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# GUIDELINES FOR TEACHERS

**K.C.5\_Personal social and learning to learn competence**

Cpia 1 Palermo

## LEARNING UNIT STRUCTURE KC5 - 1

<b>TITLE OF THE UNIT</b>	Looking for a job: announcements and job interview		
<b>INTERCULTURALITY ELEMENTS OF THE UNIT</b>	Different types of announcements and non-verbal language in the job interview		
<b>TARGET GROUP</b>	ADULT MIGRANT LEARNERS		
<b>LEVEL</b>	A1/A2 level learners		
<b>TEACHER/S</b>	Mother tongue and foreign languages teachers		
<b>TIME</b> (Specify: duration of the Learning Unit and number of lessons to be developed)	9 hours, 3 lessons		
<b>KEY COMPETENCES INVOLVED</b>	Personal, social and learning to learn competence (learning to learn)		
<b>PRE-REQUISITES</b>	basic knowledge of the country language (A1/A2)		
<b>LEARNING OBJECTIVES</b> (fill in with specific learning objectives in terms of Knowledge, Skills and Competences)	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specific vocabulary related to the world of work</li> <li><input type="checkbox"/> Main types of job advertisements</li> <li><input type="checkbox"/> Centres, agencies and sites on the territory and on the web useful for job search</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knowing how to identify the terms of the specific vocabulary in the world of work</li> <li><input type="checkbox"/> Knowing how to read and decode a pragmatic text, with particular regard to job advertisements</li> <li><input type="checkbox"/> Knowing how to use the main resources on the territory and online for job search</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Acquiring and interpreting information</li> <li><input type="checkbox"/> Making appropriate decisions regarding the possibilities presented</li> <li><input type="checkbox"/> Being able to autonomously understand a pragmatic text in the work context</li> <li><input type="checkbox"/> Acting autonomously and responsibly</li> </ul>
<b>LEARNING</b>	Classroom, Computer Lab, Employment Agency and / or Employment Centre		

<b>ENVIRONMENT</b>		
<b>METHODOLOGIES</b>	<input type="checkbox"/> Shared lesson <input type="checkbox"/> Laboratory teaching	
<b>DIDACTIC TOOLS</b>	Computer, projector, blackboard, photocopies provided by the teacher	
<b>LEZIONE 1</b>	<b>TIME</b>	<b>ACTIVITY PLAN LESSON</b> (Provide one activity plan for each lesson)
<b>SITUATION ANALYSIS</b>	15 minutes	Circle time on the difficulties and opportunities you can face in finding a job in different countries.
<b>MOTIVATIONAL PHASE/STEP</b>	15 minutes	Individual work: write what steps to take to get a job. Sharing of results.
<b>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</b>	90 minutes	<b>Step 1 Introductory phase</b> Formalisation of the results of individual work on the blackboard. Construction of a reasoned lineup in chronological order.
		<b>Step 2 Intermediate phase</b> Presentation of different types of job announcements and identification of recurring elements. Reading comprehension: writing in a table the information requested present in five job announcements (Attachment 1. Exercise 1).
		<b>Step 3 conclusive phase</b> Work in small groups. Imagine having an economic activity given by the teacher and needing an employee, write a job announcement for the required position.
<b>META-COGNITIVE PHASE</b>	15 minutes	Discussion on the work done and identification of the learning phases.
<b>AUTHENTIC TASK</b> (It is required at the end of the Learning Unit.)	45 minutes	Matching exercise: identifying among some professional profiles, the ones more suitable to the job announcements presented (Attachment 1. Exercise 2).
<b>TIPS &amp; SUGGESTIONS</b>		

<b>LEZIONE 2</b>	<b>TIME</b>	<b>ACTIVITY PLAN LESSON</b> (Provide one activity plan for each lesson)	
<b>SITUATION ANALYSIS</b>	15 minutes	Brain storming: Where can you find job advertisements?	
<b>MOTIVATIONAL PHASE/STEP</b>	15 minutes	Group activities. An image is shown with some people in an employment centre and students are asked to formulate hypotheses about what is happening through stimulus questions (Attachment 2).	
<b>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</b>	60 minutes	<b>Step 1 Introductory phase</b>	Starting from the results of the previous activity, definition of a centre for employment. Reading and understanding of a pattern about job centres. (Attachment 3)
		<b>Step 2 Intermediate phase</b>	Cloze test: complete the missing parts of a text on the employment centres. (Attachment 4)
		<b>Step 3 conclusive phase</b>	Guided search for websites that offer work. How to register on dedicated sites and fill in the forms to submit your application.
<b>META-COGNITIVE PHASE</b>	15 minutes	Discussion on the work done and identification of the learning phases.	
<b>AUTHENTIC TASK</b> (It is required at the end of the Learning Unit.)	105 minutes	Field trip in an employment centre to ask for information and make an appointment.	
<b>TIPS &amp; SUGGESTIONS</b>			
<b>LEZIONE 3</b>	<b>TIME</b>	<b>ACTIVITY PLAN LESSON</b> (Provide one activity plan for each lesson)	
<b>SITUATION ANALYSIS</b>	15 minutes	Guided discussion: reflection on diversity and similarities in job interviews in different countries.	

<b>MOTIVATIONAL PHASE/STEP</b>	15 minutes	Circle time: How you introduce yourself and act during a job interview.	
<b>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</b>	90 minutes	<b>Step 1 Introductory phase</b>	Through images and / or sounds, reflection on verbal and non-verbal language: clothing, proxemics and the linguistic register. (Attachment 5. Ex.1).
		<b>Step 2 Intermediate phase</b>	True / false (Attachment 5. Ex.2): the rules for a good job interview.
		<b>Step 3 conclusive phase</b>	The class is divided into two teams. Each member in the team gets a professional identity. The teacher proposes a job position. The student with the suitable professional identity has to run to the teacher. The first student who arrives, gives a point to his/her team.
<b>META-COGNITIVE PHASE</b>	15 minutes	Discussion on the work done and identification of the learning phases.	
<b>AUTHENTIC TASK</b> <small>(It is required at the end of the Learning Unit.)</small>	45 minutes	Role playing. The class is divided in couples of students. One student in a couple takes an “identity card”, while the other takes a “job card”. The student with identity card has to introduce himself/herself according to the job in his/her mate’s card (Attachment 6)	
<b>TIPS &amp; SUGGESTIONS</b>			

# LEARNING UNIT STRUCTURE

<b>TITLE OF THE UNIT</b>	The work contract		
<b>INTERCULTURALITY ELEMENTS OF THE UNIT</b>	Main characteristics of a work contract		
<b>TARGET GROUP</b>	ADULT MIGRANT LEARNERS		
<b>LEVEL</b>	A1/A2 level learners		
<b>TEACHER/S</b>	Mother tongue and foreign languages teachers		
<b>TIME</b> <small>(Specify: duration of the Learning Unit and number of lessons to be developed)</small>	9 hours, 3 lessons		
<b>KEY COMPETENCES INVOLVED</b>	Personal, social and learning to learn competence (learning to learn)		
<b>PRE-REQUISITES</b>	basic knowledge of the country language (A1/A2)		
<b>LEARNING OBJECTIVES</b> <small>(fill in with specific learning objectives in terms of Knowledge, Skills and Competences)</small>	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specific vocabulary related to the world of work</li> <li><input type="checkbox"/> Main types of employment contract</li> <li><input type="checkbox"/> Worker's rights and obligations</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knowing how to identify the terms of the specific vocabulary of the world of work</li> <li><input type="checkbox"/> Knowing how to read and decode a pragmatic text, with particular reference to the work contract</li> <li><input type="checkbox"/> Knowing how to distinguish the different types of an employment contract</li> <li><input type="checkbox"/> Being aware of the places</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reading and interpreting the world of work</li> <li><input type="checkbox"/> Making informed and appropriate decisions about your life plan</li> <li><input type="checkbox"/> Being able to understand autonomously a pragmatic text in the work context</li> <li><input type="checkbox"/> Acting autonomously and responsibly</li> <li><input type="checkbox"/> Acquiring and interpreting</li> </ul>

		<p>where you can receive support or help to make choices and take action to improve one's status</p> <p><input type="checkbox"/> Recognising rights and obligations in your work environment</p> <p><input type="checkbox"/> Recognising the main features of the labour market and the job opportunities offered</p>	information
<b>LEARNING ENVIRONMENT</b>	Classroom, socio-occupational integration centres		
<b>METHODOLOGIES</b>	<input type="checkbox"/> Shared lesson <input type="checkbox"/> Laboratory teaching		
<b>DIDACTIC TOOLS</b>	Computer, projector, blackboard, photocopies provided by the teacher		
<b>LEZIONE 1</b>	<b>TIME</b>	<b>ACTIVITY PLAN LESSON</b> (Provide one activity plan for each lesson)	
<b>SITUATION ANALYSIS</b>	15 minutes	Guided discussion about three students' work experiences.	
<b>MOTIVATIONAL PHASE/STEP</b>	15 minutes	Circle time: write three working conditions that you should consider before taking a job (e.g. how much you earn, how many hours you work, when and where you work, what you have to do...).	
<b>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</b>	90 minutes	<b>Step 1 Introductory phase</b>	Formalisation on the blackboard of the results of the circle time. Introduction of the specific vocabulary with exercises (Attachment 1).
		<b>Step 2 Intermediate phase</b>	A sheet with one of the working conditions is attached to each student's back. By asking questions that his classmates can answer only yes / no, he has to guess what is written on his sheet.
		<b>Step 3</b>	Construction of an index notebook.

		<b>conclusive phase</b>	
<b>META-COGNITIVE PHASE</b>	15 minutes	Discussion on the work done and identification of the learning phases.	
<b>AUTHENTIC TASK</b> (It is required at the end of the Learning Unit.)	45 minutes	Identifying among three lists of possible working conditions the one best suited to your needs (Attachment 2).	
<b>TIPS &amp; SUGGESTIONS</b>			
<b>LEZIONE 2</b>	<b>TIME</b>	<b>ACTIVITY PLAN LESSON</b> (Provide one activity plan for each lesson)	
<b>SITUATION ANALYSIS</b>	10 minutes	Video on youtube about different kinds of job's contract: <a href="https://youtu.be/4aLSP0ifJ9s">https://youtu.be/4aLSP0ifJ9s</a> and guided discussion.	
<b>MOTIVATIONAL PHASE/STEP</b>	20 minutes	Brain storming: what a contract is and what it is for.	
<b>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</b>	105 minutes	<b>Step 1 Introductory phase</b>	Presentation of an employment contract sample (Attachment 3). Identification of the specific vocabulary already studied within the employment contract submitted.
		<b>Step 2 Intermediate phase</b>	Presentation of another type of employment contract. Reading comprehension: true/false exercises(Attachment 4).
		<b>Step 3 conclusive phase</b>	Presentation of another type of employment contract. Reading comprehension: multiple choice exercises (Attachment 5).
<b>META-COGNITIVE PHASE</b>	15 minutes	Discussion on the work done and identification of the learning phases.	
<b>AUTHENTIC TASK</b> (It is required at the end of the Learning Unit.)	30 minutes	Identifying among the three employment contracts the one best suited to your needs.	



<b>TIPS &amp; SUGGESTIONS</b>		
<b>LEZIONE 3</b>	<b>TIME</b>	<b>ACTIVITY PLAN LESSON</b> (Provide one activity plan for each lesson)
<b>SITUATION ANALYSIS</b>	15 minutes	Working in small groups: what is the meaning of “right” and “duty”?
<b>MOTIVATIONAL PHASE/STEP</b>	30 minutes	Brain storming: what are the rights and duties of a worker ?
<b>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</b>	90 minutes	<b>Step 1 Introductory phase</b> Formalisation on the blackboard of what emerged in the motivational phase.
		<b>Step 2 Intermediate phase</b> Rereading of the contracts studied, identifying the rights and duties of the worker. Construction of an index notebook.
		<b>Step 3 conclusive phase</b> Matching: link rights and duties to their definition (Attachment 6).
<b>META-COGNITIVE PHASE</b>	15 minutes	Discussion on the work done and identification of the learning phases.
<b>AUTHENTIC TASK</b> (It is required at the end of the Learning Unit.)	30 minutes	Fill in a holiday request form. (Attachment 7)
<b>TIPS &amp; SUGGESTIONS</b>		

## LEARNING UNIT STRUCTURE KC5

<b>TITLE OF THE UNIT</b>	The curriculum vitae		
<b>INTERCULTURALITY ELEMENTS OF THE UNIT</b>	Usability of the curriculum vitae in Europe		
<b>TARGET GROUP</b>	ADULT MIGRANT LEARNERS		
<b>LEVEL</b>	A1 / A2 level learners		
<b>TEACHER/S</b>	Mother tongue and foreign languages teachers		
<b>TIME</b> <small>(Specify: duration of the Learning Unit and number of lessons to be developed)</small>	9 hours, 3 lessons		
<b>KEY COMPETENCES INVOLVED</b>	Personal, social and learning to learn competence (learning to learn)		
<b>PRE-REQUISITES</b>	Basic knowledge of the country language (A1/A2)		
<b>LEARNING OBJECTIVES</b> <small>(fill in with specific learning objectives in terms of Knowledge, Skills and Competences)</small>	<b>KNOWLEDGE</b>	<b>SKILLS</b>	<b>COMPETENCES</b>
	<ul style="list-style-type: none"> <li><input type="checkbox"/> Specific vocabulary related to the world of work</li> <li><input type="checkbox"/> Work autobiography</li> <li><input type="checkbox"/> The European curriculum vitae format</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Knowing how to identify the terms of the specific vocabulary in the world of work</li> <li><input type="checkbox"/> Knowing how to describe one's own work autobiography, highlighting one's own skills acquired in formal, informal and non-formal contexts</li> <li><input type="checkbox"/> Knowing how to read, decode and produce a pragmatic text, with particular regard to the Curriculum Vitae</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Reading and interpreting the world of work</li> <li><input type="checkbox"/> Making the most of one's skills to realize one's life project</li> <li><input type="checkbox"/> Being able to understand and produce a pragmatic text independently in the work context</li> <li><input type="checkbox"/> Acting autonomously and responsibly</li> </ul>

<b>LEARNING ENVIRONMENT</b>	Classroom, socio-occupational integration centres		
<b>METHODOLOGIES</b>	<input type="checkbox"/> Shared lesson <input type="checkbox"/> Laboratory teaching		
<b>DIDACTIC TOOLS</b>	Computer, projector, blackboard, photocopies provided by the teacher		
<b>LEZIONE 1</b>	<b>TIME</b>	<b>ACTIVITY PLAN LESSON</b> (Provide one activity plan for each lesson)	
<b>SITUATION ANALYSIS</b>	30 minutes	Circle time: What the curriculum is and what it is for. Have you ever used it in your country?	
<b>MOTIVATIONAL PHASE/STEP</b>	30 minutes	Pair work: write three skills you think you have and that can be useful for finding a job or creating a new activity in the society where you live.	
<b>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</b>	90 minutes	<b>Step 1 Introductory phase</b>	Sharing and outlining on the blackboard of the results of the work in pairs, according to categories specified by the learners.
		<b>Step 2 Intermediate phase</b>	Guided construction of a conceptual map with the fundamental fields of the European curriculum vitae (eg. personal information, work experience, education and training, personal skills and competences, etc.). Matching activity (Attachment 1. Exercise 1).
		<b>Step 3 conclusive phase</b>	Dramatization. Simulation of a "speed date", in which each learner personifies one of the fields and answers the mates' questions on the information concerning his/her field. Some students play the role of the different parts of CV, the others have some cards (prepared by the teacher) with information about a work seeker (eg. Mory Sissoko, free lance interpreter, Social Sciences degree...); then the students give these cards to their mates, taking care to give the right card to the right field/person. At the end all the students together can reconstruct the different CV.

<b>META-COGNITIVE PHASE</b>	15 minutes	Discussion on the work done and identification of the learning phases.	
<b>AUTHENTIC TASK</b> <small>(It is required at the end of the Learning Unit.)</small>	15 minutes	Exercise. Finding the right field for the different information provided (Attachment 1. Exercise 2)	
<b>TIPS &amp; SUGGESTIONS</b>			
<b>LEZIONE 2</b>	<b>TIME</b>	<b>ACTIVITY PLAN LESSON</b> <small>(Provide one activity plan for each lesson)</small>	
<b>SITUATION ANALYSIS</b>	15 minutes	Presentation of a European CV (EUROPASS)	
<b>MOTIVATIONAL PHASE/STEP</b>	15 minutes	Brain storming on the importance of a CV that can be used in different countries	
<b>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</b>	105 minutes	<b>Step 1 Introductory phase</b>	Learners identify the fundamental fields already studied in a European curriculum vitae model.
		<b>Step 2 Intermediate phase</b>	Reading and understanding of a completed CV. Multiple choice exercises (Attachment 2).
		<b>Step 3 conclusive phase</b>	The curriculum vitae vocabulary.
<b>META-COGNITIVE PHASE</b>	15 minutes	Discussion on the work done and identification of the learning phases.	
<b>AUTHENTIC TASK</b> <small>(It is required at the end of the Learning Unit.)</small>	30 minutes	Role playing. Reading some job announcements and matching the appropriate curricula to those available.	
<b>TIPS &amp; SUGGESTIONS</b>			
<b>LEZIONE 3</b>	<b>TIME</b>	<b>ACTIVITY PLAN LESSON</b> <small>(Provide one activity plan for each lesson)</small>	

<b>SITUATION ANALYSIS</b>	15 minutes	Can a professional biography help to understand what is the most suitable job (eg. dependent or autonomous job)?	
<b>MOTIVATIONAL PHASE/STEP</b>	30 minutes	Guided discussion: what should be the characteristics of a CV?	
<b>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</b>	60 minutes	<b>Step 1 Introductory phase</b>	View of a video containing a biography: learners have to find relevant information to the compilation of a CV. Outlining on the blackboard of the results. <a href="https://www.youtube.com/watch?v=PyfOrbO0xf4">https://www.youtube.com/watch?v=PyfOrbO0xf4</a>
		<b>Step 2 Intermediate phase</b>	Reading a short biography that also contains useful information for the compilation of a CV. (Attachment 3)
		<b>Step 3 conclusive phase</b>	Compilation of the CV based on the biography already examined. Cloze test. (Attachment 3)
<b>META-COGNITIVE PHASE</b>	15 minutes	Discussion on the work done and identification of the learning phases.	
<b>AUTHENTIC TASK</b> (It is required at the end of the Learning Unit.)	60 minutes	Produce your own curriculum vitae.	
<b>TIPS &amp; SUGGESTIONS</b>			





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