using the features of this app and exploring different templates and graphic elements. |
| Creating a Cover Letter on Live Career | Live Career | An activity to practice the creation of a cover letter. The features, models and template of this app are used to create a resume with few easy steps. |
| Creating a Cover Letter on Canva | Canva | An activity to discover how to use Canva for creating a graphic Cover Letter. The students will practice creating a Cover Letter document using the features of this app and exploring different templates and graphic elements. |
| Linkedin Challenge: True or False? | InLearning (online) + Bamboozle (classroom) | An interactive video course "Learning Linkedin" on InLearning, a web learning platform inside LinkedIn. After completing the course, the teacher will discuss and deepen the content starting from a Bamboozle competition in which the students, divided in two teams, will compete against each other to win. |

## MODULE 4 - Soft Skills for the Job Market

| Module Title | Module Code | Sub-module Title | Sub-Module Code |
|---|---|---|---|
| Soft Skills for the Job Market | M4 | Preparing for a job interview | M4.1 |
| Teaching hours of which: | Classroom instruction | On-line training | |
| 15 | 6 | 9 | |

### Sub-Module Annotation

Nowadays, it's important to get prepared to the moment of the transition to the job market. For this reason, through the completion of the activities of this module that is full of simulations and practices, students should improve their communicative and expressive skills in order to be prepared to face a job interview and acquire the right approach when it comes to talking to the boss.

### Learning Objectives

The objectives of this sub-module are:

- Explaining how to communicate effectively in a face to face interview
- Highlighting the different nature of professional interaction differentiating between horizontal and vertical interactions

### Learning Outcomes

Upon completing this sub-module, the learner should be able to:

(1) Face an professional interview proposing coherent personal narrative

(2) Manage unforeseen situations and react under pressure

(3) Gather information about their employer in order to use it to have better changes to succeed in their job interview

(4) Shape contextually the information in order to fit better the requirements and the needs of the employer

(5) Interact with HR officials and selection committees

### Gamification and Innovative Teaching Activities

**Classroom activities**

All the stories in the world... (5)
What's your story? (5)
Talk to the boss (4)
Room 101 (2)

**Online activities**

HR simulation game (1)
Build up your professional vocabulary (2)
What would you say? (4, 5)
Practice makes perfect (1, 4, 5)
Gather information about your application (3)

### Assessment Methods

Make sure that the participants become reflexive on their own behavioural patterns and are able to analyze and recognize them. Critical thinking capabilities are essential so make sure that in the feedback process there will be a show of them.

### Indicative Content: Topics (Lessons) and Key Concepts

Objective I:
- basic tenets of a professional attitude
- researching as part of preparation for job interview
- interview practice & review
- Formulate personal narratives during selection processes in order to convey professional competencies in an efficient way

Objective II:
- horizontal vs. vertical working relationships, adapting language & posture
- sensitivity (cultural, racial, gender, religious) as professional competence

# MODULE 4 - Soft Skills for the Job Market

| Module Title | Module Code | Sub-module Title | Sub-Module Code |
|---|---|---|---|
| Soft Skills for the Job Market | M1 | Presentation and Communication Skills | M4.2 |
| Teaching hours of which: | Classroom instruction | On-line training | |
| 15 | 6 | 9 | |

## Sub-Module Annotation

Nowadays, it's important to get prepared to the moment of the transition to the job market. For this reason, through the completion of the activities of this module that is full of simulations and practices, students should improve their communicative and expressive skills in order to be prepared to face a job interview and acquire the right approach when it comes to talking to the boss.

## Learning Objectives

The objectives of this sub-module are:

- Analyzing and illustrate communication styles
- Analyzing and present non-verbal communication
- Teaching learners how to effectively present themselves or their point of view

## Learning Outcomes

Upon completing this sub-module, the learner should be able to:

(1) Understand the difference between the different communication styles

(2) Recognize the different communication styles and use a more assertive communication

(3) Understand the difference between verbal and non verbal communication

(4) Be aware of the importance of non-verbal communication and knows the most important mistakes to avoid

(5) Understand the basic principles of structuring a speech and of social narratives

(6) Present himself/herself or his/her self image in a structured and clear way

## Gamification and Innovative Teaching Activities

### Classroom activities

All the stories in the world… (6)
What's your story? (6)
Words and Codes (2, 3)
Non-violent communication (3,4)
Finding your story (4)
Talk to the boss (1, 2, 5)
Room 101 (2)

### Online activities

What are communication styles? (1)
Verbal or not verbal? (3)

## Assessment Methods

Make sure that the participants become reflexive on their own behavioural patterns and are able to analyze and recognize them. Critical thinking capabilities are essential so make sure that in the feedback process there will be a show of them.

## Indicative Content: Topics (Lessons) and Key Concepts

Objective I:
- communication styles
- employing different styles for a particular context

Objective II:
- key elements of the non-verbal communication

Objective III:
- what are social narratives and how they are constructed
- constructing one's own narrative about one's professional identity
- projecting one's image effectively

## MODULE 4 - Soft Skills for the Job Market

| Module Title | Module Code | Sub-module Title | Sub-Module Code |
|---|---|---|---|
| Soft Skills for the Job Market | M4 | Working in a Team | M4.3 |
| Teaching hours of which: | Classroom instruction | On-line training | |
| 10 | 4 | 6 | |

### Sub-Module Annotation

Nowadays, it's important to get prepared to the moment of the transition to the job market. For this reason, through the completion of the activities of this module that is full of simulations and practices, students should improve their communicative and expressive skills in order to be prepared to face a job interview and acquire the right approach when it comes to talking to the boss.

### Learning Objectives

The objectives of this sub-module are:

- Covering group dynamics and the related theory
- Illustrating how to interact productively with other team members
- Resource management and decision making
- Conflict management and negotiations

### Learning Outcomes

Upon competing this sub-module, the learner should be able to:

(1) Understand and describe what a group is

(2) Understand the basic ideas underlying group dynamics in a professional environment

(3) Connect productively with other team members

(4) Understand that people bond over shared goals connecting productively with other team members

(5) Build critical thinking about schematizing resources and take up strategic communication about management decisions

(6) Build up communication within their group in order to boost cooperation and adopt goal-oriented approach

(7) Communicate in a hierarchical situation relation to colleagues and supervisors

(8) Develop professional and strategic negotiation skills

### Gamification and Innovative Teaching Activities

| Classroom activities | Online activities |
|---|---|
| Jigsaw puzzle Time Management and Organisation (6)<br>Fit All in the bucket (5)<br>Back to back communication (2)<br>Build the highest possible structure (4)<br>Cross the river (3)<br>Chief negotiator (8)<br>Prisoner dilemma game (8)<br>Room 101 (4, 7, 2)<br>Conflict and communication (7)<br>Stranded on a island (1) | Make your own nation (1, 2) |

## Assessment Methods

Make sure that the participants become reflexive on their own behavioural patterns and are able to analyze and recognize them. Critical thinking capabilities are essential so make sure that in the feedback process there will be a show of them.

## Indicative Content: Topics (Lessons) and Key Concepts

Objective I:
- constitutive elements of a group (purpose, identity etc.)
- cooperative vs. competitive attitudes
- workload sharing, task division, free-riding
- decision-making process & leadership in a group

Objective II:
- communicating within a team, conveying one's ideas to the team
- horizontal vs. hierarchical relations vs. group roles & the need to modulate communication & language register
- managing conflicts in a team

## Appendix A - Classroom Activities

| Name | Tool/resource used | Description (min 150 char) |
|---|---|---|
| **Submodule 4.1** | | |
| All the stories in the world.. | Not applicable | The activity is intended to understand and to analyze the concept of narrative as the base of social interaction. It consists of presenting a set of stories and grouping them according to the most common narrative structures (EG / basic plots or the hero's journey). This will teach the participants narrative analysis and storytelling. |
| What's your story? | Not applicable | This activity recalls the previous one and it is its natural follow up. After the analysis of narratives the participants will be asked to propose their own narrative. |
| Talk to the boss | Not applicable | Teach the participants to relate to supervisors and a hierarchical social environment. It challenges the participants to be reflective about communication patterns to use, inviting them to be strategic about what to say. |
| **Submodule 4.2** | | |
| All the stories in the world.. | Not applicable | The activity is intended to understand and to analyze the concept of narrative as the base of social interaction. It consist in presenting a set of stories and group them according to the most common narrative structures (EG / basic plots or the hero's journey). This will teach the participants narrative analysis and storytelling. |
| What's your story? | Not applicable | This activity recalls the previous one and it is its natural follow up. After the analysis of narratives the participants will be asked to propose their own narrative. |
| Words and Codes | Not applicable | Encoding communication with a set of secret word in order to describe that specific communication is important for performative purposes. |
| Non-violent communication | Not applicable | Teach the participants to properly communicate with colleagues and peers. Although sometimes assertiveness can be useful to use non-violent and effective communication is always a priority and the first strategy to use in any exchange. |
| Finding your story | Not applicable | Teach participants how to create a message to fit their professional life. Fit a coherent story to your job hunting process with a grant to be remembered and make a good impression in the selection process. |
| Talk to the boss | Not applicable | Teach the participants to relate to supervisors and a hierarchical social environment. It challenges the participants to be reflective about communication patterns to use inviting to be strategic about what to say. |
| **Submodule 4.3** | | |

| Jigsaw puzzle Time Management and Organisation | Website Symonds research<br><br>https://symondsresearch.com/time-management-activities/ | The learners will be able to build think critically about schematizing resources and take up strategic communication about management decisions |
|---|---|---|
| Fit All in the bucket | Website maacce.org https://maacce.org/wp-content/uploads/2017/06/Soft-Skills-Learning-Materials.pdf | The learner will build up communication within their group in order to boost cooperation and adopt a goal-oriented approach. This will simulate team communication, critical thinking and resource management skills. |
| Back to back communication | Website Training course material https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities/back-to-back-communication | An activity highlighting the role of questions and clear directions and explanations for effective communication. It creates a space to practice and reflect on communication mechanics and dynamics |
| Build the highest possible structure | Not applicable | The game encourage collaboration and taking up a role as a team. Building something together requires coordination and negotiation processes. The activity intends to stimulate both towards a common goal. |
| Cross the river | Not applicable | The game encourages collaboration and taking up a role as a team. The point of the game is not winning per se but reflecting on collaborative processes to deal with common problems. |
| Chief negotiator | Website Training course material https://www.trainingcoursematerial.com/free-games-activities/conflict-resolution-influencing-and-negotiation-activities/chief-negotiator | A fun and competitive activity of practicing negotiation skills, conflict resolution and communication abilities. It recalls the prisoner dilemma games and it elaborates on world building attached to it. |
| Prisoner dilemma game | Not applicable | Strategy role game that aims to explain the relation between cooperation and competition. Competition and cooperation are stimulated through confidence building and strategic behavior. The game explores both within a gamification context. |
| Room 101 | Website Training course material https://www.trainingcoursematerial.com/free-games-activities/communication-skills-activities/room-101 | A competitive activity to develop and practice influential and persuasive skills, as well as assertive communication skills of participants. |
| Conflict and communication | Not applicable | Teach the participants how to analyze, manage and react to conflict situations. To deal efficiently with conflicts is a matter of choosing the right strategy. In order to do that deep awareness is needed. |
| Stranded on a island | Google Doc https://docs.google.com/document/d/1yVCsqwBbJSJx6GxouNndEUaCZDq2pyxsbNu3wH9QCRw/edit | Role game about resources distribution and team spirit. The game is intended to teach the participants that team collaboration allows for a more effective problem solving. |

## Appendix B – Online Activities

| Name | Tool/resource used | Description (min 150 char.) |
|---|---|---|
| **Submodule 4.1** | | |
| HR simulation game | Youtube<br>https://www.youtube.com/watch?v=L1PSl5DuQY8&ab_channel=TomHaak<br><br>https://www.youtube.com/watch?v=ev0begDFc20&ab_channel=StanfordGraduateSchoolofBusiness | HR is the main contact point for the social dimension of the employee within a professional environment. To be able to interact successfully with an HR department will give the possibility to feel comfortable in talking about our problems and professional issues. |
| Build up your professional vocabulary | Google Doc/Google Jamboard/Google Sheet | The activity is intended to collect useful expression and communication patterns that can be applied interchangeably during professional interviews. |
| What would you say? | Padlet/miroboard | An online communication and simulation path to guide the participants to their interview process. Padlet/miroboard are useful tools to create interactive content in order to guide participants through a learning process. |
| Practice makes perfect | Skype zoom or similar tools<br>https://www.themuse.com/advice/interview-questions-and-answers | Simulation game about interview practice. To give a good interview is a matter of practice not luck. Repetition gives confidence and makes clear what are the weaknesses and the strengths to focus on. |
| Gather information about your application | Baambozle | teach the participants that it is important to gather info about applied positions in order to enhance their success changes. |
| **Submodule 4.2** | | |
| What are communication styles? | https://www.youtube.com/watch?v=Tiy2LONr050&ab_channel=JohnWhitehead | The participants can use external platforms to gather information about what soft skills and communication styles are. |
| Verbal or not verbal? | Google Jamboard | An online game to help students understand the difference between verbal and not verbal communication. Perception of communication happens at the same time but individualizing the different parts of it gives more confidence within the communication process. |
| **Submodule 4.3** | | |
| Make your own nation | Miroboard | Teach participants about the basic ideas of what a group is and how group identities work. The activity is thought to let the participants construct their own particular group with their workmates. It will eventually lead to the formations of a full fledged group identity with specific identity markers. |

## MODULE 5 - Cultural Competences

| Module Title | Module Code | Sub-module Title | Sub-Module Code |
|---|---|---|---|
| Cultural Competences | M5 | Understanding the Cultural Context | M5.1 |
| Teaching hours of which: | Classroom instruction | On-line training | |
| 10 | 4 | 6 | |

### Sub-Module Annotation

Nowadays our cultural identity is influenced by many factors and can take different directions, even more than in the past. This sub-module aims to allow learners to explore the issues of culture and cultural identity, increasing their self-awareness and their knowledge about the cultural background of the host country.

### Learning Objectives

The objectives of this sub-module are:

- Exploring the issues of culture and identity
- Demonstrating the dynamics of the perception process
- Raising knowledge about other people cultural background

### Learning Outcomes

Upon competing this sub-module, the learner should be able to:

(1) Identify the elements and component of culture

(2) Recognize and communicate own cultural identity

(3) Recognize the presence and importance of different perspectives

(4) Be aware of how own cultural background is influencing own perception

(5) Recognize the main cultural traits of the host country

(6) Show an increased level of interest in different cultural backgrounds

### Gamification and Innovative Teaching Activities

| Classroom activities | Online activities |
|---|---|
| Manifest or Latent? (1)<br>Back to back (3)<br>Reality in 3 angles (4)<br>Odd in pictures (5) | Elements of culture (1)<br>Identity Jam (2)<br>The culture pot (5)<br>Intercultural history line (6) |

### Assessment Methods

Formative assessment practices are strongly suggested to evaluate the learning outcomes of this module. Many of the activities proposed in this Module (especially the online ones) can be easily employed to assess understanding of specific content. Assessment in this way becomes fun and practice on useful e-learning tools is reinforced. In order to assess specific attitudes and skills, more informal methods and discussion/debate sessions could be employed. Adult educators can present the class with a scenario of an intercultural misunderstanding or even conflict, and encourage a round table of opinions, in which every learner is free to share what they will do or how they would behave in that specific situation and most of all how they think they would feel. The conflict scenario should empower learners to promote a non-judgmental environment and lead to more open minded approaches.

### Indicative Content: Topics (Lessons) and Key Concepts

- Culture (The iceberg model; Cultural traits of the host country)
- Identity (The Identity flower model)
- The perception process

# MODULE 5 - Cultural Competences

| Module Title | Module Code | Sub-module Title | Sub-Module Code |
|---|---|---|---|
| Cultural Competences | M5 | Functioning in a intercultural world | M5.2 |
| Teaching hours of which: | Classroom instruction | On-line training | |
| 20 | 8 | 12 | |

## Sub-Module Annotation

This sub-module aims to allow learners to become more familiar with culturally driven behavioural patterns and the way they influence social relationships. These very behavioural patterns being a possible source of conflict in intercultural environments, this sub-module aims to empower learners to recognize, avoid and be more equipped to face and manage intercultural conflicts.
This sub-module aims to allow learners with different cultural, religious and linguistic backgrounds to achieve a respectful and open encounter, promoting a peaceful and enriching sharing of points of view.

| Learning Objectives | Learning Outcomes |
|---|---|
| The objectives of this sub-module are:<br><br>● discussing the mechanism of stereotypes, prejudices and discrimination<br><br>● outlining how cultural background influences the way we relate to others<br><br>● teaching how to see differences in a positive and productive way | Upon competing this sub-module, the learner should be able to:<br><br>(1) understand the difference between stereotypes, prejudices and discrimination<br><br>(2) recognize stereotyped information<br><br>(3) recognize the emergence of an intercultural conflict and recognize the sources<br>(4) identify culturally-driven behavioural patterns<br><br>(5) have an increased willingness to solve problems including diverse contributions<br><br>(6) identify shared values and perspectives and use them as an anchor to relate to locals |

## Gamification and Innovative Teaching Activities

| Classroom activities | Online activities |
|---|---|
| Find your group (1)<br>Labels (2)<br>Greetings at the Conference (3)<br>Hotel Glocal (4)<br>10 quests (5) | S-P-D sorting (1)<br>Stereot-investigators (2)<br>The behaviour game (4)<br>Finding commonalities (6) |

## Assessment Methods

Formative assessment practices are strongly suggested to evaluate the learning outcomes of this module. Many of the activities proposed in this Module (especially the online ones) can be easily employed to assess understanding of specific content. Assessment in this way becomes fun and practice on useful e-learning tools is reinforced. In order to assess specific attitudes and skills, more informal methods and discussion/debate sessions could be employed. Adult educators can present the class with a scenario of an intercultural misunderstanding or even conflict, and encourage a round table of opinions, in which every learner is free to share what they will do or how they would behave in that specific situation and most of all how they think they would feel. The conflict scenario should empower learners to promote a non-judgmental environment and lead to more open minded approaches.

| Indicative Content: Topics (Lessons) and Key Concepts |
|---|
| - Stereotypes, prejudices, discrimination<br>- The self-fulfilling prophecy<br>- Intercultural conflicts<br>- The behavioural components of culture<br>- Empathy and Respect |

## Appendix A – Classroom Activities

| Name | Tool/resource used | Description (min 150 char.) |
|---|---|---|
| **Submodule 5.1** | | |
| Manifest or Latent? | Baamboozle | A competition game with Baamboozle in which different teams take turns guessing if an item represents a manifest or latent element of culture. |
| Back to back | Not applicable | A visual game to realize how different perceptions of reality can be and ro raise awareness on how the perception process shapes our encounters and communication. |
| Reality in 3 angles | Not applicable | A visual discovery activity to raise awareness on how culture shapes our perception process. An ambiguous picture is shown and learners are asked to write down anything that comes to their mind and then to decide whether what they wrote was describing, interpreting or evaluating. |
| Odd in pictures | Baamboozle | A competition game with Baamboozle to show learners commonalities of the host country (e.g. road signs; shops) and get familiar with them in a fun way. |
| **Submodule 5.2** | | |
| Find your group | Not applicable | An offline game whereby learners are given cards with a steretype, prejudice or discrimination written on and have to find their group, knowing that in every group there is an example of stereotype, of prejudice and of discrimination linked to the same situation. |
| Labels | Not applicable | An offline game whereby learners engage in a role play to experience active and passive discrimination. Everyone in the group is assigned a label that they are not aware of. During the role play everyone shall be treated according to the expectations (and prejudices) generated from having that label stuck on them. |
| Greetings at the Conference | Not applicable | A simulation game whereby learners interact with each other as if they were part of a specific community. Every community group gets a rule sheet with expected behaviours from their side during the encounter and is expected to guess, at the end of the simulation, what the rules of other communities were. |
| Hotel Glocal | Not applicable | A simulation game whereby learners, divided in couples, have to simulate a situation in which the guest of a Hotel has a problem the receptionist needs to fix. They only have a couple of minutes sto solve the problem and cannot use any common spoken language. |

| 10 quest | Not applicable | An offline game whereby learners have to complete a list of 10 tasks collaborating with each other. During the challenge some members of the group will simulate having a special need. |
|---|---|---|

## Appendix B – Online Activities

| Name | Tool/resource used | Description (min 150 char.) |
|---|---|---|
| **Submodule 5.1** | | |
| Identity Jam | Jamboard | A visual and creative task on Jamboard to help learners express and become familiar with the elements of their identity that they believe are the most important in their life. |
| Elements of culture | Quizlet | A set of Quizlet cards to review the difference between manifest and latent elements of culture. Learners use it for individual practice and furthering their discovery of various elements of culture. |
| The culture pot | Padlet | An online "melting pot" to allow an intercultural class to integrate information they have about the culture of the host country and share them with future learners. |
| Intercultural history line | Jamboard | An online activity whereby a group of learners shares historical moments that are important in their countries. The events are used to create a intercultural history line on Jamboard and learn about other countries' events. |
| **Submodule 5.2** | | |
| Stereot-investigators | Padlet | An activity whereby learners search and collect news, newspaper headlines, pictures on the Internet showing people from specific groups in a stereotyped manner. The material is collected in Padlet, sorted into different categories and other learners are invited to make guesses on the stereotype represented. |
| S-P-D sorting | Quizlet | A set of Quizlet cards to review examples of stereotypes, prejudices and acts of discriminations. Learners have to match specific examples with a correct cathegory: stereotype, prejudice or act of discrimination. |
| The behaviour game | Quizlet | Students create a set of Quizlet flashcards about common behaviours in their culture, matching pictures, words, explanations in a personalised manner. The study sets thus created are shared among learners for individual practice and discovery about other cultures norms of behaviour. |
| Finding commonalities | Jamboard | An individual reflection activity whereby students are invited to think about what values they consider most important to them and why. They then proceed to juxtapose their choices with the values prioritised by the host country culture. The individual work serves as a basis for group discussion in the next class. |