

GROW UP! IT

Competences and framework for social system youth workers.



Erasmus+

Improving the skills of youth in the
labour market

Scenario 2 for 4 hours



Powiatowe Centrum
Pomocy Rodzinie
w Oświęcimiu



UK - Butterflies LTD



FERI

Have the courage to follow your heart and intuition. They already know, who you really want to be. Everything else has a secondary value.

Steve Jobs

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I. Informacje ogólne

Duration:

4 hours

Workshop recipients:

The recipients of the workshops are groups of young people (girls and boys) aged 13 to 18 who are pupils of care and educational institutions, youth educational centres, foster families, educational centres, schools. The class scenario can be used by all other people interested in the topic related to anxiety situations encountered by young people entering adult wages.

Number of participants:

Workshop group for 12 people of both sexes. You can also conduct a workshop in a smaller group of at least 8 people depending on the housing conditions

Proposed techniques / working methods:

- Brainstorm;
- Active ways of conducting the workshop: work in groups, in pairs
- Individual work
- Relaxation techniques
- Imaginary techniques
- Psychoeducation
- Psychodrama
- Mini lecture

Examples of materials needed to implement the workshops:

- Worksheets,
- Individual cards
- Markers
- Crayons
- Scissors
- Glue
- Sticky notes in a basket
- Sticky notes
- Flipchart paper
- A3, A4 cards,
- Pens,

- Certificates
- Evaluation survey
- Balloons
- Balloon thread
- Colourful magazines
- Paper bags
- BINGO Master's diploma
- A bag with items for task 2 from Calmfulness

The aim of the workshops- Information for the leader

The main goal is to strengthen competences in the knowledge of techniques for dealing with anxiety as part of improving interpersonal skills of young people entering adulthood, including being on the labour market. During the program, young people will learn to recognise and respond to anxiety situations, especially those that boil down to looking for a job, applying for a job in a chosen position, passing through a qualification interview for beginners on the labour market. They will learn what rules prevail in companies in the recruitment process, what dresscode applies during the interview, how to behave (improving competences in non-verbal communication - body language). Young people will acquire skills in coping with anxiety, techniques, technical preparation to go through an interview through practical drama exercises.

An important goal is to develop methods for effective coping with anxiety situations related to entering the labour market by an adolescent person.

Participants are expected to achieve the following results:

- Increased sense of confidence
- Strengthening of competence in the field of proper verbal and non-verbal communication
- Strengthening competences in dealing with anxiety related to an interview and self-presentation
- Acquiring competences in managing your own emotions
- Recognising somatic and emotional anxiety reactions
- Responding to a difficult situation
- Ability to use relaxation techniques and Calmfulness

II. Course of the workshops

1. Welcome – the leader talks about himself; introduces himself. (5 min)

- first name, last Name,
- education,
- experience
- interests

2. Rules in the group - (10 min)

The leader/ trainer distributes two sticky notes to the participants and asks participants to write on one of them what we do and what we do not do during the workshop to ensure a nice and safe atmosphere.

Give 2 minutes to carry out the exercise.

What we do	What we do not do
<ul style="list-style-type: none"> • We are nice to each other • We respect everyone • We ask for breaks 	<ul style="list-style-type: none"> • We do not judge others • We do not use over mobile phones • We do not criticise

The leader collects the notes, reads them aloud, asks if everyone agrees to the rules presented. He glues them in a visible place or asks one of the participants to do it.

Then he proposes that everyone writes their name on a sticky note and stick it in a prominent position on the chest.

3. Questions about what we expect from the program. Verification of expectations - (5 min)

The leader distributes one sticky note to each participant and asks them to write out the expectations in relation to the Self-Starting program. Give participants three minutes. Then collect the notes, read the questions / statements and discuss them.

4. Garage - (5 min.)

The trainer takes out a pre-prepared A4 / flipchart with the word "GARAGE" and a marker and informs the participants what a garage is: "Garage - during breaks, each of you can anonymously write down a question in the garage about the content and course of the workshop. We will answer them after the break.

III. Merits

1. Introduction to the program. (10 min)

Today, social skills are among the key competences in professional life. Stability, independence, good financial conditions, nice atmosphere and development are often cited by young people as the main motivators in taking up employment. The problem with implementing new challenges starts when fear comes in. Anxiety makes us forget what we would like to say, we have the impression of being observed by others, the impression of exposing our weaknesses. We feel help-less, embarrassed, unable to do anything. We are not able to even imagine our-selves in the future as a successful human pursuing their dream profes-sion. Everyone will have to deal with a new situation, which is taking the first steps in working life. When entering the labour market for the first time, anxiety will appear, which is compounded by the awareness and seriousness of the situ-ation.

The first contacts with the employer, self-presentation in the form of an interview, going through the entire recruitment process, a new environment is a lot of stimuli that we have to deal with and be able to find ourselves in a new situation. Our first contacts are of great importance in the way we are perceived by others. We make the first impression on a person in just a few seconds from meeting them. We decide in this short time whether we consider someone trustworthy or successful. It depends a lot on our appearance and body language.

The first impression can be crucial, because it is not so easy to change it later. The ability to self-control, self-awareness and dealing with our own fears is important for each of us. Situations related to finding employment are typical and can be prepared to a large extent. Job application, recruitment methods, questions asked during the interview, appropriate attire, proper behaviour, functioning of individual enterprises are issues that can be discussed by performing the appropriate exercises. New skills will be developed through selected tools and techniques that will enable us to be ready to enter the labour market. The workshops are primarily aimed at building a sense of self-worth, openness to the outside world, overcoming barriers, coping with new situations related to the entry into adulthood. We will learn techniques and tools for raising awareness of body language, interacting with ourselves and others, and creating reality. We will be able not only to meet the tasks posed by adulthood, but also to create them ourselves.

Mini lecture (10 min)

THE ROLE OF COMMUNICATION IN FINDING A JOB

Currently, none of the professions are free from competition, and thus from the necessity of self-presentation. The recruitment and selection process serve to select the most suitable candidate who will meet the requirements set for him at a given job. It is therefore natural that the role of communication in a job search is to verify that the person applying for a given position is a suitable candidate. In turn, our task is to make a positive impression on the potential employer.

In everyday life, stress triggers the release of a hormone called cortisol. It is necessary in an emergency, because it gives us the strength to react to fight or flight. Unfortunately, if the stress is caused by a job interview or work / school, then the evolutionary activity of cortisol bothers us. Therefore, you need to get rid of cortisol from the body - then we will be less stressed and our confidence will increase. How to do it?

Icebreaker 1 - Introduction of the participants(20 min)

Ask the participants for a willing person to start the round entitled Let's meet - finish the sentence. Each participant finishes his or her sentence. The round lasts until all participants, including the leader, talk about themselves according to the formula. The leader can prepare a flipchart and write the following on it. He can also print A4 text and give it to each participant one sheet at a time.

Finish the sentence:

My name is.....
I'm interested in....
I Like.....
My strengths are ...
I admire

In the future I would like to become...
My dream job is.....
I'm afraid.....
I do not like.....
Interview makes me

What relaxes me the most is

My favourite dish.....

Task 1. Interview (15 min)

Work in pairs - Drama

The leader divides the participants into pairs - where one person is the candidate for the employee and the other is the employer. The employer has 3 minutes to write 3 questions that he will ask a potential employee. The employer records the answers obtained to his questions. After 3 minutes, the roles change. After collecting interviews, there will be a presentation in front of the whole group in the form of an interview and a discussion of how the participants felt in each role.

Task 2. Feedback. (15 min)

Group discussion.

Based on the previous exercise, analyse what you saw and express your opinion in the form of feedback. Answer the questions what you saw and what can be changed and improved, then give tips to the group's participants. You can also refer to the body posture in the context of non-verbal communication.

Help questions

- What did you see?
- What did you like?
- What can be improved?
- What tips can you give to the person presenting?

Icebreaker 2 – BINGO (10 min)

The teacher distributes the work card to the participants, there are 9 fields on the work card that must be completed and read the rules for having fun together. The winner receives a bingo master diploma. Approach the person of your choice, ask them to complete the sentence, write the answer in one of the nine fields.

Record the name of the person who responded. The chosen people cannot be repeated. All fields must be filled with different people's answers. Who will complete the sheet first shouts: BINGO and presents the answers on the group forum.

FINISH THE SENTENCES according to your own choice:

<p>My towel is...</p> <p>Name of the responder:</p>	<p>My favourite car make is...</p> <p>Name of the responder:</p>	<p>School is...</p> <p>Name of the responder:</p>
<p>A girl should...</p> <p>Name of the responder:</p>	<p>The squirrel was...</p> <p>Name of the responder:</p>	<p>Green...</p> <p>Name of the responder:</p>
<p>The ship in the harbour...</p> <p>Name of the responder:</p>	<p>A boy should...</p> <p>Name of the responder:</p>	<p>Yesterday...</p> <p>Name of the responder:</p>

Task 3. Ready! Steady ! Go to work ! START! (15 min)

Group teamwork.

Rules of conduct during the interview.

The leader divides the participants into groups of 3-4 people. Each group receives a sheet of paper and writing instruments. Then the participants write down the rules of conduct during the interview starting with the letters from the word START

Example:

S-stay calm and listen

T- try and answer the questions concisely

A - assertively present your strengths

R - react to your non-verbal speech

T – talent

Task 4. Index of good candidate conduct rules (15 min)

Brainstorm.

The teacher asks participants to provide rules that increase the chance of getting a job. You can do the task in the form of a mindmap.

The leader writes the participants' suggestions on the board, then together they determine the importance of individual rules and principles and rank them from the most important. The given rules will be used for comparison with the information card.

Information card 1 (handout) – discussion and handing out 10 min)

Useful rules during the interview:

1. Make an aesthetic appearance (clean, ironed clothes, keeping in line with the dress code).
2. The most important first impression.
 - a. Say hello.
 - b. Be confident (speak loudly and clearly).
 - c. Remember the body language (e.g. posture, facial expressions, maintain eye contact).
 - d. Prepare for the interview, gather necessary information about the company.
 - e. Answer only the questions asked, listen carefully and analyse the information provided.
 - f. Don't be afraid to ask to repeat the question if you have not understood.

Task 4. How to present yourself well? (15 min)

Brainstorming - participants receive cartons and markers from the leader. The leader asks them to think about how to make a good impression on the potential employer, what to look out for during a job interview, how to present yourself well.

How to present yourself well? What to look for?

- Build short, substantive sentences.
- Don't talk too monotonously or too fast.
- Try not to repeat the same things several times.
- Use a nice language, avoid colloquialisms, bustle, jargon.
- Don't criticise previous employers or colleagues.
- Do not interrupt.
- Say what you want to emphasize at the beginning and end of your speech - it will be best remembered then.
- Don't say things that are not true - sooner or later it will come out.
- Take care of your body posture - do not be too tense, but do not show excessive relaxation.
- Remember to smile and have a cheerful attitude - without this it is difficult to succeed.

Work card 2 (Therapy card) (20 min)

The leader distributes work cards to the participants.

Participants have (10 min) to fill them in.

Work card 2 (Therapy card)

1. What competencies does the employer require in relation to the candidate?

.....

.....

2. Which of the required competences do you meet?

.....

.....

3. Which of the required competences do you not meet?

.....

.....

4. What can you do to improve your competences?

.....

.....

After completing the task, participants can share what they wrote down on the group forum. (10min)

Work card 3 - Prepare yourself for the interview. Answer the questions (15 min)

SMART strategy - Calmfulness reduces anxiety by technical preparation for the interview

INTERVIEW- SET OF QUESTIONS

- What would you like to do in 10 years?
- What didn't suit you best in your previous job?
- What did you like most about your previous job?
- What did you like and dislike about your previous job / university?
- What interests you the most, or at least in our offer?
- What motivates you at work?
- What gives you the most satisfaction from work?
- What determines success?
- What does "good employer / good boss" mean to you?
- What does "good worker" mean to you?
- What is most important to you at work?
- What is more important to you - satisfaction or promotion?
- If you could choose, would you choose a boring but well-paid job, or a poorly paid but extremely exciting one?
- What do you think the most important factor influencing the atmosphere at work is? What does it depend on?
- What is your strength?
- What is your weakness?
- What can you tell me about yourself?
- What can you bring to the company?
- What do you like the most?
- What does "success" mean to you?
- What interests you the least in this job?
- What do you see as your biggest failure?
- What would your previous supervisor / manager say about you if I were to call them?
- What do you do when you disagree with your boss? Can you express your opinion if it differs from your managers?
- What do you understand by the terms: criticism, good communication, cooperation, teamwork?
- What do you think about your current / previous colleagues?
- What do you think about your current / previous boss?
- What do you consider your greatest success?
- What was the most interesting thing for you in your work so far? Why?
- What is the most difficult for you at work?
- What is most valuable in you as an employee?
- In your opinion, what is the most important in your job role?

- What do you know about our company?

Relaxation Calmfulness 1 - Celebration (10 min)

Let's celebrate together. The leader brings the food of his choice. It can be chocolate, it can be raisins, it can be a fruit, for example an apple, or something that melts in your mouth.

For example, he gives out chocolate to the participants.
The leader explains that anxiety can cause a race of thoughts.

It is extremely important to keep your thoughts down for a moment during the day to allow you to experience being here and now through sensual sensations. In this way, we calm down our body, reduce anxiety and learn to appreciate and enjoy our lives.

One of the occasions of relaxation may be one of the simplest, most pleasant and most frequently repeated activities during the day, i.e. food.

Food is a good time to stop for a moment.

Celebrate this moment.

1. Eat slowly, bite for a long time, bite food thoroughly. Thanks to this you will experience a range of flavours.
2. Think about what flavours you feel, what you associate with them
3. Think about pleasant situations, bring back nice memories that you associate with this taste.
4. Celebrate this moment. Thanks to regular food meditation designed to calm down and stop the race of thoughts, you will begin to pay more attention to what you eat and how you feel after it.
5. Think about your body. Think about what you are getting at the moment
6. Smile to yourself
7. Thank yourself for this moment of calmness and recollection.
8. Be present.
9. Keep this moment to yourself.

After completing the task, the leader asks participants about the impressions and benefits of this exercise. What was difficult, what surprised them, what seemed easy.

Exercise can be repeated regularly during meetings.

Relaxation Calmfulness 1 – "Show me what you have inside" (10 min)

The leader asks each participant to select one item from the previously prepared bag. Then the leader gives the participants plain papers and pens. The participants' task is to bring back nice memories that they associate with the chosen item. They can also be funny situations. Then the participants write down 10 positive words that they associate with the drawn object. The idea is to give as much detail as possible and focus on what is here and now to calm down the current flow of thoughts.

After the time elapses, the participants read what they wrote down.

Task 5. Task summary (5 min.)

In summary, the leader points out that usually our attention is focused on the past or future, and we are rarely “here and now”. However, focusing our consciousness on the present moment helps us live more effectively, protects us from unwanted emotions and reduces anxiety, tension and stress.

After completing the relaxation technique, the leader asks participants about the impressions:

- What did you notice?
- How do you feel?
- What changed?
- Will you be able to apply this technique yourself?

IV. Workshop end (20 min.)

The leader asks participants to sit down in a circle and everyone answers the question:

- What are you going out with? What’s your plan?
- What are you grateful for today?
- Certificates
- Evaluation questionnaire

EVALUATION QUESTIONNAIRE

“Improving the skills of youth in the labour market”

“Have the courage to follow your heart and intuition. They already know, who you really want to be. Everything else has a secondary value.”

Dear participant,

We hope that the workshops were interesting for you and that you could learn many interesting things. We want to receive feedback from you, so we will be very grateful for your time and completion of the following questionnaire.

The questionnaire is anonymous.

1. Has the workshop allowed you to answer the questions that have arisen in your life?

Definitely yes Yes No Definitely no

2. Did the workshop provide you with useful tips and techniques on how to deal with anxiety about entering the labour market?

Definitely yes Yes No Definitely no

3. Did the workshop provide you with useful tips that can be helpful in overcoming your fear and dealing with stress in setting boundaries or asserting your rights?

Definitely yes Yes No Definitely no

4. Which part of the workshop did you like the most and why?

.....

5. Where the topics discussed interesting?

YES NO

6. If you answered YES, then please write down the topics which were interesting.

.....

7. Additional comments.

.....

Thank you for completing the questionnaire !

A large grid of small pink dots for writing answers.





Competences and framework for social system youth workers.

CERTIFICATE

This is to certify that,

(Full name of the participant)

Has participated in the workshop titled:

“Improving the skills of youth in the labour market”

“Have the courage to follow your heart and intuition. They already know, who you really want to be. Everything else has a secondary value.”

GROW IT UP - COMPETENCES AND FRAMEWORK
FOR SOCIAL SYSTEM YOUTH WORKERS
Project nr 2018-1-PL01-KA205-050049

Institution/ School:

Workshop leader:

Date:

Place:

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