



Certificate of Personal Competencies

Material for Module 2

„Self reflection“

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Description of the project

Teachers at the applicant schools have realised that their students lack many skills and personal competences for entering working life. Many students do not have a long-term strategy for their professional development. They are very focused on their free-time activities and not consciously seeing the benefits of the full-time education they are in. Many students claim to aim for a higher school leaving certificate but they do not actively work for it. There are students who do not do their homework, show disruptive behaviour in class and are not diligent enough to achieve good marks or the best marks they could. Teachers have observed that in many cases the students do not have the skills and personal competences to reach their goals. Sometimes economical circumstances are not favourable.

The teachers involved in this project would like to develop new ways of tackling these problems in a European perspective. The Greek and Italian school are faced with the consequences of the financial crisis. Moreover they are situated in remote areas. The Romanian school is faced with students who see their future in an academic career but do not realise that you need personal competences to attend university courses where lecturers will focus on special knowledge not on personality. The German school has a very heterogeneous group of students who come after having attended different types of secondary schools in order to prepare for an apprenticeship in business or to study. We believe that our different problems and circumstances will enrich our view on the situation of the students and give us the chance to see personal competences from different perspectives. The schools aim at developing a programme leading to a Certificate of Personal Competences (CPC) that will be implemented in the schools on a long-term basis. Moreover the concept and the steps will be published in an eBook for other institutions to use for their students.

Many schools throughout Europe face these problems and we would like to find ways of addressing them and sharing our ideas with other institutions via the project blog. The project team has taken a conscious decision to focus on pupils who are not achieving their potential - this includes pupils of lower abilities but also gifted students who are hindered by other factors from getting the best marks they could.

The teachers of the schools involved will have the chance to think about their students and their pedagogical and teaching methods in a different way. Many teachers only see the knowledge a student has and how s/he uses it in class. This approach will help teachers to see their pupils from a holistic point of view. So teachers will find new ways of working with the pupils thus helping them to improve their exam results. We believe that this project will facilitate new developments in our schools which would not be possible without the European perspective enriching us with different views on solving the problems we are all faced with.

Module 2: Self reflection

Programme

Empower for Employability – Project meeting on self-reflection from 23 to 27 September 2019 at Kaufmannsschule II in Hagen, Germany

Time	Monday	Tuesday	Wednesday	Thursday	Friday
08:15 – 09:45	Welcome	Comparing the 4 countries 1. Popular jobs among young people 2. Statistics – university vs. apprenticeship 3. Employment of young people 4. Careers advice in schools Presentations	What companies expect of apprentices Presentation by someone responsible for apprenticeships in a company	Group 1: Practical self-reflection Group 2: Dealing with strengths and weaknesses	Compiling our knowledge about employability Survey 2
10:05 – 11:35	Survey 1 Jobs I would like to do Questions to ask the apprentices	Combining school and a career in football	Different kinds of skills and how to acquire them	Group 2: Practical self-reflection Group 1: Dealing with strengths and weaknesses	Reflecting yourself – techniques and tips
11:55 – 13:25	Job Café Meeting apprentices		How to acquire skills	Taking part in the Job Fair	Project presentation
13:40 – 14:25	Synthesis: Being an apprentice		How to acquire skills		

Day 1 (Monday)

After welcoming the guests and some icebreaking activities the group of 40 students was ready to start. First of all we wanted the students to work in groups with others who are interested in the same field of work. There were pictures on the walls and students were asked to place themselves next to them. The fields available were:

1. technical professions,
2. scientists,
3. commercial and administrative professions,
4. creative and cooking professions,
5. social professions and
6. medical professions.

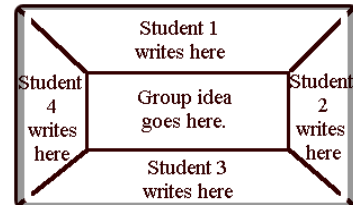
The following worksheet (Worksheet 1) was used to give students the opportunity to reflect why they would like to work in that area. Having done this in group work each group presents its results. At Kaufmannsschule II which is a vocational school there are also part-time students of the German dual system of apprenticeship. Apprentices attend school two days a week. For this project we found apprentices from all areas taught at Kaufmannsschule II who visited our project for 90 minutes to answer the questions of the pupils taking part in the project meeting. The international group of pupils prepared some questions to ask (Worksheet 2). After a short introduction of the apprentices who visited us groups of pupils sat down with them at a group table and talked about the questions and the apprenticeships. Pupils changed the table twice. After this round they created a poster about "Being an apprentice" to sum up what they learnt.

Empower for Employability – Worksheet 1

Task: It won't take much longer and you will get your graduation. So the first step regarding your career is nearly done. For the next step you have to think about your career choice.

Individual work

1. In which area would you like to work? Make your decision while you assign for one of the profession areas (1-6) you see below and go to the meeting point. You see the points in different corners of the room.
2. Built a team with max. 4 persons per group.



Teamwork

1. Use the placemat method for this task.
Please take 4 pens and one flipchart.

"Why would you especially work in this area?" Source: <https://tsamchoenetsang11.wordpress.com/2012/01/18/placemat-method-in-teaching/>

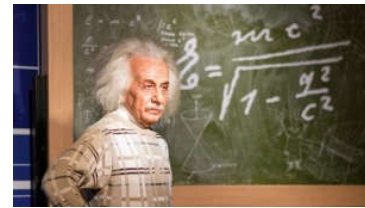
2. Please take an iPad (one per group) and create a presentation.
3. Please upload the presentation on eTwinning.

Technical Professions



Source: <https://karriere.unicum.de/berufsorientierung/berufsbilder/mechatroniker>

Scientist



Source: <https://www.lernen.net/artikel/der-schlüssel-alles-zu-lernen-albert-einsteins-rat-an-seinen-sohn-721/>

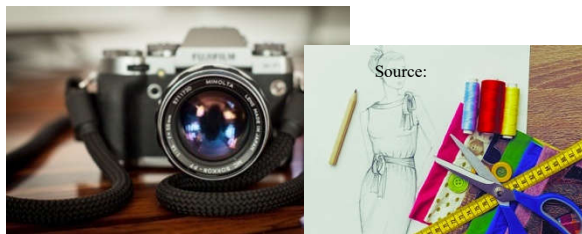
Commercial & Administrative Professions



fashion-apparel-design/

Source: <https://anona.de/karriere/ausbildung/industriekaufmann-frau/>

Creative & Cooking professions



Source: <https://hochzeitsfotograf.com.de/objektivtest-konica-hexanon-minolta-rokkorvs-fujinon-fx>,
<https://www.vibe.ng/3-lucrative-skills-that-will-make-you-rich/undergraduate-diploma-in->

Social Professions



Source: <https://onlinedegrees.unr.edu/blog/social-worker-vs-therapist-understanding-similarities-differences/>

Source: <https://www.wissen.de/leonardo-da-vincis-vitruvianischer-mensch>

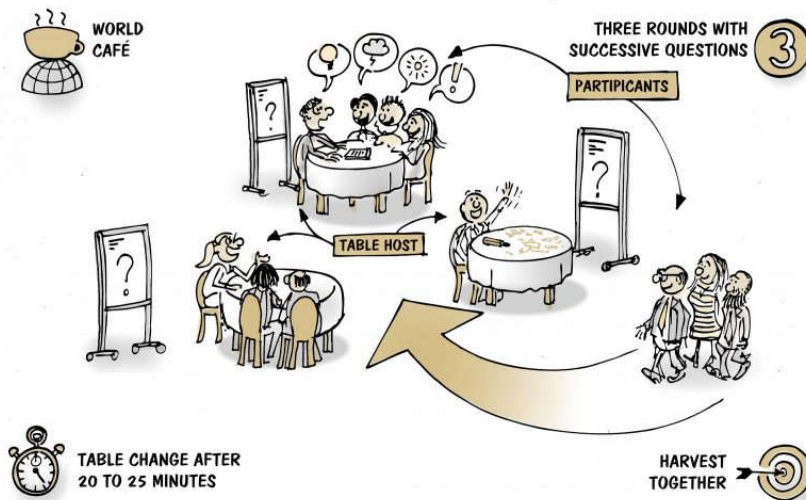
Medical Professions



Empower for Employability - Worksheet 2

Task: Apprentices from different professions will present their jobs. This will take part in the form of the World Café method.

1. Please prepare for the meeting by choosing at least 5 wh-questions you will ask the apprentices by using the balloons.



Source: <https://www.knaus-consulting.ch/de/angebot/grossgruppen-moderationen/world-cafe/>

Large empty speech bubble shapes for writing questions.

Day 2 (Tuesday)

Before the meeting pupils prepared information on these four topics:

- Popular jobs among young people,
- statistics – university vs. apprenticeship,
- employment of young people and
- careers advice in schools.

The idea behind this was to compare the different traditions and current situations in each country and give the pupils the opportunity to learn from these differences. If you are not in an international project you could do some research on the internet. Our next topic was the combination of being a semi-professional football player for the German first league team Borussia Dortmund and a pupil. A pupil from Kaufmannsschule II talked about his experience and answered questions. After that we went on an excursion. We were able to visit the football stadium of Borussia Dortmund and learn about the different types of jobs that they offer so that pupils could see that football is a big business. It would be recommended to choose a company that offers guided tours around the premises.

Day 3 (Wednesday)

This day started with a presentation by a global company representative explaining the German system of dual apprenticeship, talking about the organisation of an apprenticeship in a company and what companies expect of their apprentices. It is important to have guest speakers for this part so that the pupils hear about this from those responsible and not from the teachers.

In the next step pupils sat down and thought about their desired profession and the skills they need for this job. After that they formed teams of the same or similar professions in order to compare their results and to prepare cards with the required skills for the job (Worksheet 3).

After the group work phase pupils put up all their cards on a board. Now they were taught about the difference between personal qualities and skills. They clustered all cards under these two headlines.

Empower for Employability – Worksheet 3

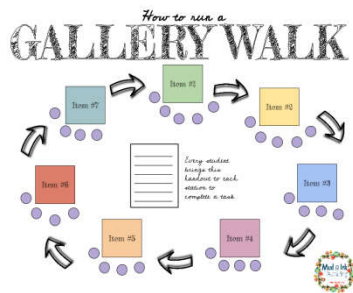
Task: You have had some time to think about your career choice.

Individual work

1. Take one piece of tape and write your desired profession on it.
2. Now walk through to the classroom and look for pupils with the same profession and form a team.

Teamwork

1. Think about your desired profession and work out what kind of different skills you need for the profession? Use the space below for your thoughts.
2. Write the skills on a card and pin up them on the flipchart for the gallery walk.



3.

Source: <https://www.mudandinkteaching.org/new-blog/>

4. Cluster the skills logically and give them a headline like "Personal qualities" or "Skills".
5. Take a picture of your flipchart and upload it on Twinspace.

Notes

Day 4 (Thursday)

On this day we held two workshops at the same time and students swapped after the break. Workshop 1 was about practical self-reflection and workshop 2 about how to acquire skills and deal with strengths and weaknesses.

Workshop 1

Step 1: Your roles

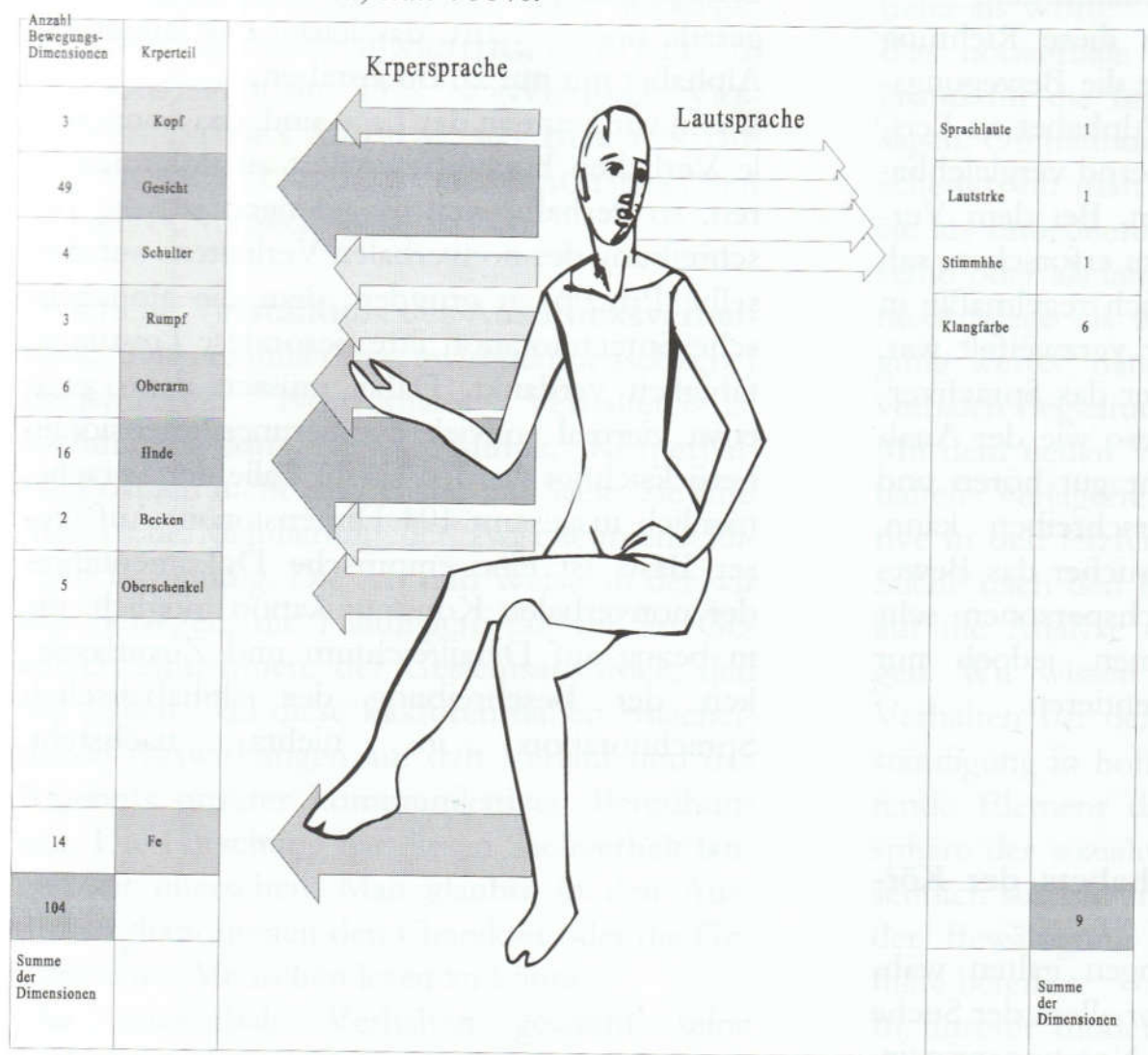
The workshop began with the reflection of the many roles we have in everyday life and what this means for us. Students reflected how taking feelings and moods from one role to the other can result in conflicts and how to avoid that.

Step 2: Communication

Pupils talked about how we communicate and how important body language is and discussed what that means for job interviews. In experiments different situations were filmed and the behaviour during a mock job interviews could be analysed afterwards using the criteria we talked about earlier.

In the following the material used in this workshop is presented.

Empower for Employability – Image 1



This image shows the importance of body language in comparison to verbal communication. The figure depicts all the parts of the body that speak.

This was discussed further using these examples:

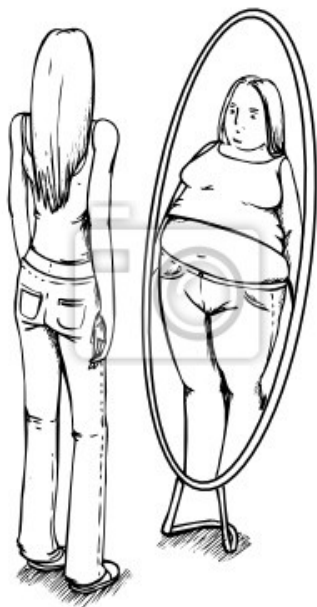
Empower for employability – Image 2



The pupils found the picture on the left expressed more love and connection between mother and child. In the end we revealed that the pose is exactly the same and the people were just tilted.

This led to talking about our self-perception with the following cartoon:

Empower for Employability – Image 3



Source: Fotolia

An important fact to remember is that somebody who meets you forms an impression of you within 5 seconds of having met you.

It is crucial that you take time to reflect yourself and your behaviour and actions regularly, it is recommended that you do this every day before you go to bed. If you do this because you are

motivated to you will have a peaceful mind and rest otherwise one day your (bad) conscience will take time from you for reflection.

There were three scenes which were filmed and then analysed.

1. Intimidation by non-verbal communication

A girl sat on a chair and four boys came into the room who used their non-verbal communication to intimidate her. After while they were also allowed to speak.

2. Job interview 1

One person came for a job interview and the boss was very nice and helpful asking the right questions, smiling and generally being supportive.

3. Job interview 2

Another person came for a job interview but this time the boss was putting pressure on the applicant, asked many difficult questions and made the applicant feel small and unsuccessful.

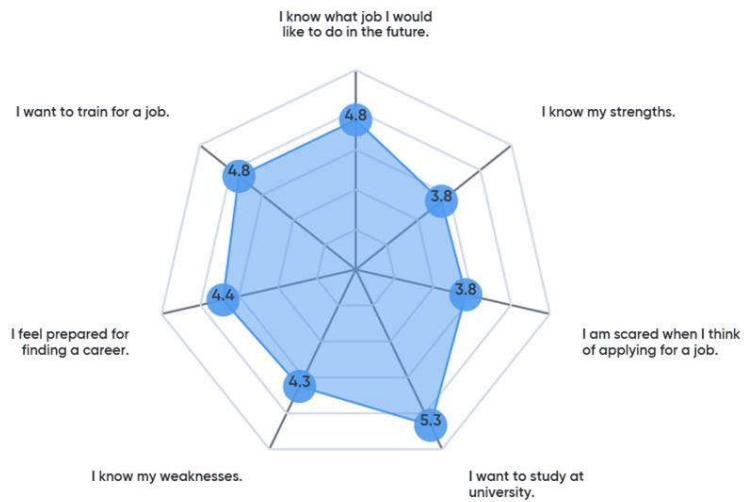
In the analysis the focus was put on the way this affects our body language and how we express our feelings even if we don't want to.

Workshop 2

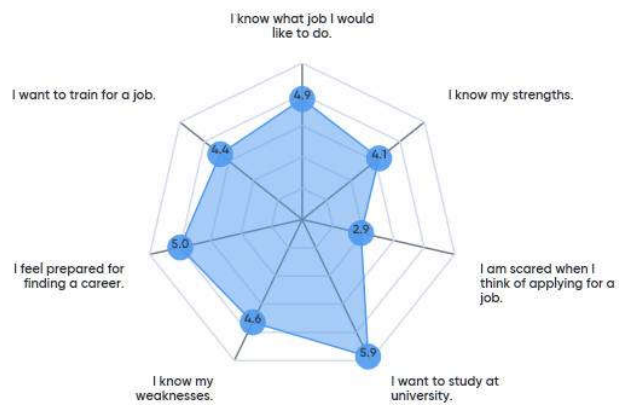
In this workshop the participants chose three competences for their desired profession. Using the internet as a source they collected tips of how to develop these competences. This was done in team work. This way participants could work on something which they are really interested in to enhance the chance of them putting it into practice.

Impact on participants

Two surveys were carried out – one at the beginning and one at the end of the week.



Results of the survey before.



Results of survey after

Some of the values have not changed but looking at the values that have changed we can see that participants

- are a little more sure of what job they want to do,

- know more about their weaknesses,
- know a lot more about their strengths,
- feel more prepared for finding a career,
- are definitely less scared about applying for a job.

All in all this shows that self reflection plays a very important role when preparing students for employability.