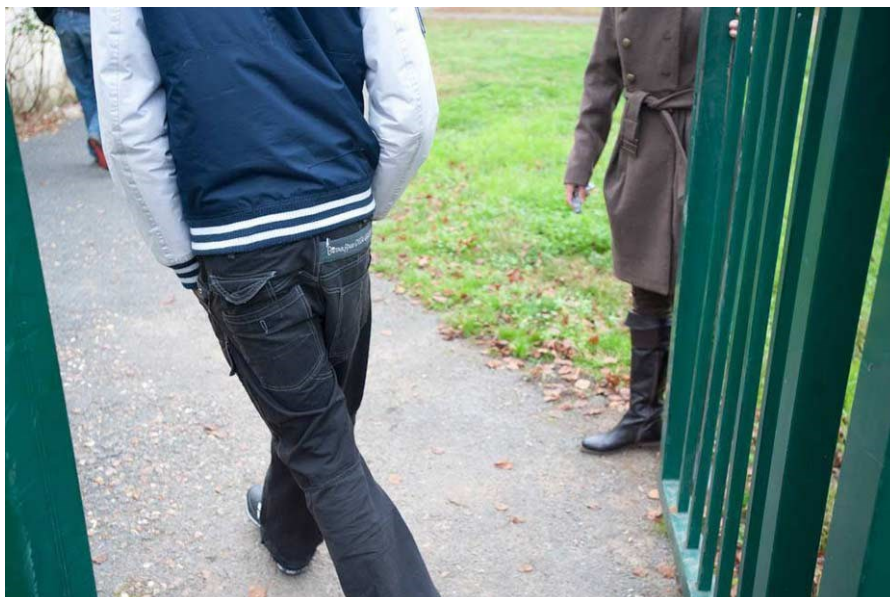




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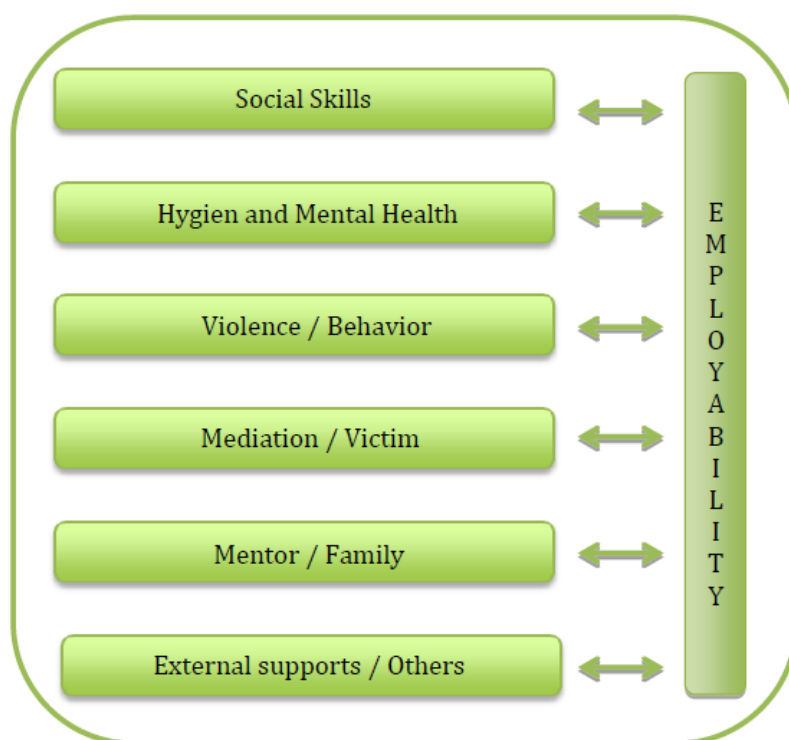
European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)



www.euro-cides.eu/ESM-YA

The following “European joint approach on Educative tools to improve employability and self-reflection for Sentenced Minors and Young Adults” is the result of a long process that included a target group analysis, a methodological debate and selection, a short staff training, the selected methodology practical experience and its evaluation. A process that was made possible by and Erasmus+ Ka2 entitled “Education for Sentenced Minors and Young Adults” (ESM-YA) developed throughout 20 months by eight European institutions (NGOs, Universities and Public Administrations) from Belgium, Cyprus, France, Hungary, Italy, Latvia, Romania and Spain.

The present methodology aims to an **integral and practical approach** to labor skills training which encompasses a wide range of activities addressed to train the participants instead of teaching them.



The proposed **76 tools, distributed among 6 work sessions**, shape a whole training program in social and labor competences adapted to the Project’s specific population. The tools’ main objective is to facilitate inmates and probationers *to find a real job position* at the end of their judicial measures and release. The second main objective is *fighting recidivism* which comes, almost unavoidably, after lack of personal and labor skills, social support and social competences. Both objectives are under a greater umbrella: **to promote self-development and growth as well as the wellness** related to them.

Based on **active and shared learning** principles including **cognitive rehabilitation programs**, the program underlines active and practical exercises as an accessible way of learning to a mainly unschooled population.

The program proposes a starting diagnosis which allows drawing the base line where any participant is at the beginning of the training.

Therefore the process starts with some **basic knowledge and competences** (as basic as hygiene, image, etc.) which cannot be taken for granted, especially referring to our target population.

A second step involves the process of getting to know oneself. **Self-knowledge and discovery** requires awareness, meaning that any participant has to reflect on his/her way of perception, communication skills, values and esteem criteria, prejudices, etc. A balanced combination of individual and group exercises may offer an enriching contrast to some negative self-perceptions and prejudices needed to be coped with before asking for a personal definition as in a conventional CV.

Participants then, **elaborate their own CV** after going through a personal approach to their abilities and expectancies, as well as a basic knowledge of their personal position with regard to a job. Again, labor skills are deeply rooted in **self-esteem and motivation**. There is a previous work in this personality dimensions before going to write down a personal description to a possible employer.

Communication skills are trained all throughout the program, although there are some specific tools to rehearse and review the participants' skills facing a **job interview** and other public situations. Non verbal communication training proves to be a motivating activity as it does not require a high or medium level of education and offers some useful learning for daily activities.

There are several activities regarding the **labor market basic principles and dynamics**. This basic knowledge originates through newspaper ads and news as well as through some films and their analysis. A practical use of new technologies is more than recommended, though every country has its own regulation on the use of the Internet at an internment environment.

Activities promote a fluent access to labor information sources as well as reflection on motivation to change, long term expectancies and cooperative work.

In addition to labor information, there is a specific labor market culture. Words as contract, dismissal, settlement, etc. are unknown to many of our youngsters. An active learning is proposed through films as "The Company men" or the use of newspapers and TV news. A portfolio of employment should be an output of the individual and group work at the end of the training.

Finally, the program closes its work with several relaxation and awareness exercises. As Social competences programs enhance evaluation becoming a deeper repetition exercise that promotes inner analysis and strengthens acquired learnings. The program ends with the final **evaluation and assessment** exercises.

ESM-YA European joint approach on Educative tools to improve employability and self-reflection is available at <http://www.euro-cides.eu/ESM-YA/>

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European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

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SESSION 0

DIAGNOSIS

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Basic competences
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Experimenting Context

In which Session and action did your activity came in complement	Session 0 Annex 1
Duration of the Activity	20 minutes
Material	Paper and pencil
Method	Individual
Interest of the exercise evaluated by group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

Basic competences and habits for Employment

COMPETENCE	DESCRIPTION	VALUATION
Image / personal hygiene	Appropriate dress and grooming. Clean and ironed clothes	Very Low 1 2 3 Very high 4
Education / courtesy.	Greetings and goodbyes. Cordiality in the relation, apologizing for delays.	Very Low 1 2 3 Very high 4
Verbal fluency	Ability to express thoughts and ideas in an understandable way for interlocutors	Very Low 1 2 3 Very high 4
Listening skills / Comprehension	Ability to listen properly, focusing on conversation and understanding its content.	Very Low 1 2 3 Very high 4
Order	Ability to keep things placed in the appropriate place.	Very Low 1 2 3 Very high 4
Punctuality	Attends appointments at the set time. Warns on setbacks that may stop him from attending	Very Low 1 2 3 Very high 4
Physical resistance/ energy	Ability to perform physical labor. Appearance of strength. High energy level, he/she doesn't get tired often.	Very Low 1 2 3 Very high 4





PERSONAL AND SOCIAL COMPETENCES FOR OCCUPATION

COMPETENCE	DESCRIPTION	VALUATION			
RESPONSIBILITY	Committed person (work searching, performing a labor...) and assumes the obligation to carrying it out. Willingness to get involved at work.	Very Low 1	2	3	Very high 4
PERSISTENCE	The person shows strength and continuity in achieving intended purposes, despite the difficulties that may arise.	Very Low 1	2	3	Very high 4
ADAPTATION CAPACITY	Willingness and ability to accept and implement changes in behavior and adjust quickly to new or changing situations in the workplace.	Very Low 1	2	3	Very high 4
INITIATIVE	Dynamic person capable of contributing with ideas, solutions or perform tasks / activities, detecting and exploiting opportunities to improve results.	Very Low 1	2	3	Very high 4
ORGANIZATION	Ability, when facing a sequence of related job activities, to set the order of performance, taking into account both the urgency and the importance, and to execute them with the resources and on time.	Very Low 1	2	3	Very high 4
ORDER	Capacidad para mantener colocadas las cosas en el lugar que les corresponde. Ability to keep things correctly placed.	Very Low 1	2	3	Very high 4
TEAM WORK CAPACITY	Ability to collaborate and cooperate in performing tasks within a team, working towards a common goal beyond personal interest.	Very Low 1	2	3	Very high 4

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Magic hand
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Experimenting Context

In which Session and action did your activity came in complement	Session 0 Annex 2
Duration of the Activity	15 to 20 minutes
Material	A flip chart or white board, and markers if you want to record the results, but this will depend on your topic and reason for playing
Method	Group
Interest of the exercise evaluated by the group	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> </div>

Brief Summary of Organization

How did you manage to add this exercise? Which materials did you need?

If you had a magic wand and could change anything, what would you change? This is an ice breaker that opens minds, considers possibilities, and energizes your group when discussion is stopped.

Activity added in complement of ES methodology





Please be kind to join the exercise or to give link to a film or ...



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Activity name	The smiling tree
---------------	-------------------------

Experimenting Context

In which Session and action did your activity came in complement	Session 0 Annex 3
Duration of the Activity	10 minutes
Materials	Paper color, pens
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>







At the beginning of each sequence, participants must display a smiley reflect their mood of the day on the smiling tree.

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Activity name	Career guidance - Creating a map for your professional life
---------------	--

Experimenting Context

In which Session and action did your activity came in complement	Session 0 Career guidance Annex 4 Position myself into the work market
Duration of the Complementary Activity	20 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

"Mapping orientation in life"

The proposed goal: Establishing the way forward in life; identification and awareness of strengths to know what helps and what's holding you back.

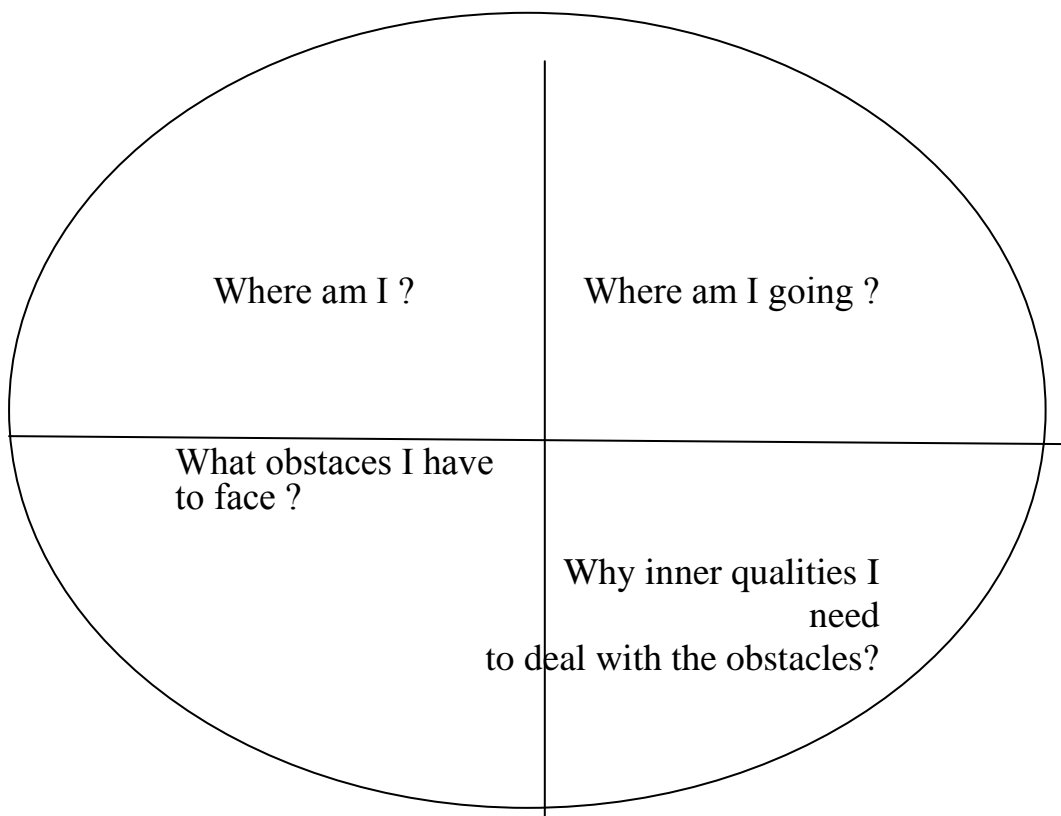
Confinement

I will hand over a sketch in which there is a large circle is divided into four parts and each part has a question. Reply in the circle surrounding the question remains.

Directions

Will discuss the significance of your drawings and designs with specialists from other group or in small groups of 3 people.





Note: positive Conclusions; profound needs of the person;
orientation and professional selection.



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Activity name	Career guidance. Creating a map for your professional life
---------------	---

Experimenting Context

In which Session and action did your activity came in complement	Session 0 Annex 5 Possessing myself in the market; Self-analysis
Duration of the Complementary Activity	20 minutes
Material	Report
Method	Group
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

"The map of professional interests"

The aim: availability and limits of the person engaging in professional activities.

Instruction

Describe the qualities that you have; activities which are most interested; experience that you have in various activities / work; and what you want to do in the near or distant future. To represent this map, you can use the words / phrases that express emotions, feelings and motives coverage through drawings, colors and symbols.





Directions

The discussions that we can develop and manage the group may be on the chances of new beginnings on the professional interests.

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Activity name	Career guidance. Creating a map for your professional life
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Experimenting Context

In which Session and action did your activity came in complement	Session 0 Annex 6 Position myself into the work market
Duration of the Complementary Activity	20 minutes
Material	Report
Method	Group
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Skills and Trades

The aim

Identifying skills needed for different jobs and establishing a relationship between occupations identified realistic and skills and training required.

Instruction

In groups of three make a list of occupations of interest to each group, which would like to know many things; also identified and as much information about skills (the skills needed) needed for these occupations and the training necessary to be able to be practiced.

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for Sentenced Minors - Young Adults (ESM-YA)





SESSION 1

SELF DISCOVERY

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	COVER LETTER
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 1
Duration of the Activity	30 minutes
Material	Computer, projector, paper
Method	Collective dynamic
Interest of the exercise evaluated by the group	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

COVER LETTER

1. What is it?
2. How to right it
3. Examples of CVs

ACTIVITY: Design your own cover letter

What is a cover letter?

It presents a CV

So the company gets interest in us.

Types:

- Conventional
- Free cover letter



Recommendations to make your own cover letter

1. Short and clear sentences (1 sheet)
2. Describe the characteristics of the position and comment on how adequate you are for it.
3. Mention you have good grades on the subjects related to the position
4. Mention personal abilities related to the position

Recommendations to make your own cover letter





5. Write it with a computer.
6. It must have three or four paragraphes:
 - a. Contents related to the objective of the letter, references and interest for the company.
 - b. Contents related to values we may contribute with.
 - c. Contents related to future contacts.

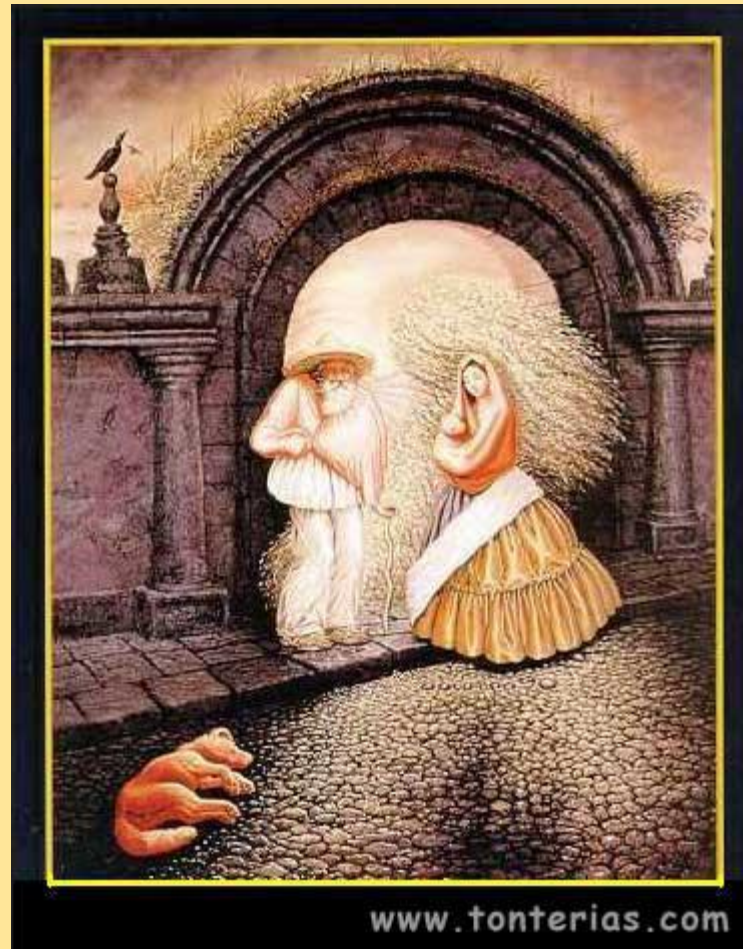


European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Two-way picture (9 persons)
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Experimenting Context





In which Session and action did your activity came in complement	Session 1 Annex 2.1
Duration of the Activity	30 minutes
Material	Paper, pencil, projector and computer
Method	Collective dynamic
Interest of the exercise evaluated by the group	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 



European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Two-way Picture
---------------	-----------------

Experimenting Context





In which Session and action did your activity came in complement	Session 1 Annex 2.2
Duration of the Activity	5 min.
Interest of the exercise evaluated by the group	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <input type="checkbox"/> </div> <div style="text-align: center;">  <input type="checkbox"/> </div> <div style="text-align: center;">  <input type="checkbox"/> </div> <div style="text-align: center;">  <input type="checkbox"/> </div> </div>



European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Two-way Picture
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Experimenting Context





In which Session and action did your activity came in complement	Session 1 Annex 2-3
Duration of the Activity	5 min.
Method	Group
Interest of the exercise evaluated by the group	 []  []  []  []



European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Two-way Picture
---------------	-----------------

Experimenting Context





In which Session and action did your activity came in complement	Session 1 Annex 2.4
Duration of the Activity	5 min.
Method	Group
Interest of the exercise evaluated by the group	 []  []  []  []

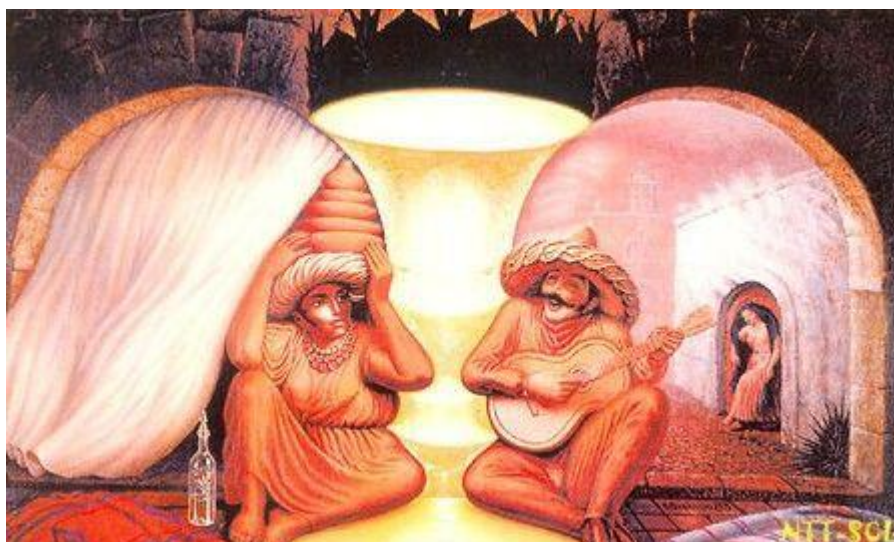


European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Two-way Picture
---------------	-----------------

Experimenting Context





In which Session and action did your activity came in complement	Session 1 Annex 2.5
Duration of the Activity	5 minutes
Method	Group
Interest of the exercise evaluated by the group	 []  []  []  []



European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Dynamic of the Rich Uncle
---------------	----------------------------------

Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 3 ACTIVE JOB SEARCH WORKSHOP
Duration of the Activity	30 minute
Material	Paper, pencil, computer and projector
Method	Individual/group dynamic
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

Dynamic of the Rich Uncle

Imagine they tell you about the existance of a relative that years ago went to "the Americas" and achived to make a fortune and now wants to contact the family he left in Spain because he has no descendants and wants to give his inheritance to the most direct family member and this is yourself.

Write him a letter telling him how you live, what have you studied, which are your most appreciated cualities, what jobs you had up to the moment and overall, what are you future projects...





Place,..... Date,

Dear Uncle...

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Activity name	COGNITIVE SPEED TEST
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 4
Duration of the Activity	15 minutes
Material	Pencil and paper
Method	Individual and group dynamic
Interest of the exercise evaluated by the group	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> </div>

INSTRUCTIONS LIST

1. Strictly follow the instructions listed below.
2. Read all before
3. Count the number of windows in the room_____
4. Enter your name right at the top of the sheet
5. Remove your shoe, your left shoe
6. Write the date and place of birth _____
7. Stand up and shout loudly "I respect the instructions"
8. Surround the sheet into a square
9. Turn the page and leave your pen
10. Name three directors of Spanish cinema
11. What name would you give to your dog?
12. With an error of 50 centimeters type the value of the dollar, today
13. $144 + 62 =$ _____
14. Count the number of people present in the room
15. How many wear black shoes?
16. Only perform steps 1, 2, 9 and 16
17. Fold this instruction sheet in octave and deploy it
18. Give a hearty handshake to your neighbor
19. Recite silently, a poem or a prayer
20. Empty the contents of one of your pockets on the table.

HOW SKILLED ARE YOU

Answer these questions and reflect on what the nonverbal cues you normally use in your conversations. Choose the option that best explains your "style" of telling things to others

1. My "position" when I'm talking to someone ...

- a) If I get shy, I lower my head a little and do not even know where to put my hands*
- b) I do not care, I act naturally*
- c) I stand as I please*

2. When someone is talking to me, I ...

- a) I look a little*
- b) I look into their eyes*
- c) I look to more interesting things*

3. And what is my "orientation" when I participated in a conversation?

- a) I have not noticed*
- b) Face, facing the speaker. As it should be right?*
- c) back, side, crouched ... in every way, as I look*

4. To me that the "proximity" is one thing ...

- a) I always place myself away from the speaker*
- b) If it is well known mine because ... I get more cerquita in conversation*
- c) What is that of proximity? I get where I think.*

5. What pints doing? ...

- a) The mine, I have no other*
- b) I like to have good "paints"*
- c) I do not care that the self-image*

6. Smile ... And what?

- a) I'm a little cutting*
- b) ES mine*
- c) Smiling ¿? What for?*

7. *In discussions I ...*

- a) *I just shake my head at all*
- b) *Floor make some nod*
- c) *I have not noticed it*

8. *Let's talk about hand gestures in conversation ... I*

- a) *Just I use them*
- b) *is my forte, I convey them with my gestures*
- c) *I do not stop them. It is what I say because of them.*

9. *I have a habit of ...*

- a) *Narrow rarely hands, give a few pats on the back*
- b) *If I know anything at all*
- c) *Take the hand, arm, put his arm over*





10. *Have you noticed what is the volume of your voice and how you say things?*

- a) *Very short, very short*
- b) *I raise the volume when you want to convince someone and change the tone to distract personnel*
- c) *Placido Domingo is nobody compared to me.*

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Activity name	Crossed presentation
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 5
Duration of the Activity	30 minutes
Methodology	Face to face, then in large group
Materials	Pens and paper
Method	Group
Interest of the exercise evaluated by the group	    [] [] [] []

Who's who?

Get acquainted with each other.

Presentation

- **Goal:** It is normal to appear when you get in a group and we will do a bit unique way.
- **Direction:** one facilitator presents the other to set an example, and the reverse. Once done, the group will form pairs. Each participant must interview his sidekick and then to present him to the group. The facilitator explains that we can say what we want others to know.
- **Debriefing:** It depends on the group. For example, ask if they play sports, if they love music, if they know each other ... search all the commonalities of the group...



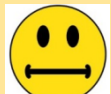

Comments

- If no one wants to start at the back in a big group, the facilitator let chance choose: for example, he asks a young a number between 1 and the number corresponding to those present then account ... The surprise is enough effective or even comical.
- If the number of young people is odd, one facilitator is present and the other forms a pair with a youngster. Facilitators are exercising with the same guidelines as young.
- The choice of pairs can be strategic in terms of how facilitators perceive some youth.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

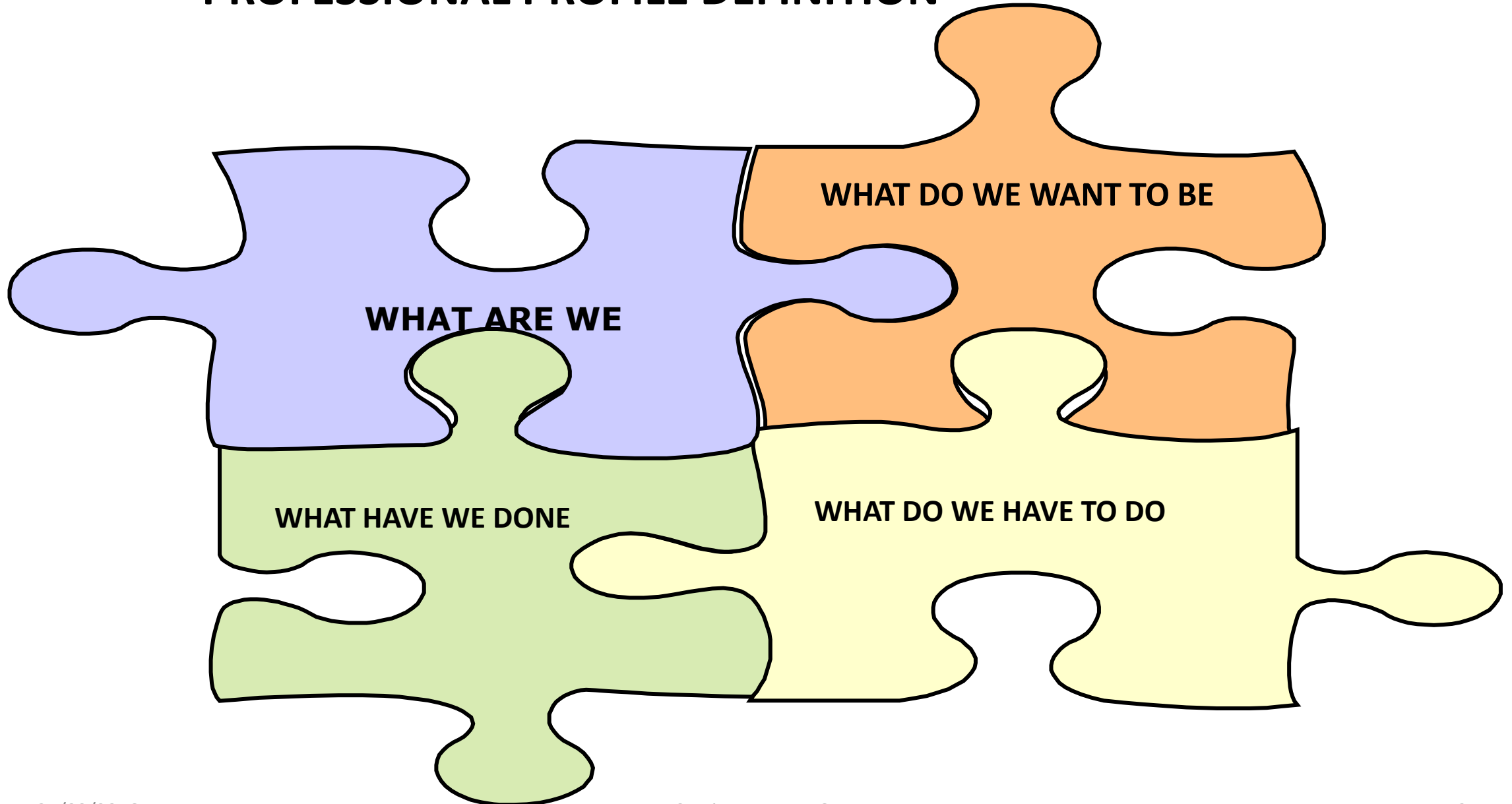
Activity name	WHO AM I?	Exercise 1
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 6.1
Duration of the Activity	1 hour
Material	Computer, projector, pencil and paper
Method	Group dynamic
Interest of the exercise evaluated by the group	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

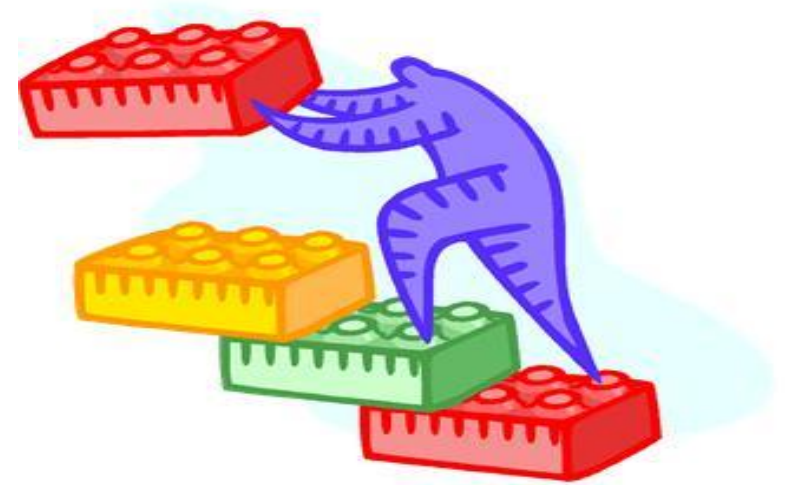
Project ESM-YA under ERASMUS+ YOUTH Application n° 2014-2-ES02-KA205-005432

PROFESSIONAL PROFILE DEFINITION



IMPORTANT





- To position ourselves.
- Look for objectives
- Clarify possibilities.
- Look for options.



European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Who am I ? Exercise 2
---------------	---------------------------------

Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 6.2 Personal development
Duration of the Complementary Activity	20 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

"Who am I? What am I? Who I want to be ?

Intended purpose: Identifying and exploring the beneficiary's own feelings toward group members and produce internal transformations, reflection and revelation of a new vision over their lives.

Instruction: Analyze your three guidelines as you were in the past, as you are now and how you want to be in the future and narrate a brief history on these 3 aspects of your life. Write three columns: "I in the past / present I / I in the future." In the right column the past, please think about conduct your life **in the past** and write (what you did well and what you did wrong, how would you do in a certain situation and what, who influenced you and how you followed his advice, as were seen in close relationships (parents, siblings, relatives, friends, neighbors) if you were happy with the life he leads, etc).

Also in the right column today, I ask you to describe **how you are in present** (how you got to prison, you think about the situation you are now, who you can rely on, how do you think should be used during the period of punishment, how you communicate with your family, etc.). And in the next column, please think and imagine to **how you want your life to be in the future** (want to wait to see what the future will bring? Or want to actively strive to accomplish a particular purpose ?, you will have any family and children? or you will be alone ?, you will have a job? or not, will lead an honest life? or all the offenses you live? you have many friends and few financial situation ?, you have a job? or you'll be a rich man? etc.).

Indications: The debate will be led by specialists based on the responses given by participants. The person helped to identify crucial moments and contexts that have marked the life and possibilities to make changes now and in the near future. Depending on the context told participants are watching observation points and start debates. Also participants can speak / write and in case the participant speaks, his specialist notes about each person and then at the end of the exercise the group read "Who is" each participant as they were exposed.





Ex:

I previously (Yesterday)	I currently (Today)	I in the future (Tomorrow)
<i>How have you been?</i>	<i>How are you now?</i>	<i>How would like to be in the future?</i>
Note: to observe - How managing feelings / emotions and how thinking (see if he think rationally)	Note: to observe - The relationship real with others (Objectively?).	Note: to observe If he made plans and he can think on decisions.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Who am I ? Exercise 3
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 6.3 Personal development
Duration of the Complementary Activity	20 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

TWENTY TWO WAYS TO DESCRIBE WHO AND HOW I AM

Instruction

Step 1. In the space below write 20 words (adjectives) that you think describe your characteristic features and distinctive features.

Step 2. Discuss in the group what it means for you every word that describes you. How did you get these features? You'd like to keep them or change them? How these characteristics influence your work relationships?

Step 3. Now write 10 words that describe you as you want to be in the future.

Step 4. Discuss these 10 words with others in the group.

20 words that describe me:

- | | |
|-----|-----|
| 1. | 11. |
| 2. | 12. |
| 3. | 13. |
| 4. | 14. |
| 5. | 15. |
| 6. | 16. |
| 7. | 17. |
| 8. | 18. |
| 9. | 19. |
| 10. | 20. |





10 new words that describe me:

- | | | |
|-----|----|----|
| 1. | 2. | 3. |
| 4. | 5. | 6. |
| 7. | 8. | 9. |
| 10. | | |

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Who am I ? Exercise 4
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 6.4 Personal development
Duration of the Complementary Activity	20 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

ME AT 3RD PERSON

Instructions





On a sheet of paper write a paragraph or two in which to describe you. Start by giving your name and continue with ".....is a person who ...".

Try to talk about you like about one other person and tray be honest.
Write what you know about yourself / but at the third person - without the use of the pronoun "I".
Feel free to write as you want.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Who am I ? Exercise 5
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 6.5 Personal development
Duration of the Complementary Activity	20 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

TRAVELLING

Instruction





Imagine that you have just boarded a train to make a journey. Each comes from a world, a world that only he knows and they leave behind to head to another. On the train you all met for the first time.

One by one each traveler will tell his story. Describe the world where you comes from, what you bring with you from your former world and what you leave behind, why you leaves your world, and what you expect to encounter in the new world you will face, what are your expectations.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Who am I ? Self-assessment
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 6.6 Personal development
Duration of the Complementary Activity	20 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> </div>

Self-Assessment

At the end of the session counseling is done on an assessment of self-esteem. Each participant is required to analyze and recreate a positive attitude towards oneself, to rebuild their self-esteem. It achieves a rundown of everything that has been learned during the meeting conducted within the group (to identify their problems, place them in a context, techniques of self-control, the connections between past events and current status, combating negative thoughts, training strategies now and for the future, working harsh self-image).

The aim: to rebuild their self-esteem; self-awareness; Resources; Integration, strengthening the ego ideal training self-image and highlighting some successes and achievements of the past.

Instruction

Each participant auto-analyze a of his involvement in the group and we do a rundown of everything I learned here to the group; to say what problems have believed; to place the problems in a context (to make a story they express them); what solutions found in resolving their?; to link the past with the current state; As combat negative thoughts ?; strategies / solutions for present and future on its image processing.





Directions

Exercise self-assessment can be linked to the activity Exercise 2: ***"Who am I? What am I? Who I want to be ? Or can be applied at the end of the first 3, 4 sessions group.***

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Who am I ? The shipwrecked
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 6.7 Personal development
Duration of the Complementary Activity	40'
Material	Paper/pencil
Method	Verbal/Written
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The Shipwrecked

Give the theme / exercise "The Shipwrecked". All the messages write by each participant at the end of the session are preserved in a bottle throughout all the counseling sessions and will be open at the end in order to be read. It can be used to assess group themes.

Instruction

Each participant writes messages about experiences in prison during the early arrest so far and continues to write messages to the future.

Indications





The specialist reads the story of the castaways, others listen and reflect. Then add messages in bottles to be read at the end of the counseling sessions. The theme contains loneliness challenges posed by our expectations of the past and return to life.

Loneliness and the past is, at the same time, a part of our condition and a drama that can take us by surprise.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	How to position ?
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 7
Duration of the Activity	1 hour and half
Material	Computer, projector, pencil and paper
Method	Group dynamic
Interest of the exercise evaluated by the group	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

Project ESM-YA under ERASMUS+ YOUTH Application n° 2014-2-ES02-KA205-005432

POSITIONING ONESELF IN THE LABOUR MARKET

SELF-ANALYSIS

- WHY I WANT TO WORK?
- WHAT ACCEPT AND NOT ACCEPT?
- HOW AM I?
- WHAT I WANT TO DO?
- WHAT CAN I DO?
- WHAT TO DO FOR ME?
- HOW I WANT TO WORK? (with people, objects, words, numbers ...)

WORKERS PROFILES

- Time availability and geographical mobility
- polyvalence
- Adaptability to working conditions: schedules, shifts, transport
- Involvement with the objective and the image of the company
- adaptability
- Self-confidence
- initiative
- Responsibility and dynamism
- Motivation





How to find a Job ?

- **There are many different ways of getting a job.**
- **You need to know and use all those who help achieve our professional goal.**

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Quality and Defects (flows)
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 7.1 Career guidance "Who I am"
Duration of the Complementary Activity	20 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

The proposed goal: working towards positive change regarding themselves. Sometimes a person's self-image is integrated and manifested beliefs and values reported from others.

Viewer's ability to reflect on his internal world.

The discovery of inner needs, desires, lacks awareness, accountability and assuming *IT's* authentic facts. Accepting gaps / flaws / mistakes.

"Assuming own identity"

Instruction

Please list the 10 words / phrases to the topic under discussion, following the questions: How are the women? How are the men? To identify ourselves with ... / to be mom / dad to be, Like mother, father? How ? How are you ? What does it mean to be / to exist? What does being a mother means to be a father ?, What ?, What should be the qualities to be a good mother is the father ? What ? If we were to miss something that would be something I look for that ? Who / what lack ?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....





Indications

Association verbal free on the questions. This theme can be adapted depending on the pattern Imago integrated awareness derived from identifications with parents or other adults. Once made aware and differentiated these sketches, the person get out of the shadow of this mechanism which acts in depth structuring his personality. Management of free discussions, debates proposals on topics depending on the context and develop new concepts of life. Reflection of the group about the topics discussed.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Quality and Defects (flows)
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 8 Career guidance "Who I am"
Duration of the Complementary Activity	20 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

The proposed goal: working towards positive change regarding themselves. Sometimes a person's self-image is integrated and manifested beliefs and values reported from others.

Viewer's ability to reflect on his internal world.

The discovery of inner needs, desires, lacks awareness, accountability and assuming *ITs* authentic facts. Accepting gaps / flaws / mistake

Achievements

Instruction





Each member of the group makes a list of five things he accomplished so far and he is proud of and exposes the list in front of the group. After exposure the five things every one selects realization that boasts the most and talk about it.

Note – the participants will be asked what personal qualities that helped them take these achievements and also how they felt when they spoke to others about it.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Memory Games
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 8.1 Relaxation activity and promoting group cohesion
Duration of the Activity	Max 20 minutes
Material	Several images printed on paper
Method	Group dynamic
Interest of the exercise evaluated by the group	 []  []  []  []

The intention with the activity

This activity may be used in several ways. It enhances the observation and concentration skills of the individuals or the group. Additionally, it increases the participants' self-esteem and self-confidence. The activity may also help the team relax.

What do you need for the activity?

Pictures that you can download from the internet with people or landscapes. (Ten to twelve pictures are enough).

Structure and implementation of the activity (How to carry it through)

1. All sit in a circle. The coordinator places the pictures on the floor in the center.
2. The participants are later asked from the coordinator to look at the pictures for one to two minutes.

3. Next stage the coordinator asks the group for one person to join the activity. Continuing the coordinator either ties the person's eyes or tells him/her to turn to the other side.
4. At the next stage the coordinator removes a picture and changes the positions of some others. And asks the participant to try to observe which picture is missing.
5. This activity can be continued with other participants of the group, and the coordinator can either add or remove more pictures.

Problems that may occur

During the activity not particular problems actually arise. Some participants may try to help one another by telling them which picture is missing.





Outcomes and feelings after activity

- Positive energy in the team
- Development in observation
- Development of acquisition of skills
- Fun
- Knowledge
- Teamwork
- New ways of thinking
- Development of dialogue between the group

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Career guidance. Creating a map for your professional life
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 8.2
Duration of the Complementary Activity	20 min
Material	Pencil and paper
Method	Individual work
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Values and occupations

Objective

Exploring the relationship between personal values and career choices

Instruction

Below are some values that you can consider when choosing a job. Highlights three values that you believe are most important to you:

Helping others being perceived as "intellectual"

A teamwork working with the latest technology

Working under pressure to be spontaneous and creative

Having money to have more free time

Having a flexible schedule Feeling safe at work

Learning new things working outdoors

Becoming famous having clearly defined workloads

List the three occupations listed below are respected values you selected.

1.....2.....3.....





OCCUPATION

Social worker	Officer	Watchmaker	Cook
Electrician	Flight Instructor	horticulturist	orderly
Athlete	Professor	Wood chopper	Optician
Driver	Hairdresser / the hairdresser	Jeweler	Veterinarian
Architect	Travel Guide	Postman	accountant
Cashier	Veterinarian	Art critic complicated	Nurse
Secretary	Writer	Boss	Masseur
Manager	Functional official's bank	Ambulance driver	PC Developer
Salesman	pilot flight	model	Psychologist
Dental technician	Hotel manager	Auto mechanic	Worker on construction site
Lawyer		Police officer	druggist
Librarian	Construction engineer		fireman
Reporter	beautician 's complicated	Photographer	Human Resources Director
Musician	Editor	Dancer	Bartender
Computer operator	Taxi driver	Cameraman	

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Career guidance. Creating a map for your professional life
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 8.3 Position myself into the work market
Duration of the Complementary Activity	30 min.
Material	Pencil and paper
Method	Individual/group dynamic
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

My favorite future and my possibilites

Instruction

We will carry out an activity on state / negative automatic thoughts felt in us, in mind and body and we can present to the group at a time after analyzing the thought and said in the note automatically selected. Thought automatically debates are framed arguments for and against.

Directions

Once isolated thoughts will be possible to analyze them using the talks. There is a monologue that starts inside a person when he was in the group with colleagues, friends or in a tense social situation (exam, interview). Tickets can be made with negative automatic thoughts and thought participant brings into question written note.

Almost everyone has an idea of future working life and clearly wants to have it. Many people have different perspectives on their mind and they can have or not.

Imagine a possible future for yourself and write within each circle name to describe it (example: Painter, driver etc.).

Write the name of occupation in circles. Try to identify at least three, and then think about each of them.

How close do you feel the future?

What does that mean for you?

What skills (strengths) that would help to get there?

If you persevere and get there that would reward?

What will be sacrificed daily work to get where you planned?





Write the name of your future favorite circle. Try to think about the steps that can lead to it.

What are the main obstacles they face? Called important steps you'll need to do and how long (days, months, years).

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Career guidance. Creating a map for your professional life
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 8.4 Position myself into the work market
Duration of the Complementary Activity	30 minutes
Material	Pensil and paper
Method	Single
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

Possible obstacles in career

The proposed goal: Improving the quality of life by raising the frame and psychosocial factors that may inhibit behavior. Activating talent in professional life. Anticipating a public shock by exposure to social situations that can trigger anxiety and retrieving the contact with the public mood.

Instruction

Design two columns about the benefits and negative consequences for each question.

Questions

- Are you a shy person?
- What are your weak spots?
- When you go to an interview do you feel the fear for evaluation?
- Considering your educations and skills, what are those that you are proud of and those that you are not so proud of?
- Do you feel fear, despair upon contact with eyes or someone's attention?
- Can you imagine a family life more withdrawn?
- You feel humiliated / unable / state failure or inferior to a social situation?
- Are you afraid to be judged?
- On a verbal exam you can talk ?
- From your point of view, what are your weaknesses as a potential employee?
- What are the three most significant and unpleasant activities that you do now?
- What do you think you will do in the next two years?
- How about in the next 5?
- Imagine yourself two years from now.
- What will you do? You will have a job? Will you continue your education? Both?
- What will be the labor area?
- What qualities will your friends have?

Directions





Specialist manages debate using the discussion according to which inhibit thoughts and actions underlying cognitive distortions positioning failure. One can ask for more detail development benefits or adverse consequences to the thought: "I have no right to intrude in front and to speak to the group"; "Fear of judgment" (which is emitted by a woman); or postulate "The man must be perfect in any circumstances".

Note: The vision of self-affirmation views in front of the group;
Performance anxiety; Avoidance behavior;
Reactions to the criticism of others and irrationality

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Activity name	Quality and Defects (flows)
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 9 Career guidance "Who I am"
Duration of the Complementary Activity	20 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

The proposed goal: working towards positive change regarding themselves. Sometimes a person's self-image is integrated and manifested beliefs and values reported from others.

Viewer's ability to reflect on his internal world.

The discovery of inner needs, desires, lacks awareness, accountability and assuming *ITs* authentic facts. Accepting gaps / flaws / mistakes.

I like because ...





Instruction

One of the group members will sit in the center and the others will come on line in front of him and say, 'I like that '. Sit everyone in a circle. The first act that will sit in the middle. Look at him ... Each of you will approach him telling him what he likes in behavior, personality, attitude other. Come on line in the center circle and you get positive feedback of others.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Quality and Defects (flows)
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 10 Career guidance "Who I am"
Duration of the Complementary Activity	20 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

The proposed goal: working towards positive change regarding themselves. Sometimes a person's self-image is integrated and manifested beliefs and values reported from others.

Viewer's ability to reflect on his internal world.

The discovery of inner needs, desires, lacks awareness, accountability and assuming *ITs* authentic facts. Accepting gaps / flaws / mistakes.

I am capable and pleasant because ...





Instruction

On a sheet of paper write: "I, (name) am capable and enjoyable because" Each one gives the sheet to the colleague who will find at least two qualities to the person whose name is written on the sheet. After completing the sheet, it is given on the right and so on, until each gets its sheet with its name (after passed on to all group members). Each read qualities that others have found to them and highlight those considered not his own, that does not agree. It can add to the list the qualities each believes that the other has not been noted.

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Activity name	Quality and Defects (flows)
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Experimenting Context

In which Session and action did your activity came in complement	Session 1 Annex 11 Career guidance "Who I am"
Duration of the Complementary Activity	20 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The proposed goal: working towards positive change regarding themselves. Sometimes a person's self-image is integrated and manifested beliefs and values reported from others.

Viewer's ability to reflect on his internal world.

The discovery of inner needs, desires, lacks awareness, accountability and assuming *ITs* authentic facts. Accepting gaps / flaws / mistakes.

The magic shop

Instructions

Imagine that exists somewhere on a magical land, a shop with human qualities. You can find here any human quality you want and you can ask all you want, because there are no prices. If you want you can leave those unnecessary for you in return to what you want from what you have in surplus or things you no longer need and you feel uncomfortable.

Finally, each participant says what he feels and what he thinks about a person who possesses those qualities.

European joint approach on Educative tools to improve employability and selfreflection
for Sentenced Minors - Young Adults (ESM-YA)




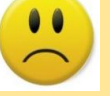
SESSION 2

TOOLS for JOB SEARCH: CV

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Tools for job search CV Recommendations
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Experimenting Context

In which Session and action did your activity came in complement	Session 2 Annex 1
Duration of the Activity	2 hours
Material	Computer, projector, pencil, paper, blackboard and pen marker.
Method	Group dynamic
Interest of the exercise evaluated by the group	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

CURRICULUM VITAE: RECOMMENDATIONS



- *Use good quality paper, size DIN A-4*
- *Write it with a computer*
- *Leave wide margins and well differentiated sections.*
- *Be concise, brief and clear; its length should not exceed 2 or 3 sheets.*
- *Always accompany the curriculum with a letter.*
- *Submit the original and always keep a copy*

If you need to attach a picture, try to be recent and quality (best if scanned)

Use expressions of action such as create, enhance, enable, motivate.

Be positive.

Highlight the phone number where you can be reached.

*A CV should detach confidence and assertiveness
and in one's professional worth*

AVOID



- misspellings.
- deletions or amendments.
- abusive use of adjectives.
- Write the curriculum in autobiographical form or instance.
- Handwriting (unless indicated in the ad)
- Mentioning your weaknesses
- Intimate data and personal problems.
- t excessive humility.
- time gaps; If so, avoid writing dates
- Attaching photocopies of accrediting documentation, you will deliver them on time for the interview.
- abbreviated expressions.

The following should be clear







- *Do not forget that the main purpose of a CV is to get an interview.*
- *Try, in the first paragraphs, capturing the attention of the person reading the resume.*
- *It must highlight the skills and knowledge that are best suited to the position you are applying for.*
- *It should be short, pro and one for every job, adapting to each position.*

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Tools for job search Curriculum Vitae
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Experimenting Context

In which Session and action did your activity came in complement	Session 2 Annex 2
Duration of the Activity	1 hour
Material	Computer, Projector, pencil, paper, blackboard and pen marker.
Method	Group dynamic and individual
Interest of the exercise evaluated by ES group	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> </div>

Session 2: Tools for job search

"Curriculum Vitae"

"The resume OR CV is a business card, a tool that should be used to convey to someone who does not know you, the skills, knowledge and attitudes that you own. This should be done in a concise and clear way, companies generally cannot devote much time or money to meet and interview all persons who wish to cover a job in it. Therefore, the curriculum will often be the only option to contact the company and through him we must ensure that the company knows that se are looking for employment and to interview us.

CV STRUCTURE AND CONTENTS

A good CV should generally contain the sections below, though, keep in mind that they have to adapt to the position being applied for. The right way is to design as many CVs as positions we want to apply for.

Personal data

This section should include, at least the following contents:

- Name and Surname
- Complete addresss, not forgetting code
- Fixed telephone (and mobile if you have one)
- email and professional web, if you have one

Education

Training is the second part to be dealt with in a CV. You should include studies (education) in reverse chronological order, starting with the last position you held.

Foreign university must be included if so, but not schools before entering college. These should only be included if they have been special schools, for example, a French school, English, German, or US.

Courses, training, masters, postgraduate and others related to the position should also be mentioned here, in order of importance.

In all cases the name of the course should be mentioned, as well as a brief description of contents, the institution where it was carried out, finishing date, number of hours or credits when referring to University studies or similar.

Languages

This point may be included in this place in the CV or at the end of it depending on the position for which you are applying and the degree of knowledge of the language. Languages should be sorted in descending value domain you have.

If the position requires a specific one, you should mention it in the first place.

In each of them you must specify if you are bilingual or if it is your native language and what is the level of knowledge you have. A good way to know what our proficiency is in another language is to check the Common European Framework of Reference for Languages, with terms related to oral expression and comprehension (oral interaction) and written expression and comprehension.

Certificates attesting the language should also be mentioned and if you have several, you must specify the highest level.

Computing

Just as in languages, computers may be included in this place or immediately after training, all depends on the position to which we are applying for and the level of knowledge we have.

In this section we must always make a list of the programs we manage and the level of knowledge of them, that is, if we have user-level programming, etc.

Work experience

This is perhaps one of the most important sections, so special emphasis should be placed on it. Depending on the circumstance in which we find ourselves we must face the completion of this part differently. For example the curriculum will vary depending on whether or not we have work experience, and if this one is in the area of the position to which we are applying for.

If you do not have any experience, we should include any type of activity we have undertaken. For example, we should mention the practice of alternating studies, subsequent to any action practices training, collaborative work (volunteering) and cooperation, etc.

If you have experience but in different areas from the job that you are applying for, you must mention it, but emphasizing those areas or activities that are more related to the position you are applying for. For example, if you opt for an Administrative position and you worked as a waiter, you should mention customer service, control box (accounting), the preparation of invoices, language used, etc.

In any case we must always include with respect to each company we have worked for:

- Company name
- Start and end date of employment
- Tasks performed in it. If you worked in various departments mention the time spent on each.

As to the order of precedence, the general way is to do it in reverse chronological order, ie placing first the last companies where we worked ; but if the latter correspond to very short jobs that have nothing to do with the job, it is better to omit them and to foreground those jobs that we have held similar positions than the one you are applying for.

We must also take into account the importance of the company, if we worked at a major company, even for a short period, we must give it a prominent place within this chronological order.

It should also be graphically highlighted (bold, font size or letter) the most important work experience to the position for which you are applying for.

Interesting data or additional information

This section should mention all that can not be included in the preceding paragraphs and that is relevant for the position you are applying for. Here it should be mentioned if a driving license is available, ID cards and / or professional licenses, vehicle availability, willingness to travel. Also mention non-professional activities we do in our spare time related to the position. For example, we could mention cooperation with an NGO helping elderly if you opt for a post of assistant geriatrics or that we are studying a new degree at the university.

TYPES OF CV

There are several types of CVs, but basically three: chronological, functional and mixed. Here we describe the main features of each of these types, considering that in each case we must choose the most suitable for the position for which you are applying for.

Chronological

It is the most common and easiest to write. Sections articulating it are always structured chronologically beginning with the most recent in time. It highlights professional career but has the disadvantage that if we have any "gap" it is also very evident.

Functional

It presents the experience grouped, either by function or sector. It is more difficult to write but shows acquired skills right away. The companies in which experience is accumulated go to a secondary level, but it conceals gaps and frequent changes of company.

Mixed

It is a mixture of the previous ones. It has the advantages of the chronological and the functional. It is structured functionally but then each section unfolds chronologically. It attracts the attention of the recipient as it is the least common.

CHARACTERISTICS

- Composition: brief, with clear, precise terms, short phrases; easy to read; schematic, well organized. Avoiding exhibitions involving value judgments.
- Text structure: ordered by sections, well written, good spelling
- Presentation: using word processing on your computer, unless otherwise indicated. Good quality paper
- (DIN A4) white; correct, faultless margins.
- Extension: preferably short, maximum two pages, except for candidates with extensive experience.

WHAT TO AVOID...





As already indicated in the previous points there is no single type of CV nor we should always present the same, everything depends on the position for which you are applying for, but nevertheless there are number of recommendations that must be followed. Here are some of them:

- The curriculum should be as short as possible, two or three pages.
- If it consists of more than one page, they should be numbered and the name should appear in all of them, just in case any pages get lost.
- It is better to include a photograph.
- The supporting documentation or academic record should not be attached unless the company requires it.
- No references of third persons should be included.

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Activity name	Tools for job search –Curriculum Vitae-
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Experimenting Context

In which Session and action did your activity came in complement	Session 2 Annex 3
Duration of the Activity	2 hours
Material	Computer, Projector, pencil, paper, blackboard and pen marker.
Method	Group dynamic and individual
Interest of the exercise evaluated by the group	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

Project ESM-YA under ERASMUS+ YOUTH Application n° 2014-2-ES02-KA205-005432

CURRICULUM VITAE

1. What is it?
2. Chronological example of a CV
3. Steps to send your CV by email

ACTIVITY: How to design your own CV

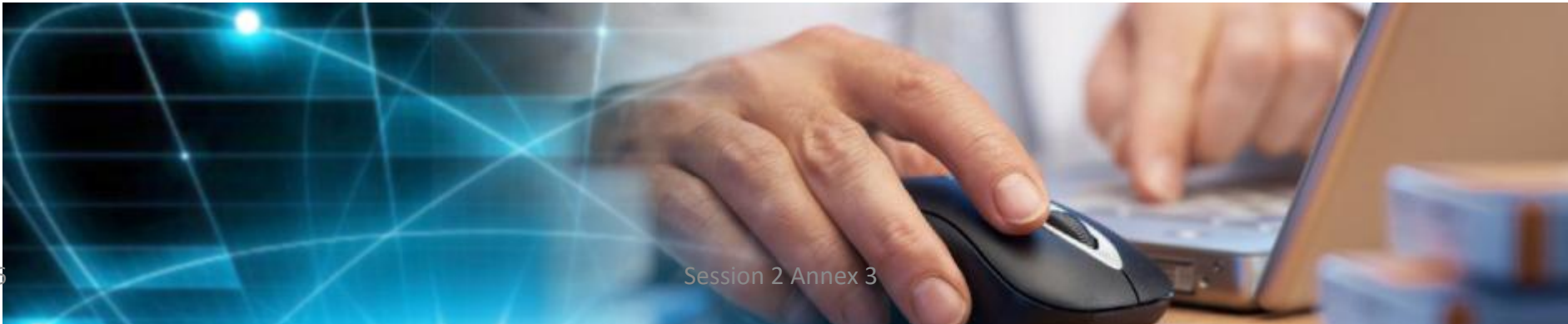
What is a CV?

Presentation card

Way to contact a company

It can be:

- Chronological
- Functional
- Mixed



Recommendations to make your own CV

1. Short (2 sheets maximum)
2. Photo, if possible.
3. Short sentences, easy to read.
4. Ordered by sections.
5. Written with a computer.
6. Blank sheet with margins.

Inverse chronological CV

PERSONAL DATA

- Name and surname
- Complete address
- Telephone and mobile
- email
- Drive license and car availability

EDUCATION

Courses carried out recently, finishing with the oldest ones.

LANGUAGES

First those we control, and specifically what knowledge we have (medium, high, low, native)

Inverse chronological CV

COMPUTER KNOWLEDGE

Programms we know how to use and level of competence
(user level, programming...)

LABOUR EXPERIENCE

We will start with the most recent ones and finish with the oldest ones

If we don't have any experience we will include any type of activity carried out, internships...

Of each experience we need:

- Name of the company
- Starting and finishing date
- Company data referred to the type of activity
- Tasks carried out

Inverse chronological CV

- INTERESTS

- Professional licenses (food handling license, palet truck license...)
- Availability to travel
- Availability to immediate incorporation
- Volunteering
- Short description of oneself: dynamic, ability in team working...





STEPS TO FOLLOW TO SEND YOUR CV BY EMAIL

1. www.hotmail.com
2. Click "New"
3. Introduce addressee
4. Introduce subject. "CV...(name)"
5. Attach your CV: "Insert" > "Documents as attached"
6. Introduce short description: who you are, Interest for the position, I attach my CV for further information...
Farewell with a greeting and expressing gratitude.

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Activity name	Recommendations for telephone use Tools for job search
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Experimenting Context

In which Session and action did your activity came in complement	Session 2 Annex 4
Duration of the Activity	30 minutes
Material	Computer, projector, pencil and paper
Method	Group dynamic
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Recommendations for telephone use

A TOOL FOR

-  Obtaining information on companies and professional contacts.
-  Arrange interviews
-  Follow up cover letter or CV
-  Permanent contact for information on offers.





ADVICE

- ✂ Before calling prepare what you are going to say (notes)
- ✂ Try to get the name of the person you are going to talk with or the secretary.
- ✂ Introduce yourself and ask who are you talking to.
- ✂ Be positive and firm (you are not asking for a favour)
- ✂ Speak a little louder and slower than normal.
- ✂ Be polite but short.
- ✂ Don't call at rush hours.
- ✂ Take advantage of the absences of telephone operators.
- ✂ Do not use terms like "it is personal" or "it is important".
- ✂ Express in a short and clear way the reason of your call.
- ✂ If you see there is no possibility, do not insist.
- ✂ Give only necessary information to obtain interest and be able to get a personal interview (avoid telephone interviews)
- ✂ Try to have responses prepared to normal questions about your CV and answers to *no way out* questions.
- ✂ Keep your agenda handy to write the most interesting aspects of the conversation and possible appointments.
- ✂ Try to get as much information as possible on each call related to the company and/or job position.

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Activity name	Needs and Wishes – Maslow's pyramid
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Experimenting Context

In which Session and action did your activity came in complement	Session 2 Annex 5 Career guidance
Duration of the Complementary Activity	25 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

"What possibilities do you have to satisfy your own needs and desires?"

The aim: To see if the person is able to compromise choice of profession according to the ideology of his own life, if you are looking accordance with the needs desired realistic everyman or prevented the conduct of election of an idealistic image that to prevent investigate and find satisfaction in the outer world object.

Instruction

Please think of a description of unpleasant situations (what makes you unhappy) in connection with the 5 major groups of needs - physiological, security, esteem and respect, belonging and self updating. Try to identify these unpleasant situations and then telling them to group: Where exactly there a problem? (At what level?); who will create a problem? (Referring to a person); When there was that period that occurred predicament; what makes you angry?

Indications

Specialist shows the hierarchy of needs Maslow's dynamics and identify them. Group members will have to engage in discussions, one at a time and respond to what I think it would be in relation to each need separately?





Then, identify with the group that are unpleasant situations, problems encountered and manages discussions trying to find a solution for every problem discovered / presented by each group member taking into account the following points:

- Making the difference between - wishes, needs, rights
- Personal rights assessment.
- Specifying the time frame in which the subject wants to produce change.
- Informing the recipient on the problem and its consequences.
- Clear and precise expression of feelings related to the situation created.
- Expressing the desired change requests related to solving problems and consequences for both parties.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Needs and Wishes – Maslow’s pyramid
---------------	--

Experimenting Context

In which Session and action did your activity came in complement	Session 2 Annex 6 Career guidance
Duration of the Complementary Activity	25 minutes
Material	Verbal / Written
Method	Group
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Working on what suits me

Some people spend their entire lives working and what they do not like what are they doing or what they think it suits them. They may have had a dream of suitable work for themselves, but they never found a way to make their dream a reality. Other people find a type of work gives them great satisfaction not because they earn money but because it is the type of work you are "fit".

In the space below please briefly describe your dream workplace secret items. Where would you like to find? What would you like to do? What would help to translate the dream into reality? Have you ever thought seriously what you should do for that dream to become reality?

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SESSION 3

TOOLS for JOB SEARCH: JOB INTERVIEW

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Non verbal communication
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 1
Duration of the Activity	45 minutes
Material	Computer, Projector, Pencil and Paper
Method	Group dynamic
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

VERBAL LANGUAGE

It is the content, the word, what is not said.

Through it, we communicate ideas, give information about our knowledge, experience, we request information ...

NON VERBAL LANGUAGE

Body language has over 1,000,000 gestures, cues and signals. A language has 150,000 words from which a person uses per day not more than 1500.

In a face to face conversation only 10% of the message is communicated in words. The intonation and rhythm of the voice are 25% and other 65% body language.

Body language always tells the truth. Women are generally more intuitive than men.

Definition: Non verbal communication is a communication channel that helps interpret all messages that are not expressed with verbal language, and that one way or another have an impact on verbal communication.

It is not an isolated unit, but an integral part of the global communication process.

It is how we say that content:

- Tone, voice volume.
- inflections and voice modulation.
- Gestures of body, face and hands.
- Posture away.
- Smile.
- Eye contact (facial expression, gaze).
- Physical contact.

The two channels (verbal and non verbal), are very important for communication and has to be consistency between them (not contradict, support each other).

It is important to note that a contradiction between the two channels, which gives us more information usually is nonverbal.

It is important to note that a contradiction between the two channels, which gives us more information usually is nonverbal.

Volume: to be heard clearly. Beware of final sentence since they tend to fall.

Pronunciation

Intonation: monotonous voice loses persuasiveness and attractive to catch the attention of ayentes

..

Rythm: the key is variety.

Pauses: they serve to reflect and announce the passing from one idea to another. They are also an effective way to attract attention before you start talking, after a interrupción, or to highlight a particularly important content.

All silent incorporates some anxiety, both pair who hears it as you use it, why has and use it carefully so as not to generate a degree of tension we know control.

BODY ATTITUDE

The position is available to the body or its parts in relation to a reference system, which can be good, the orientation of an element with another element of the body or the body as a whole or in relation to another body.

It is essential to realize our people, physical appearance and manners.

Personal attitude, that part of security in oneself is the beginning for any act in life.

No part of our body functions independently. Each of us is a unit and through our positions and movements reveals our personality.

So speaking of more open or closed positions, an open position involves arms and legs do not separate one from another party; the closed position associated with using arms legs or hands in the form of protection or barrier.

On the other hand say that the orientation or angle also refers to what we want to convey with our body. The movement, for example, be transmitted from energy and dynamism to concerns or dynamism.

Body language is a form of silent communication that reveals aspects of personality that usually go unnoticed.

WALK

If we observe a a person's walk we will discover many aspects of his personality (looking lost, gives a sense of fear ...)

ARMS

The arms are tips that maintains the body's balance, so we have to move by taking them slightly toward the center of the body.

GESTURES

Safety is ratified by the gesture. When's talk with someone, the correct way is to maintain a safe distance from the speaker, remembering that everyone has an imaginary space of 50 cm around (safety distance in which we feel good). When this space is invaded, unconsciously, the other person is retracted, is upset or may feel harassed.

Gestural communication that accompany harmoniously our verbal message is the best assistant for the communication process develops effectively.

They can be divided into:

- Emblematic (shake hands in farewell)
- Illustrative (which emphasize verbal language, gestures are neutral)
- Emotive (which serve to emphasize the language, but have an emotional charge)
- Regulators interaction (regulate interaction interventions)
- Adaptive or adapters (delicacy emotions that we express)

FACE

It is the most expressive part of our bodies.

Facial expression is used for two things: to regulate and strengthen the receptor interaction.

Not all communication is transmitted through facial expression is likely to be perceived by the conscious speaker, however it is known that the impressions we get from others are also influenced by the imperceptible movements of verbal communication other.

Are as important for emotional transmission and capture impressions and judgments of other perceptible facial movements, such as the imperceptible, that is very difficult to control movements.

Six major facial expressions are: happiness, sadness, disgust, anger, fear or interest.

The bad gestures or grimaces cause bad feeling: frown, prevent or make it look from the corner of the eye expressed some uncertainty.

THE LOOK

It is studied in isolation because of the great importance.

It has several functions such as:

- Regulates the communicative act: his eyes indicate the content.
- Source of information complement of hearing
- Expresses emotions we associate different eye movements with a wide range of human expressions.
- Natural communication of inter personal relationship, for example, the dilated is an indicator of interest and appeal,

EYES: Eye contact is used to study how often we look the other or maintaining contact. Look frequency increases when a person is interested in the other, when you try to dominate or outgoing.

SMILE: is used to express joy, sympathy or happiness. It is also used to make stressful situations become more bearable. To emphasize that the smile also has a therapeutic purpose (eg, laughter therapy sessions).

Paralinguistic

Linguistic behavior is determined by two factors:

- The code
- The content

Variations

- linguistic (choice of language, simple or elaborate use of language)
- non-language, such as volume, volume and rhythm in his voice.

Proxemics

It refers to the broad set of related to the use and structure of the immediate area of the person nonverbal behaviors.

There are two proxemic areas:

- studies of personal space (physical proximity on interaction and personal contact)
- studies of human territorial behavior (type of space you need people to live reasonably, without feeling intrusive)





This language is useful to know without actually set ourselves obsessively on the way you talk, catch phrases, repetitions or monotonous voice tones, as these and other details can distract **GOOD IDEAS EXPRESSED BY THE OTHER PERSON.**

A **MODERATE** critical sense can help us speak better, but when is exaggerated, mocking **WASTE MAKES NO COMMUNICATION AND PRECISELY BECAUSE OF WHICH IS EXPRESSED WITH DIFFICULT, BUT THE LISTENING WITHOUT INTEREST AND superiority.**

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Activity name	Non verbal communication
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 2
Duration of the Activity	45 minutes
Material	Computer, Projector, Paper and Pencil
Method	Group dynamic
Interest of the exercise evaluated by the group	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 



NON VERBAL COMMUNICATION

- EXPRESSES EMOTIONAL STATES
- MORE RELIABLE INFORMATION THAN WORDS
- REPLACES THE VERBAL COMMUNICATION OF DIFFICULT speaking, channels of participation RICHER
- REFORM OR SUPPLEMENT THE VERBAL COMMUNICATION
- COMMUNICATE THE RESPONSE (FEED-BACK)



NON VERBAL COMMUNICATION

KINESIA

☞ BODY POSTURE

☞ GESTURES

☞ LOOK (WAY OF LOOKING)

☞ SMILE

PARALINGUISTICS

☞ VOICE TONE

☞ VOICE INFLECTIONS

☞ VOICE VOLUME

☞ PAUSES AND SILENCES

PROXEMIC

☞ PERSONAL SPACE

☞ HUMAN TERRITORIAL BEHAVIOUR



NON VERBAL COMMUNICATION

PARALINGUISTICS

VOLUME

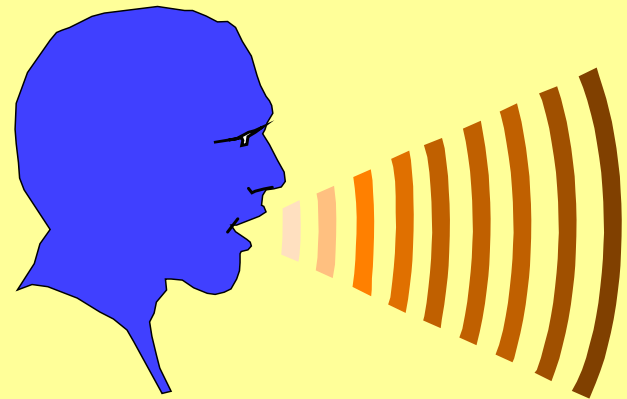
RELATED TO THE INTENTION OF SHOWING
AUTHORITY AND CONTROL

RYTHM

ORAL FLUENCY

TONE

EMOTIONAL REFLEX





NON VERBAL COMMUNICATION

SILENCE

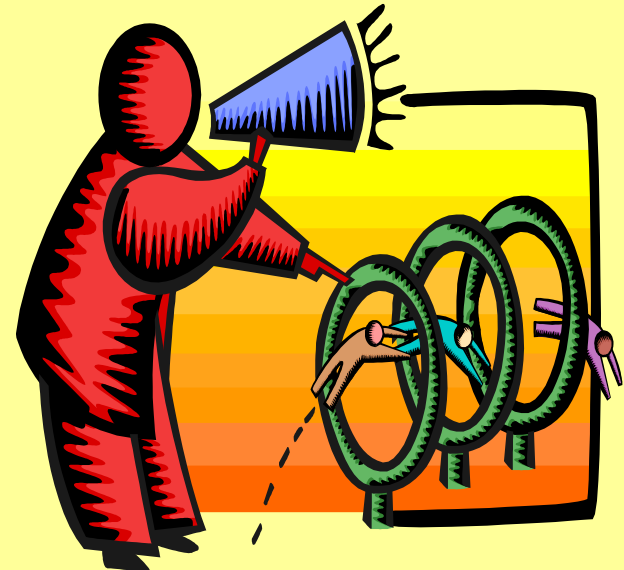
✓ TO CATCH ATTENTION

✓ FOR REFLECTION

✓ ANNOUNCE THE STEP FROM ONE IDEA TO ANOTHER

✓ TO HIGHLIGHT AN IDEA

✓ IT INCORPORATES A CERTAIN ANXIETY





NON VERBAL COMMUNICATION

KINESIA

The body is the first transmitter element

SMILE

IT EXPRESSES SATISFACTION, HAPPINESS, RECEPTION, TRUST, DISTENTION...

THERE ARE 18 DIFFERENT ONES, THE SYMETRIC IS THE TRUE ONE. ERDA



NON VERBAL COMMUNICATION

**ITS ONE OF THE MOST EXPRESSIVE
ELEMENTS**

**LOOK
(WAY OF)**

- **IT EXPRESSES PERSONAL AND INTERPERSONAL ATTITUDES**
- **IT OFFERS AND GETS INFORMATION**
- **IT GIVES RYTHM**
- **IT GIVES PRIORITIES: LEADERS, MARGINALIZED...**
- **IT EXPRESSES ATTITUDE FACING THE OTHER**
- **IT TRIGGERS FEELINGS AND ATTITUDES**
- **IT EXPRESSES STRENGTH, LEVEL OF PERSONAL IMPLICATION**
- **IT REFLECTS LEVEL OF ATTENTION TO THE OTHER**



NON VERBAL COMMUNICATION

POSTURE

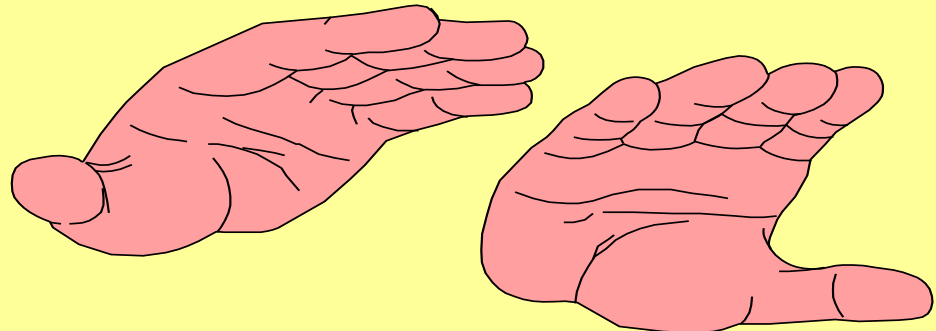
☞ BODY POSTURE

☞ WALKING

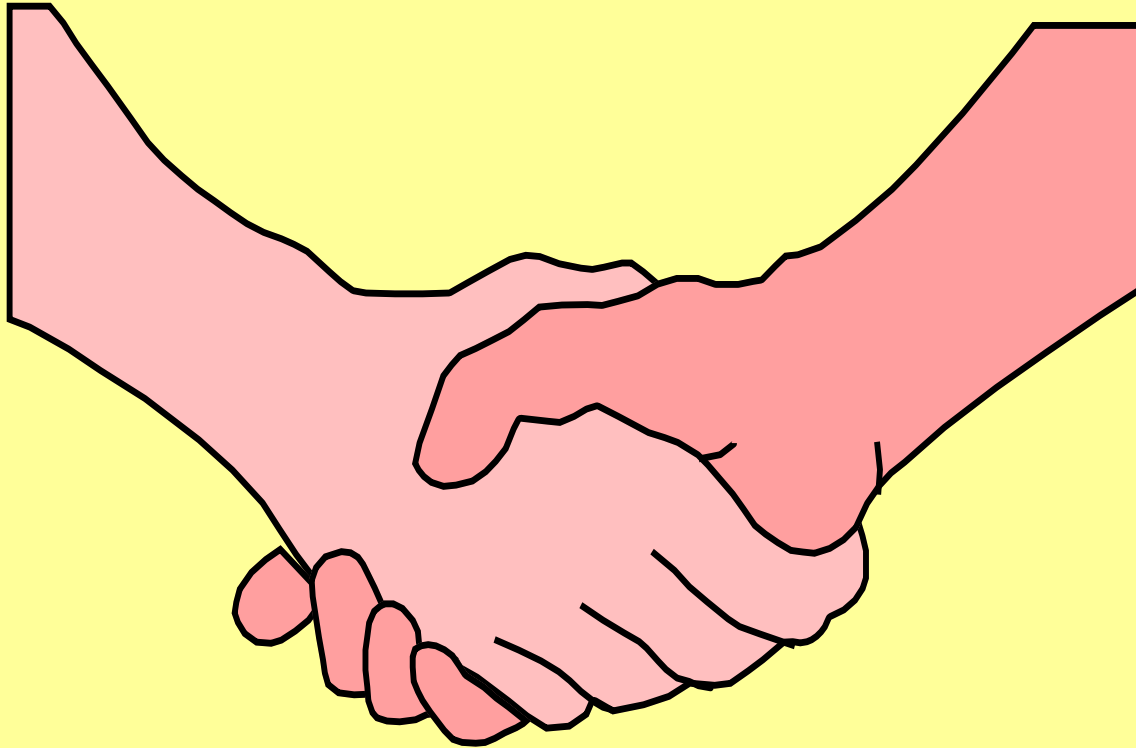
☞ ARMS

☞ MOVEMENT

GESTURES ☞ HANDS
☞ FACIAL EXPRESSIONS



HOW TO GIVE OUR HAND?







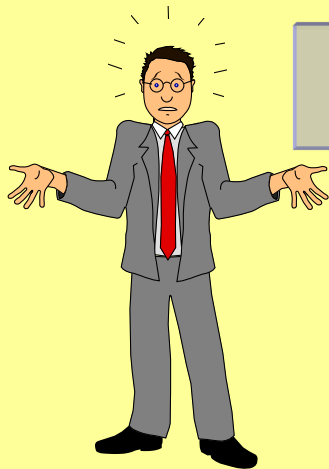
NON VERBAL COMMUNICATION

PROXEMIC

RESEARCH ON PERSONAL SPACE

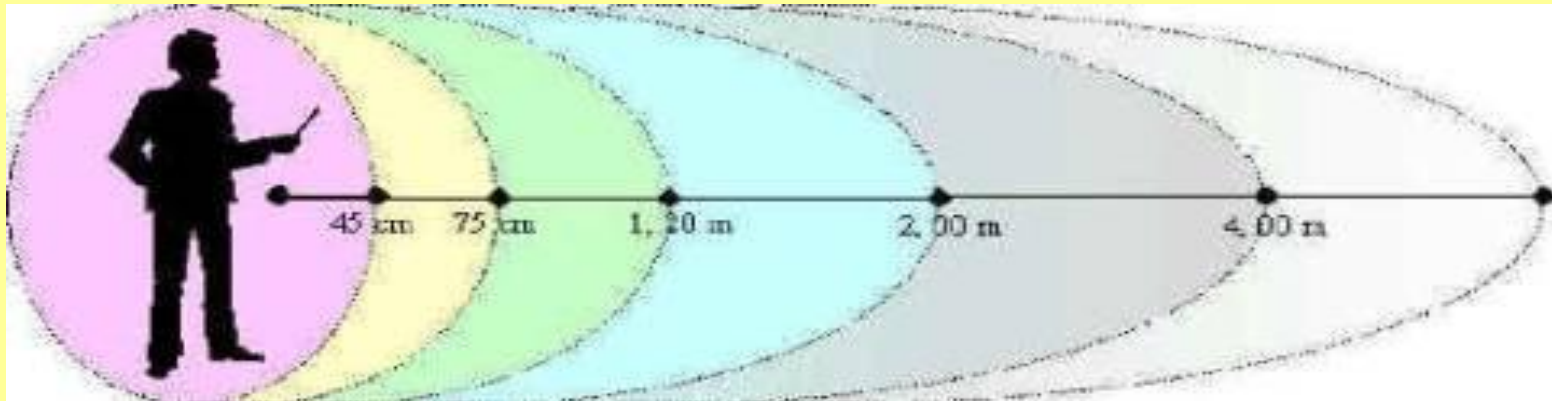
- PROXIMPHYSICAL PROXIMITY IN INTERACTION
- PERSONAL CONTACT

HUMAN TERRITORIAL BEHAVIOUR



NON VERBAL COMMUNICATION

HYPOTETIC SCALE OF DISTANCES



CONTACT DISTANCE

FAR PERSONAL DISTANCE

FAR SOCIAL DISTANCE

NEAR PERSONAL DISTANCE

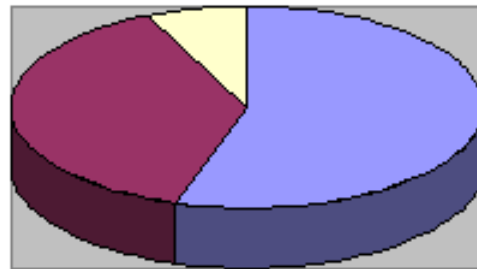
NEAR SOCIAL DISTANCE

PUBLIC DISTANCE



NON VERBAL COMMUNICATION

"There is never a second opportunity to give a first impression"







- Qué aspecto tengo : 55%
- Cómo hablo : 38%
- Qué digo : 7%

It is impossible not to communicate. The first impresión is a perception process of a person from the other that happens in a short time. Normally we are not totally conscience of its emmision nor reception of information articulating it.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	DUMB SHOW
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 3 Non verbal communication
Duration of the Activity	Max 30 minutes
Material	Pencil and Paper
Method	Icebreaker. Group dynamic and Individual
Interest of the exercise evaluated by the group	 []  []  []  []

Brief Summary of Organization

How did you manage to add this exercise? Which materials did you need?

A funny icebreaker game

Players use paper and pen to write down an event or popular person. Facilitators can prepare papers ahead of time. Some examples you might include are:

Winning the lottery

Meeting a large, aggressive bear in the woods

Your boyfriend just broke up with you





Arnold Schwarzenegger

Put the papers in any box. Have players randomly select a piece of paper and react to the experience using words, gestures, and facial expressions. Players try to guess what happened. Set a time limit for the players to act out their event. You can give a point for each correct guess. You can also vary the game by making players act out their event without talking. This icebreaker can work with any group size and any age.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Two truths and one lie
---------------	-------------------------------

Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 4
Duration of the Activity	30 to 40 minutes
Material	None
Method	Group for 10 to 15 persons and individual
Interest of the exercise evaluated by the group	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> </div>

Brief Summary of Organization





How did you manage to add this exercise? Which materials did you need?

Instructions: Tell the group that each person will introduce him by stating two truths about their life and one lie. The rest of the participants will guess which statement is the lie.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Back-to-Back Drawing
---------------	-----------------------------

Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 5
Duration of the Activity	20 minutes
Material	Pencil and Paper
Method	To identify problems of communication/ Group dynamyc and individual
Interest of the exercise evaluated by the group	    [] [] [] []

Brief Summary of Organization

How did you manage to add this exercise? Which materials did you need?

The back-to-back drawing exercise improves communication among team members, which can help build unity and confidence in others. Divide the members of the team into groups of two. Instruct the pairs to sit back-to-back on the floor and provide one team member with a blank note pad and the other with a picture of a shape. The team member with the picture of the shape must describe it to the member with the note pad, who will draw the picture based on the instructions. This is an eye-opening exercise that can identify problems in communication that may make unity and trust difficult.

Activity added in complement of ES methodology





<http://smallbusiness.chron.com/team-bonding-exercises-develop-trust-unity-23829.html>



European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Six Thinking Hats
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 6
Duration of the Activity	Max 40 minutes
Material	6 hats (different colour)
Method	Group dynamic and individual
Interest of the exercise evaluated by the group	 []  []  []  []

This is an activity that supports a person in focusing his or her thinking. In wearing a particular thinking Hat, participants can increase their way of thinking in various subjects. For instance, one could play the devil's advocate, even if only for the sake of generating discussion. The purpose of devil's advocacy is to deliberately challenge an idea: be critical, look for what is wrong with it. Participants can improve the dialogue techniques and explore new ways of thinking. The activity can increase participants' selfesteem, selfconfidence and selfawareness. Each of the Hats is named for a colour that is mnemonically descriptive of the perspective one adopts when wearing the particular hat. For example, the devil's advocacy is what one engages the Black Thinking Hat.

The 6 hats and the perspectives they represent are:

White (Observer) White paper; Neutral; focus on information available, objective Facts, what is needed, how it can be obtained.

- Neutral and objective
- What do I know?
- What do I need to find out?
- How will I get the information I need?

Red Fire, warmth; EMOTIONS, FEELINGS, intuition, hunches, present views without explanation, justification.

- My feelings right now
- Feelings can change
- No reasons are given

Black Stem judge wearing black robe; judgemental; critical; LOGICAL NEGATIVE view.

- Difficulties, danger, weaknesses
- Logical reasons are given
- Spotting the risk

Yellow Sunshine, optimism; LOGICAL POSITIVE view; looks for benefits, what's good.

- Positives, plus points
- Logical reasons are given
- Why an idea is useful ?

Green Vegetation; CREATIVE thinking; possibilities and hypotheses; new ideas.

- Ideas, alternatives, possibilities
- Provocation
- Solutions to black hat problem

Blue Sky; cool; overview; CONTROL OF PROCESS, STEPS.

- What thinking is needed?
- Organizing the thinking
- Planning for action

How to carry the activity

1. The coordinator decides about the subject of the activity.
2. The coordinator separates the group into six smaller groups or works with six participants. During the activity the individual or the small group has to wear a hat or keep the drawing which help to think using that particular thinking style.
3. Each team (or individuals) after discussing present the thinking ideas for the hat was represented and coordinator coordinates the discussion.
4. Participants after that can switch the hats or can choose other subjects.

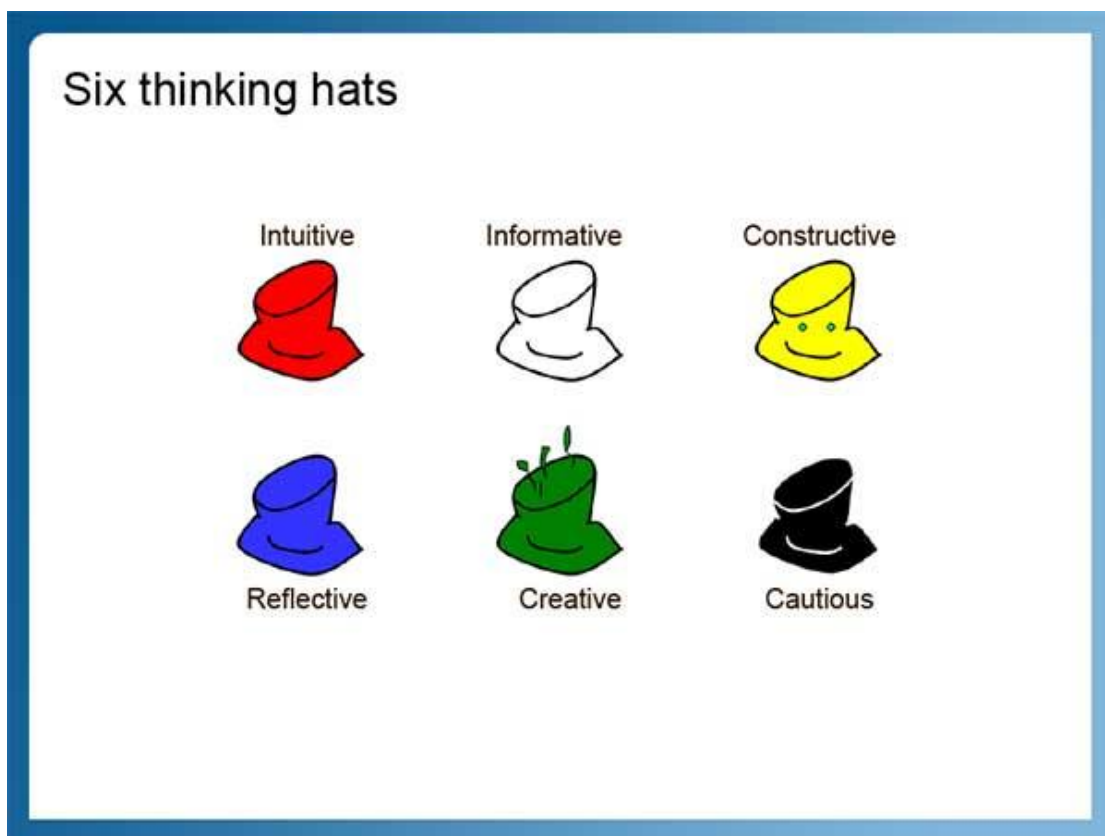
Proposed Learning Outcomes

1. Allow to say things without risk
2. Create awareness that there are multiple perspectives on the issue at hand
3. Convenient mechanism for "switching gears"
4. Rules for the game of thinking
5. Focus thinking
6. Lead to thinking that is more creative
7. Improve communication
8. Improve decision making
9. Express emotions

Activity added in complement of ES methodology

Please be kind to join the exercise or to give link to a film or ...





http://www.valuebasedmanagement.net/methods_bono_six_thinking_hats.html



European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Meet 5 adults and harvest their opinion
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 7
Duration of the Activity	60 minutes
Methodology	Individual then feedback in group
Interest of the exercise evaluated by the group	 []  []  []  []

1. What is your opinion about youngster?

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2. What is your opinion about youngster?

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3. What is your opinion about youngster?

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4. What is your opinion about youngster?

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5. What is your opinion about youngster?





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To report during next meeting

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	How adults look at me?
---------------	------------------------

Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 8
Duration of the Activity	30 minutes
Methodology	Group (after individual work at previous session) To report completed documents
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Goals

- To listen to other points of view.
- Awareness and challenge prejudice on a theme that concerns youngster themselves.

Presentation

How was this first task for you?

Direction 1

First facilitators verify the fulfillment by each youth and require feedback (what perception they have of this task? Was it easy or difficult? How did they do it?)

Direction 2

In a large group, participants stay round. A young rises and sets one of the answers collected and reported. All those who have a similar answer rise. Then choose the young among those standing and sets another sentence in turn, and so on. The second facilitator list the similarities on a panel. At the end, the debate can be compared to the image that adults have and what they believe in.





Direction 3: To debate

- How do they explain the image that adults have of them?
- How they felt facing people's reactions?
- Were they expecting this (these) reaction(s)?
- Do they understand why people react this way?
- What do the individuals/group think on reactions in general? What is their perspective?

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	PERSONAL HYGIENE
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 9
Duration of the Activity	Max 15 minutes
Methodology	Group dynamic and individual
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

Direction





Surround the body parts where dirt, sweat, microbes or parasites can develop

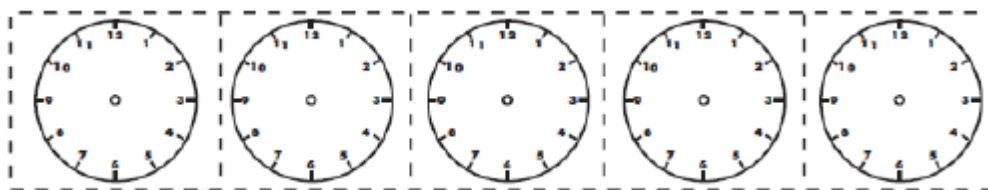


European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Hygiene at the right moment
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 10
Duration of the Activity	Max 15 minutes
Methodology	Individual and group dynamic
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>




MORNING

EVENING

MIDDAY







WHEN ?					
WHAT ?					
WITH WHAT ?					

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Hands cleaned and Teeth brushed
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 11
Duration of the Activity	Max 15 minutes
Methodology	Individual and Group dynamic
Interest of the exercise evaluated by the group	    [] [] [] []

Direction

With blue ink: rank from 1 to 5 the steps to wash hands properly





With green ink: rank from 1 to 5 the steps to brush your teeth



European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

















Activity name	SUDOKU on cleanliness
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 12
Duration of the Activity	Max 15 minutes
Methodology	Individual and Group dynamic
Interest of the exercise evaluated by the group	 []  []  []  []

Direction

Each drawing is a number from 1 to 4. The figures in the end and bottoms indicate the sum of 4 drawings.

				=11
				=10
				=11
				=10
=6	=12	=14	=10	


=

=

=

=

Answers for trainers only



= 1



= 3



= 2







= 4

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Paul and Jean
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 13
Duration of the Activity	Max 10 minutes
Methodology	Individual and group dynamic
Interest of the exercise evaluated by the group	    [] [] [] []

Direction





Trace the path followed by Paul to join John. Paul only can move from box to box only linked to body hygiene. He can go right, left, up, down.



European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Practical videos about Job Interviews
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 14
Duration of the Activity	5 minutes each video
Material	Computer, projector and Internet access
Method	Group dynamic
Interest of the exercise evaluated by the group	 []  []  []  []

Brief Summary of Organization

How did you manage to add this exercise? Which materials did you need?

In the third session, we added some videos regarding job interviews and communication abilities. The videos were shooted by Massimo Perciavalle, employment coach. We found these videos on YouTube. This allowed us to show real and practical examples of interviews to the learners and they could practically appreciate the strategies to be put into effect.

Alternate the videos with theoretical activity. We think this activity can facilitate understanding of the theoretical content.

Proposed Learning Outcomes

What knowledge, skills and attitudes did you envisage the learners will develop when adding this activity to ES methodology?

These changes enable us to put the experimentation contents in a context





Activity added in complement of ES methodology

Please be kind to join the exercise or to give link to a film or ...

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	YOU NEVER GET A SECOND CHANCE TO MAKE A FIRST IMPRESSION (Job interview)
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 15
Duration of the Activity	30 minutes
Materials	Magazines (different, fashion, style etc.), flip-chart, Film "The Intouchables", 2011
Interest of the exercise evaluated by the group	    [] [] [] []

Brief Summary of Organization

How did you manage to add this exercise? Which materials did you need?

When that elusive job interview comes a-knocking', the most common question fresh grads ask is, "what do I wear?"

Whether you're applying to a casual artsy industry or a more formal corporate environment, it's important to present a tidy, well-groomed and positive image of yourself. It's always best to dress on the conservative side during interviews, and then work your way towards a more fashionable office getup once you've gotten a feel of your company's daily dress code. Unless the HR manager or interviewer specifically tells you to go casual or smart casual, the general rule is to come in business attire.



Business - Formal

Business

Business Casual

Smart Casual

Casual

Leader: Let's go through a few scenarios. First, what should you wear at a very conservative office—like a bank or law firm?

Think conservative and classic: You want to make sure you're going with your very textbook suit. Colours that are traditional—blues, blacks, greys—and a suit that's a classic style. Go get a good shoe shining, and make sure your suit has been well pressed or ironed so that it's looking as sharp as possible. Tailoring is important too—you want a modern fit. What happens a lot is that people have their "interviewing outfit" that's been sitting in their closet for the past couple of years, and they dust it off for the occasion—you don't want to be that guy. Get something that's going to be really sharp and isn't going to look dated.

Conservative



How about business casual?

This is where you going to have a lot more freedom. It depends on how casual the office may be—it could mean slacks and a button-down, or if it's a jeans-and-shirt kind of place, you may want to wear jeans and pair them with a dress shirt and jacket, just no tie. Another look is going with the vest and tie, maybe the sleeves rolled up so it's a bit more casual. With casual companies, jeans are perfectly fine, you just want to dress them up.

Business Casual



And finally, what about at startups, when everyone else is rolling in wearing t-shirts and hoodies?

Yeah, that can definitely be tricky! You want to fit in and show that you get the company culture, but there are ways you can still look professional while dressing down. Maybe a collared shirt with a hoodie on top of that, or a collared shirt with a vest and the top button undone. And definitely go with the jeans. You also still want to have closed-toe shoes—just a pair of basic black or brown shoes is the way to go. “Casual chic” would be the term—something that would fit right in, but that’s dressed up from that casual look.

Start-up Style



For guys:

1. Scruffy, casual and dressy outfits

Some companies have a lax, casual dress code for their employees, which is why we see the artsy and fashionable kind wearing whatever they want to work. But before they landed that job, they had to temporarily ditch their ripped jeans, sneakers, and statement tees for a more appropriate business attire during the interview.

2. Lots of skin

Micro minis, shorts, capris, rolled-up pant legs, open-toe shoes, and a bustling cleavage are no-nos. Remember that it’s a job interview, not a reality show audition or a night at the club.

3. Flashy prints and loud colors

Your hot pink or loud floral dress—even if the length falls below the knees—is a no-no. Don't follow your peers who wear Sartorialist-inspired outfits to entry-level interviews. Although bold colors and prints are now accepted in modern business attires, keep it subtle during your interview. You want the company to think that you're serious about your job and not peg you as a moonlighting blogger who'd rather Instagram his/her outfit of the day.

4. Halitosis and smoky breath

Take a breath mint or gargle some mouthwash in the bathroom before the interview. Don't chew gum during the interview. If you're a smoker, avoid taking a puff before the interview. Smoke-scented hair is such a turnoff and the smell tends to stick to your breath even with a mask of Tictacs.

5. Too much perfume

Get a fresh shave, keep your lips chap-free with lip balm, and wipe the grease off your face before entering the room. As for the perfume, nobody wants to die of asphyxiation, not even if it's by Chanel N°5. Go for a light scent.



Discussing and conclusions

How to carry the activity

1. The coordinator separates the group into 3x smaller groups.
2. Task for small groups: to make presentations: **Things not to wear in a job interview.**
3. Each team (or individuals) after discussing the ideas make their presentation. The style of presentation can be very different – dumb show, drawings, fashion presentation etc. (one of the group at Probation service decorated their own T-shirts with fabric paints).

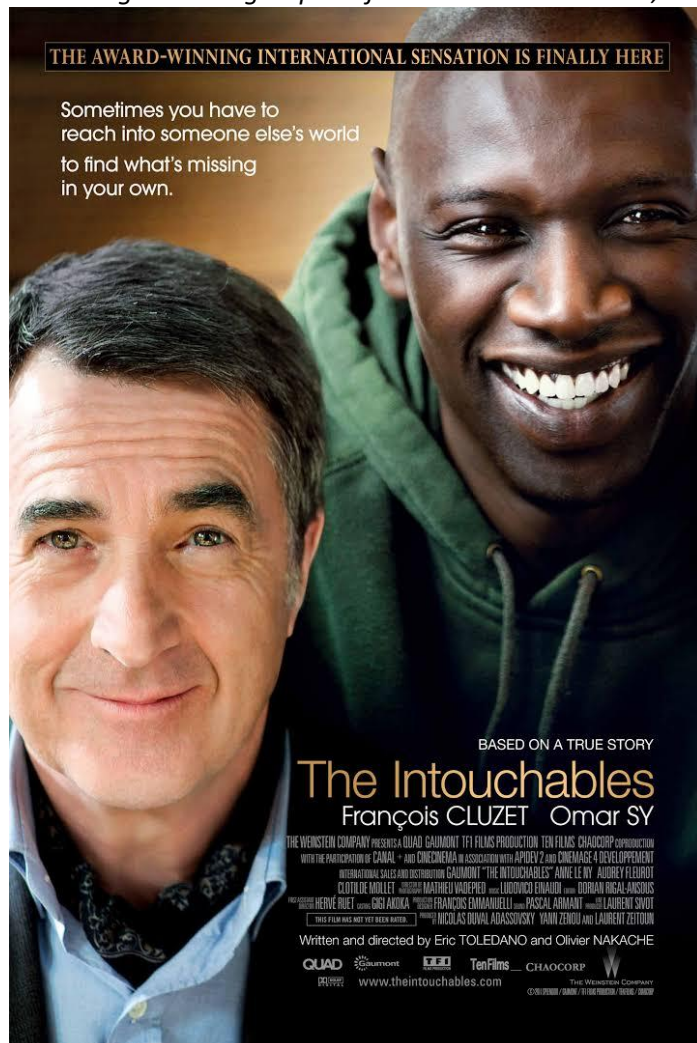
Proposed Learning Outcomes

1. Focus thinking
2. Lead to thinking that is more creative
3. Improve communication
4. Improve decision-making
5. Express emotions
6. Social skills

Activity added in complement of ES methodology

Please be kind to join the exercise or to give link to a film or ...





Discussing with the group the film "The Intouchables", 2011 (Job interview)



European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	How to dress for a job interview ?
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 16
Duration of the Activity	30 minutes
Materials	Bring mismatched clothes and perform exercises to assemble shapes, colors,...
Interest of the exercise evaluated by the group	    [] [] [] []

Two-piece dark colored suit

- Appropriate colors: black, blue, gray
- Solid or very light conservative stripes
- Suit jackets are offered as single- or double-breasted. Select the style that fits your industry or personal style.

Crisp white or blue tailored shirt

Conservative tie that reaches mid belt

Polished shoes that match the color of your belt

Dark blue, black, grey or brown socks

- Match your suit - never wear white socks.

Remove body piercings, earrings and any obnoxious/flashy jewelry

Use cologne sparingly

Carry a portfolio folder or professional bag



Two-piece dark colored pants or knee-length skirt suit

- Wear neutral colored panty hose or dark tights if wearing a skirt

Crisp white or blue blouse, tailored shirt, or shell with conservative neckline

Polished, closed toe shoes with a low to moderate heel

- Try to avoid shoes with very high heels

No multiple earrings or gaudy jewelry

Use perfume and makeup sparingly

Nail polish should be a neutral color

Carry a portfolio folder, professional bag, or a simple conservative purse



ELEGANT and SOBER



CASUAL and RELAXED









Draw two columns: on one side, which seems to be correct and the other, which is not from your point of view

Looks good	Looks wrong

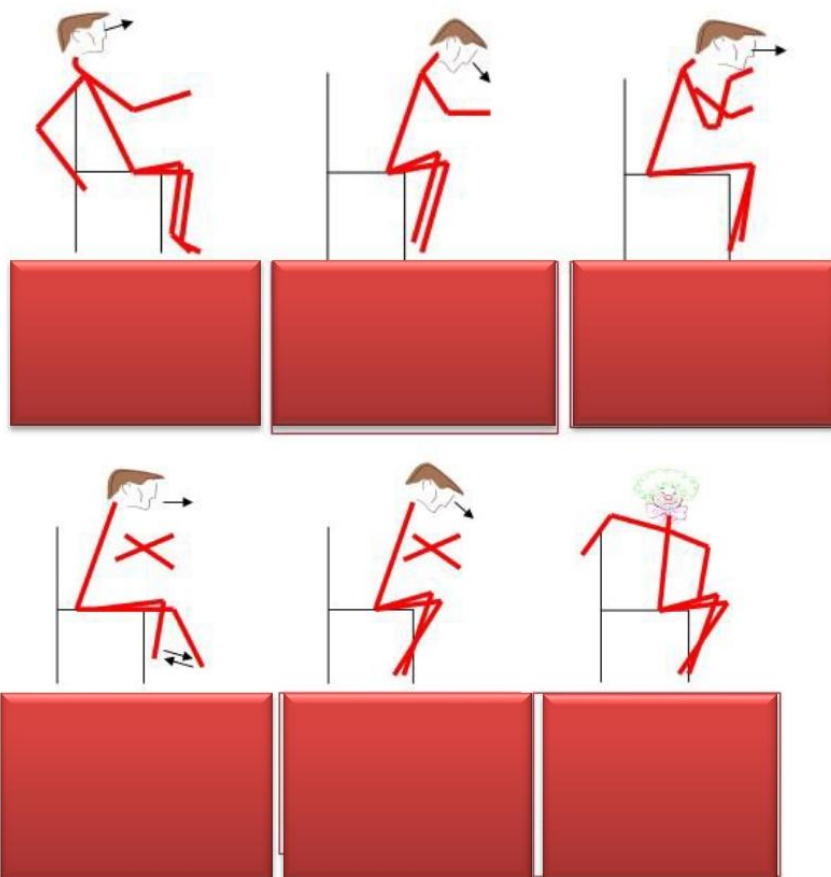
European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	How to sit during a job interview
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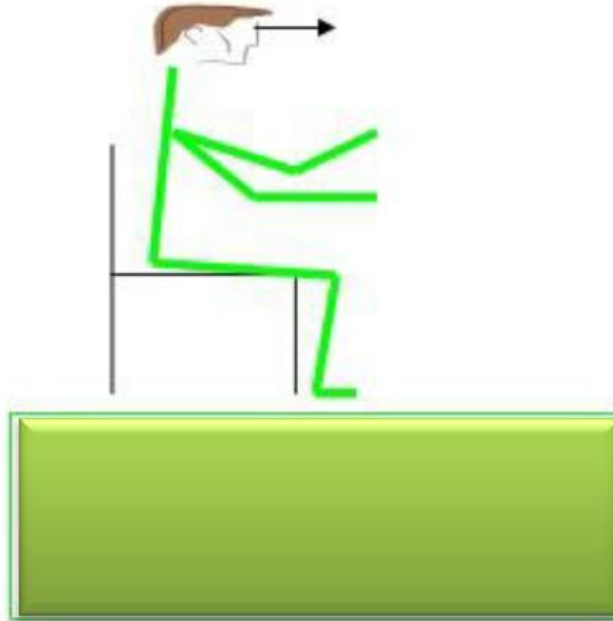
Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 17
Duration of the Activity	Max 10 minutes
Materials	Group dynamic
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

It is essential to prepare your job interview and to care that your body does not become your false friend.







Why is this position good?



European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Job interview
---------------	---------------

Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 18
Duration of the Activity	30 minutes
Material	Computer, Projector, Pencil and Paper
Method	Group dynamic
Interest of the exercise evaluated by the group	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

Project ESM-YA under ERASMUS+ YOUTH Application n°
2014-2-ES02-KA205-005432

THE JOB INTERVIEW



DEFINITION OF JOB INTERVIEW

- Scheduled meeting.
- Two or more actors (roles).
- In one or another's real or virtual presence.
- One leads the process.
- Conversation / communication:
 - Verbal language.
 - Non verbal language
- Objective: to collect information for a specific purpose.

TYPES OF INTERVIEWS

ACCORDING TO the interviewers number:

- **INDIVIDUAL**
- **COLLECTIVE** (experts in different areas collect different opinions)

ACCORDING TO the interview STRUCTURE:

- **STANDARD OR FORMALIZED**
- **INFORMAL** (no previous outline required)
- **SHOCK OR STRESS** (When acting under stress matters)

TYPES OF INTERVIEWS

- **ACCORDING TO THE QUESTIONS TYPE :**
 - **DIRECTIVE**
 - **NON DIRECTIVE**
 - **MIXED (The most usual way)**

AIMS OF THE INTERVIEW SELECTION

Interviewer's aims:

- Find out if you're the right person for the job
- Discover if you KNOW, if you CAN and if you WANT to hold this job.
- Predict your work performance.

Interviewee's aims:

- Show that you KNOW, you CAN and you WANT what the job's profile requires.
- Communicate your labor skills for the job.
- Make a positive impression on the interviewer.

JOB INTERVIEW PHASES

GREETING

INTRODUCTORY TALK

TALKING ABOUT THE JOB

CLARIFYING QUESTIONS

FAREWELL (GOODBYE)

INTERVIEW SELECTION FAILURES

- Interviewers are human beings

Get carried away by first impressions and rush into conclusions.

- Poor planning

- Not know the aims.
- Not plan and not organize the interview.
- Not know the job

- The psychiatric approach

- Assume the role of "amateur psychiatrist."
- *Use* inappropriate criteria to judge

- Interviews violate ethics rules

Deal with irrelevant and unnecessary issues.

MOST FREQUENTLY FEARS

- ✓ TO BE REJECTED.
- ✓ TO MAKE AN UNREAL IMPRESSION.
- ✓ TO CHANGE.
- ✓ NOT COMMUNICATE

BEFORE THE INTERVIEW

- Anxiety management.
- Emotional self-control.
- Failure feelings control.
- Prepare personal appearance.
- Sense the job profile.
- Prepare strengths and weaknesses.
- Prepare arguments.
- Collect company information.
- Study our CV and prepare difficult questions.

PRIOR TO THE INTERVIEW THE CANDIDATE SHOULD

- ✓ Confirm the appointment and express gratitude.
- ✓ Plan the distance, punctuality is a must.
- ✓ Know if the job and the company are convenient.
- ✓ Avoid negative appearances. Personal image is important,
- ✓ A standard image is enough.
- ✓ Neat and clean appearance.
- ✓ Behave naturally and normally.
- ✓ Control nervousness.

SHOULD CONTROL OR MANAGE...

STRESS.

- I'm failing ...
- I can not do it...
- I knew I could not...

ANXIETY.

- Stuttering, sweating, mental block...

THERE ARE TWO KINDS OF PEOPLE

- People who move for success, whose dominant feature is the positive mental attitude.
- People who move to avoid failure, whose dominant feature is the anxiety of a possible failure.

PREPARE THE INTERVIEW WITH ...

- Information on the company and the job.
- Your CV, references and documents.
- Possible questions the interviewer may ask you and how to answer them.
- Some short relaxation exercise you can do before you start the interview

YOU SHOULD BE CLEAR ABOUT

- Your Professional goals in the short-term and med-term.
- Your qualities, skills and knowledge related to the job.
- Analyze your strengths and weaknesses and exercise positive reformulation.
- What can you bring to the company?

JOB ANALYSIS

"KNOW EACH AND ALL OF THE TASKS TO CARRY OUT BY A PERSON IN A JOB, AND THE MINIMUM REQUIREMENTS TO OCCUPY THE JOB, TO PERFORM IT EFFECTIVELY AND EFFICIENTLY"

JOB ANALYSIS

- Which job ?, What for is it intended?, What has to be done?, How should it be done? What does it takes?, Where is it done?...
- **CANDIDATE PROFILE:** refers to all those features specifically required by the company of the person pretending the job: training, experience, skills, attitudes, marital status, etc.

DURING THE INTERVIEW...

- Stand up until the interviewer offers you to seat.
- Do not start the conversation.
- Talk briefly and reply with clear and concise answers.
- Look into the eyes without being disrespectful.
- Positive attitude.
- Empathize with the interviewer; tact, diplomacy, business sense, rational sense, self confidence, honesty ..
- Demonstrate a lot of interest in the work.
- Show discouragement is the worst thing to do

BEHAVIOR

- Eye contact.
- Emotional tone.
- Volume and voice clarity.
- Verbal fluency.
- Body language.
- Self confidence.

IT IS POSITIVELY VALUED

- To be pleasant
- To be tolerant to overwork
- To be able to deal with stress
- Ability to organize and plan
- To show initiative
- Not to be overly aggressive
- Self-confidence and mental flexibility

IT IS NEGATIVELY VALUED

- Being passive, Indifferent
- Not to show an appropriate preparation
- To pay little attention and clumsiness
- To be problematic and conflictive
- To submit nervousness, anxiety.
- Being arrogant or overconfident.
- Being more interested in the salary than in the job.
- To ask nothing about the job.

COMMUNICATION RULES

- Ask
- Listen carefully
- Empathize
- Pick up the signals.
- Speak the same language.

COMMUNICATION RULES

- 1. Ask
 - Ask the recipient information of the received message through questions.
- 2. Listen carefully
 - Respect the other's talk, do not interrupt. Active listening.
- 3. Empathy
 - Try to put yourself in his/her place.
 - Understand how he/she feels and thinks.

COMMUNICATION RULES

- 4. Pick up the signals.
 - Be attentive and predisposed to receive signals interlocutor.
- 5. Speak the same language.
 - Adapted to the issuer level of knowledge. Adapt to his/her language.





PRACTICAL ADVICE.

- Keep eye contact.
- Nod as to indicate you are listening.
- Do not express agreement or disagreement, only understanding.
- Do not move the center of attention to yourself.
- Do not fill the silences. Take advantage of silences to encourage the expression of the other.
- Motivate the other person to think about what he/she said.
- Summarize or reaffirm to show our understanding.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	How do I present myself at an interview. Conditions of employment
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 19 Job Interview
Duration of the Complementary Activity	45 minutes
Material	Verbal
Method	Role play “Employer / Employee” Practical Aspects and recommendations regarding the interview
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

General preparation before the interview

Goal

Transmission of knowledge and skills necessary for a person to be present at a job interview in order to get a job.

Content

If the cover letter and resume liked and managed to arouse the interest of the employer, the candidate will be called for interview. An interview may last from several minutes to several hours and he participates candidate and one or more representatives from the company. In fact, he is just a conversation on professional skills with those people interested to determine the best man for the job.

The most effective method of training is to learn to answer the following key questions using a range of information that you can get from various sources, even before the interview:

a) Why do I want this job? Employers seek employees impersonal not simply to fill vacancies. They need people who bring something new and valuable in the company they lead. then try to find as much information about the company (industries, markets, location of premises and offices, partners business, competing companies, intentions development or expansion, company reputation and leading cadres, etc.).

b). What can I offer? Those who want to know why undertakes to hire you (and anyone else). To find out, they will put some general questions to help them get to know you better. Try to anticipate possible questions while formulating the answers most convenient, not to be taken aback.

Sample of questions:

- *Why do you want this job?*
- *What do you know about the company / our company?*
- *Why you want to change your job?*
- *CV I see that you change jobs after many years. Why?*
- *In the current job that attracts you and what you do not like? Why?*
- *Given your strengths shown in CV, why you pay so little?*
- *How did you get former job?*
- *If I ask for references about you, what would tell your boss?*
- *Why were you laid off / fired / let you go?*
- *Why should I hire you? What can you offer?*
- *What think you're good?*
- *You think the company can offer you / our society?*
- *What of wage claims?*

We prefer younger candidates / old! - Do not seem to have too much experience!





- *What skills / skills may think you?*
- *What qualities (strengths) personal think you? - What faults (weaknesses) personal think you?*
- *What will you do if you get this job?*
- *What kind of boss motivates you to work with maximum efficiency?*

- *If you would not have to work, what would you do? Why?*
- *Do you prefer working alone or in teams?*
- *How did you get former job?*
- *On a scale of 1 to 10 how important the work for you? Why not ten?*
- *What are you doing in your free time?*
- *When can you start?*

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	How do I present myself at an interview. <i>The Management of time and Money</i>
---------------	---

Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 20 Preparing for Job Interview
Duration of the Complementary Activity	45 min
Material	Pencil and paper
Method	Individual work
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Analysis of the income and expenses

Income

What are your sources of income?	Per month (Now) in prison, probation	A month before arrest	Per month (Desirable in the future)	Per month (real in the future)
1. Income derived current (activities in the penitentiary) Employment - Probation				
2. Loans from friends and relatives				
3. Unemployment / Guaranteed Income minimum				
4. allowance				
5. Scholarships / grants				
6. Interest of money deposited				
7. Other aid;				
8. Other income				

Notes / Comments /

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Expenses

What are your monthly expenses?	Per month (now), prison, probation system	A month before arrest	Per month (estimated) Wanted	Per month - absolutely necessary / need satisfied	Per month - what could be dropped
Rent or mortgage					
Rate payment machine					
Transportation / travel pass					
Electricity, water, sewage and / or gas / Maintenance					
Taxes					
phone bills					
garbage collection					
School expenses Books / notebooks					
Food costs					
Clothes					
medical expenses					
House maintenance expenses (repair)					
Amusement					
Expenses for cable TV					
Petrol / diesel car					
Insurance (life, health, car)					
<i>Other expenses - specify concrete</i>					

Note - The degree to which adolescents become aware of the real costs, needs concrete and realistic expressed expectations realistic or unrealistic about the budget you have, have had or believes that it is imperative to have it.

Notes / Comments /

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It requires rethinking the need for a job and trying to win money honestly and by analyzing the income and expenses and any costs involved carrying out the sentence, often the costs of returning the family's care.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	How do I present myself at an interview. Conditions of employment
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 21 Job Interview
Duration of the Complementary Activity	20 minutes
Material	Report
Method	Role play "Employer / Employee" Groups
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

Role playing "employer / employee"

The aims :

- Learning and manifestation of appropriate behavior in the interview.
- Gradual harmonization of some elements of behavior.
- Repeating impaired social interactions that reach mastery through repetition situation.

Instruction

I ask you now to prepare for a game simulation as adequate a job interview. For this purpose will provide a person between you and a specialist who will witness together to a job interview. Are you ready to appear on stage?





Directions

We simulate the position of the employer (specialist) and the employee (participant group). Is handed to each participant role-playing a page with possible questions that are made in an interview. Advice taken are an attitude austere and impersonal and disregard the fact that they know the people in the other group and appropriate behavior in the interview situation. People in the second group using the knowledge received during the information session will try to act in a more appropriate for employers to be able to convince people that they are suitable for employment.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	"Solving problems" Management and career choices
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 22 Career guidance
Duration of the Complementary Activity	20 minutes
Material	Report
Method	Group
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

"Identify career problems"

The aim: Identifying problems detecting the intensity of feelings like a perception of displeasure. Election as solving ability, achieve the goal of obtaining pleasure by delaying achieve its immediate and / or its satisfaction on another path.

Another way of solving the problem may be observing creative abilities so fighting against hostile external factors and creating new possibilities for solving social widely accepted.

Instruction

What goals are you future on occupational status?; What are your priorities targeted chronologically in the near future ?; How would you like to show your life when your problem would be solved ?. Each participant of the group has to express themselves verbally, at a time even if it is hard (in very vague terms).





Directions

Professionals should help the beneficiary to know their goals and add additional questions to clarify their questions that may be referring to problem solving. Participants apply the above questions immediately after presenting the topic to be discussed. It is made in writing an outline that is necessary to identify goals, establish priorities, and identify problems encountered / imagined.

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Activity name	How will I act? Identifying and developing strategies on labor market insertion
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Experimenting Context

In which Session and action did your activity came in complement	Session 3 Annex 23 Develop a personal project
Duration of the Complementary Activity	40 min
Material	Paper/pencil
Method	Individual work
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The proposed theme any organized approach for addressing certain tips and advice on choosing one profession / as well as concrete steps to be taken to succeed.

The objectives	Evaluation criteria
1. prepare a realistic action plan on future job	1. Designing a realistic action plan for short-term job / specialization, arguing choice
2. to understand the purpose and content of records progress	2.1. discussing the progress recorded content 2.2. Explain their importance

Professional goals: reintegration of persons who have served a custodial sentence; informing detainees on the labor market (supply and demand for labor); Knowledge of acts and steps required for employment; The development of appropriate behavior in contact with the labor market and possibly with a potential employer; Support of private initiative and the beneficiaries to structure a career path.

Develop a personal project to get where you want

Sometimes we are in a situation that does not suit us: we work, we feel incapable, threatened, marginalized, without resources, etc. Usually we can think of situations where I prefer to be. Our problem stems from the intersection of the point where we are in life, and where we want to go. One way to get where we want is to develop and implement personal projects or activities that are actually stairs or steps we use to get where we want. On the next page draw up a personal project that will help you to move toward a goal. Use the questions below those you feel are significant:

- I have a clear idea about where I'm going?
- I traced, viewed, stressed or described my project?
- I know how to do activities that help me make my project?
- Does my project passes the test: common sense?
- Do i have all the resources needed?
- Did I discussed my project with someone of that ideas and suggestions I respect?
- Am I prepared to review my project?
- Does my project have a sense of ownership and a personal meaning for me?

What is a contract?

- It is a specific decision in order to produce the changes that you want.
- It is a clear formulation of objectives that contain changes
- This contract contains few features:
 1. It is a mature decision regarding my own conduct and not a childs promise in order to please everyone or a parents approval: "It 's allowed to .. " is a mature decision that you take because its in your power
 2. It is concrete, not vague or general.
 3. Is it realistic and positive and leads to better relationships and results.
 4. Q begins with: " I want .. " , which demonstrate that you are responsible for your own behavior.

The contract contains clear statements, precise things to be made in the professional and personal development. We can make another contract later and we can add points to existing ones, to continue personal development.

Suggestions for a contract:

- We have signed me to listen to my colleagues or others in the workplace complicated and have been signed to try to understand their opinion before I speak.
- I will enrich my abilities by taking training courses.
- I will stop doing ...
- I will continue to ...
- I will start to ...

Make your own contract and check it from time to time

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SESSION 4

EMPLOYMENT RESOURCES

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Press advertisements
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Experimenting Context

In which Session and action did your activity came in complement	Session 4 Annex 1
Duration of the Activity	45 minutes
Material	Pencil, Paper, Newspaper, blackboard and pen marker
Method	Collective dynamic
Interest of the exercise evaluated by the group	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 

Press advertisements

Analyze these advertisements:

- Company or organisation offering the job
- Profession, occupation or position offered
- Requirements
- Work conditions, responsibilities, labour environment, etc.
- Compensations
- Address. Reference



Concesionario Oficial de Automóviles por ampliación de plantilla precisa:

CHAPISTA, ELECTRICISTA Y RECEPCIONISTA

-Experiencia mínima de 4 años en el sector

Se ofrece: Salario fijo + Incentivos

Interesados enviar C.V. con fotografía reciente al apartado de correos nº 12 - 50.080 Zaragoza

Indicando la referencia en el sobre:

Ref: Chapista - Ref: Electricista - Ref: Recepcionista

Se garantiza confidencialidad durante el proceso de selección

RESPONSABLE DPTO. ELÉCTRICO

- Experiencia en maquinaria industrial
- Montaje, Mantenimiento y Adecuación Seguridad
- Programación PLC y Robots. Diseño de planos
- Dotes de mando y dirección de equipos

rrhhsectorindustrial@gmail.com 652958387

JEFE DE EQUIPO MECÁNICO

- Experiencia en maquinaria industrial
- Montaje y Mto. equipos mecánicos e hidráulicos
- Valorable F.P. II Máquina Herramienta
- Dotes de mando y dirección de equipos

rrhhsectorindustrial@gmail.com 652958387

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Ref.12070

RESPONSABLE DE CALIDAD CLIENTES

- ✓ **MISIÓN:** Dependiendo del Director Gerente y como Representante de la Dirección de Empresa, se responsabilizará de dirigir, planificar y gestionar el Servicio de Calidad, asegurando los procedimientos y objetivos del departamento para lograr la satisfacción total de los Clientes. Reportará directamente a Dirección y se coordinará con Producción para garantizar la conformidad de los productos expedidos y contribuir a la mejora continua de la Organización.
- ✓ **PERSONA:** Se requiere titulación de Ingeniería Técnica o Superior y alto nivel de Inglés, valorándose los conocimientos de Francés aportados. Imprescindible disponer de un mínimo de cinco años de experiencia en puesto de responsabilidad similar. Se precisan extensos conocimientos de las Normas ISO TS16942, Norma UNE-EN-ISO 14001, AMFE, SPC, 8D.
- ✓ **OFERTA:** Incorporación a importante Compañía de prestigio internacional en la que desarrollar una carrera profesional estable, dentro de un entorno competitivo y dinámico. Se garantiza total confidencialidad en el proceso.

Introduzca su C.V. en nuestra web www.ayanet.es en la ref. correspondiente
AYANET RR.HH. • C/Bari, 57 (Pla-Za) • 50197 Zaragoza • Tel. 976 300 478

COMERCIAL JOYERÍA DE ACERO

María Banús empresa internacional en expansión en España busca para su equipo de ventas, **COMERCIAL AUTÓNOMO** a comisión con vehículo propio para representar sus productos en la Comunidad de Aragón y zona de influencia. Se valorará cartera de clientes.

Interesados llamar al: 696 388 425 o
enviar mail a: contacto@mariabanus.es

False advertisements

¿MAYOR de 18 años y con ganas de trabajar? Prepárate como soldador. No te faltarán ofertas de empleo. Altas retribuciones. Infórmate 900172172.

TRABAJA como celador/a en el Servicio Aragonés de Salud. Desde los 16 años, consigue tu plaza. Información, 976764141





OPORTUNIDAD de trabajo. Fórmate como peluquero y/o esteticista. Ciclos formativos. Diplomaturas privadas. Infórmate en R. C. Systemm, calle Bilbao, 7. Teléfono 976 215 165 y Pivot Point Center, paseo María Agustín, 101. Teléfono 976 433 090.

OBTÉN un empleo: Decorador de escaparates. Prepárate para trabajar. Información gratuita. 900100180.

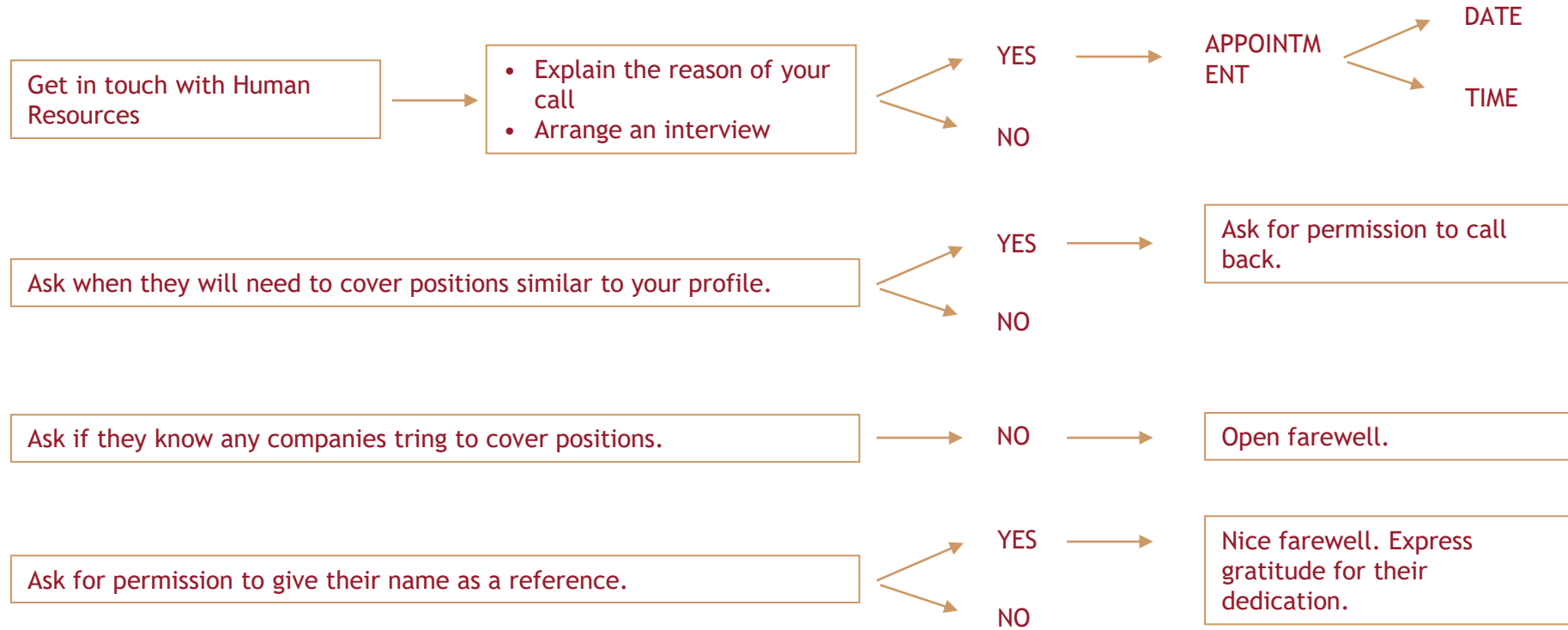
European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Set up a job interview by phone
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Experimenting Context

In which Session and action did your activity came in complement	Session 4 Annex 2
Duration of the Activity	30 minutes
Material	Computer,, projector, blackboard and pen marker
Method	Group dymanic
Interest of the exercise evaluated by the group	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 





Process to set up a job interview by phone



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Activity name	Motivation towards change
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Experimenting Context

In which Session and action did your activity came in complement	Session 4 Annex 3
Duration of the Complementary Activity	20 min
Material	Report
Method	Individual work
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The aim: Beneficiary learns to realize the construction of a new stage of life, to initiate future plans and models of associative action.

Develop a map of the world of work

Instruction

Try to answer the following questions and answers to organize the following flowchart.





Questions

- What do you know about you habits and potential?
- What kind of job would you like to have?
- What would help you to go on this way or why would you stumble to achieve this goal?
- If you look back on what you can be proud of your past?
- What can you REALLY do?
- From your point of view, what are your strong points as an employee?
-

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Activity name	The role of work in people's lives 2
---------------	---

Experimenting Context

In which Session and action did your activity came in complement	Session 4 Annex 4 Personal development
Duration of the Complementary Activity	20 minutes
Material	Report
Method	Role playing game
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

"Bees"

Confinement

Imagine that you are a bee and you are part of a bee hive in which each fulfills its role. The bee hive is working, lazy or foraging bees. Think about what you prefer to be? 2 people then grouped so that each group can be a working bee and lazy bee. Will present a time (say your name, how old are you, what color, what role do you have that at the moment). Now bee neighboring blindfolds us and for 10 minutes we let her wear then switch places.

Directions





After the first phase of the exercise helps participants to express themselves freely Ask the following questions: How do you feel ? How your work affects others ? Which is why as you fulfill your obligations ? let the discussion flow and then end the year with an assessment about what he thought of the idea to hive ?; If he would like to be a working bee? and what did he learned from this exercise?

Observation note: The ability of cooperation
Patience and empathy.
Analyzing the state of ambivalence about the roles

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Activity name	Map of personal interest
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Experimenting Context

In which Session and action did your activity came in complement	Session 4 Annex 5
Duration of the Complementary Activity	30 minutes
Material	Verbal / Written
Method	Group working
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

"Positive words"

The proposed goal: Optimizing correctly assessing the quality of their performance managed to achieve relative to their limits. How is the perception of their own lives, Trying restructuring/change negative thinking and cognitive awareness. Awareness orientation difference in the world through perceptions felt inside, outside.

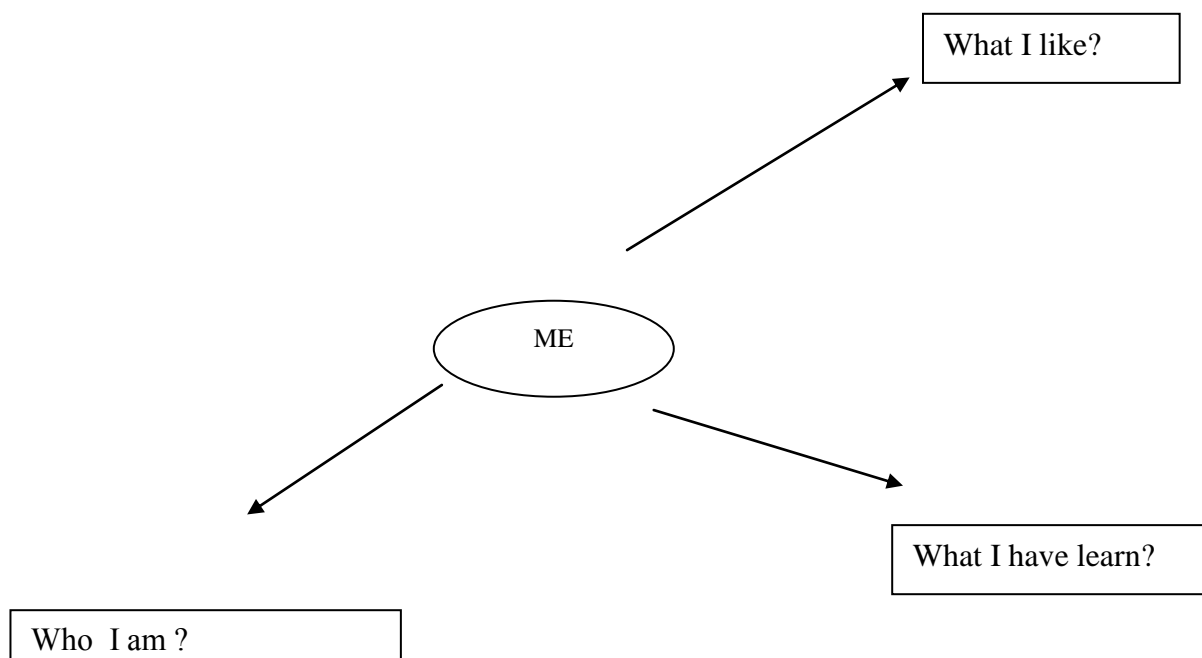
Instruction

On a sheet of paper each participant writes / draws, using positive words regarding the scheme presented: Who are you ? What do you like? and what you learned ? Each participant will present his turn to group personal map. Then the group made a list of negative thoughts and positive thoughts looking for their correspondent.

Directions

After each participant to present personal map group presents / performs the group list automatic negative thoughts and give theme for the room to reflect on its edge.

Wanted corresponding negative thoughts and positive thoughts then presents the group. How can we stop the negative thinking when I identified it?



Note

- Differentiate between the inner body perceptions and perceptions from the outside.
 - Conception realistic / unrealistic self-esteem to do great things.
 - Change negative thinking into positive thinking.





The list of negative thoughts

- When someone make me a compliment I imagine he laugh at me;
- I am ugly / complicated or poorly /
 - I am always wrong;
 - No one loves me;
 - I am not able to do anything;
 - I have no value;
 - I will not be able to change;
 - Today I managed to earn some money, but my friend won more;
 - Even if the mother loves me, at school, the world mistreats me;
 - There are two streams;
 - I am a loser;

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Activity name	Career guidance
---------------	------------------------

Experimenting Context

In which Session and action did your activity came in complement	Session 4 Annex 6
Duration of the Complementary Activity	40 min
Material	Pencil and paper/Report
Method	Individual report
Interest of the exercise evaluated by the group	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> </div>

Motivation towards change

The aim: Beneficiary learns to realize the construction of a new stage of life, to initiate future plans and models of associative action.

The telescope

Instruction

a) Imagine that future will look through a telescope and see the kind of objectives / goals in life. Then keeping in mind the image will try to answer the following questions with existential character that we speak to someone about philosophy and lifestyle:

- What others expect from me?
- Now what life asks of me?
- If I am looking on the inside of my being, I wonder what I do and what should I do?
- How my behavior reflects an idea of the life that I lead to physical and psychological comfort?

b). Write down on a piece of paper adaptive resources (hobbies, religion, interests in socially), and other ways you have available and are supportive (friends, institutions, groups supportive).

c). Write a story in the form of essay to tell how you imagine that would be the future, identifying those aspects which enlightens the future.

Indications

It is made the means test which ones are viable, beneficial by choosing one or the other.

Professional should emphasize the outstanding issues, grant recipient reinforcements accepted behaviors and ignore the possible negative aspects and problems.

Note: The resources of the beneficiary, acquisitions, ability to adapt.

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SESSION 5

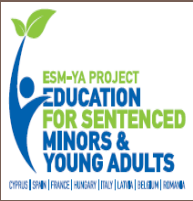
ACCESS to LABOR MARKET

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Labour Market
---------------	----------------------

Experimenting Context

In which Session and action did your activity came in complement	Session 5 Annex 1
Duration of the Activity	90 minutes
Materials	Computer, Projector, paper and Pencil
Method	Individual and group dynamic
Interest of the exercise evaluated by the group	<input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/> 



LABOUR MARKET

LABOUR LEGISLATION

3

The slide must be adapted to the laws governing the national context

Session 5 Annex 1

LAWS REGULATION LABOUR LEGISLATION 1/2

4

The slide must be adapted to the laws governing the national context

Session 5 Annex 1

LAWS REGULATION LABOUR LEGISLATION 2/2

5



The slide must be adapted to the laws governing the national context

Session 5 Annex 1

LABOUR RIGHTS

6

The slide must be adapted to the laws governing the national context

Session 5 Annex 1

LABOUR RESPONSIBILITIES

7

The slide must be adapted to the laws governing the national context

Session 5 Annex 1

LABOUR CONTRACT

8

The slide must be adapted to the laws governing the national context

Session 5 Annex 1

REQUIREMENTS TO CONTRACT

9

The slide must be adapted to the laws governing the national context

Session 5 Annex 1

FORMS OF LABOUR CONTRACT

10



The slide must be adapted to the laws governing the national context

Session 5 Annex 1

DURATION OF LABOUR CONTRACT

11

SHORT TERM CONTRACT



LONG TERM CONTRACT

WAGE / SALARY

12



EXTRA
EARNED
INCOME

The slide must be adapted to the laws governing the national context

Session 5 Annex 1

ELEMENTS OF SALARY 1/2

13

The slide must be adapted to the laws governing the national context

Session 5 Annex 1

ELEMENTS OF SALARY 2/2

14

MEANS of PAYMENT

**TAX and SOCIAL
SECURITY
DEDUCTIONS**

PERIODICITY of PAYMENT

MINIMUM WAGE

The slide must be adapted to the laws governing the national context

Session 5 Annex 1

PAYSLIP: method of payment

15

VARIOUS HEADINGS

EMPLOYEE CONTRIBUTIONS

EMPLOYER CONTRIBUTIONS

TAKE HOME PAY

WORKDAY

16

NUMBER of HOURS (week / month / year)

HOURLY DISTRIBUTION

EXTRA TIME

17

The slide must be adapted to the laws governing the national context

NIGHT WORK

18



The slide must be adapted to the laws governing the national context

Session 5 Annex 1

EMPLOYEE RIGHTS

19

- HOLIDAYS:
- WEDDING :
- LONG ILLNESS:
- FUNERALS:
- Etc....

ALLOWANCES

- HOLIDAYS:
- BREAST-FEEDING:
- SEARCH OF JOB:
- Etc...

CHARACTERISTICS of LABOUR CONTRACT

20



Substantial changes in the labor contract

- ...
- ...

LABOUR CONTRACT: SUSPENSION

21

Temporary interruption of the employment relationship

REASONS

- Mutual agreement
- Incapacity of work
- Pregnancy
- Incarceration
- Disciplinary measures
- Etc...

UNPAID LEAVE

22

At the request of the employee
who does not work and receives no salary

REASONS

- ❑ - force majeure
- ❑ - availability for humanitarian mission
- ❑ - family reasons
- ❑ - Etc...

EXTINCTIONS of LABOUR CONTRACT

23

Term implementation of the labour contract

REASONS

- End of contract
- Malpractices
- at the request of the employee
- at the request of the employer
- Other reasons
- Etc...

DISMISSAL: CAUSES

24

- 1 - DISCIPLINARY DISMISSAL
- 2 - DISMISSAL FOR CAUSES OBJECTIVES
- 3 - COLLECTIVE DISMISSAL BY FORCE MAJEURE
- 4 – Etc...

The SETTLEMENT

How an employee can close his labour contract?

25

- Departure notice (number of days)
- Conventional agreement:
 - 1 - Substantial changes in working conditions
 - 2 – Wage defaults
 - 3 – Serious breaches
 - 4 – Etc...

WHEN THE EMPLOYER MAY DISMISS WORKERS?

26

You can fire the worker if he incurs any of the following grounds for dismissal:

- Repeated and unjustified lacks of attendance/punctuality
- Disobedience at work
- Offenses the employer, co-workers or persons living with them
- Trespass and breach of trust
- Voluntary and continuous decrease in performance
- Habitual drunkenness, drug addiction to affect work
- Etc...

Dismissal for objective reasons ^{1/2}

27

Concurrence of a number of reasons that cause prejudice to the employer:

- Inability to perform the job (post-recruitment)
- Unsuitability
- Etc...



Dismissal for objective reasons 2/2

28

What must meet the employer to dismiss?

- Written communication from workers
- Notice of failure (number of days?)
- Compensation for length of service
- Hours per week to seek new employment

What remedy for the employee if his rights are not respected?

- Appeal to the labour court (as if it were a disciplinary dismissal)

Collective DISMISSAL and by force majeure

29

Can be done for economic, technical, organizational or production causes for a fixed period.

To perform these it's necessary to:

- ...
- ...

SETTLEMENT

30

To put an end to the labour contract, the company must carry out the liquidation of all the rights of the employee :





- proportion of bonuses
- proportional Holidays staying allowed
- Etc...

**To sign the release means for a worker to agree
to the settlement made by the company**

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Activity name	"The company men" film
---------------	------------------------

Experimenting Context

In which Session and action did your activity came in complement	Session 5 Annex 2
Duration of the Activity	2 hours
Material	Computer, projector and Internet access
Method	Group dynamic
Interest of the exercise evaluated by the group	 []  []  []  []

Brief Summary of Organization

How did you manage to add this exercise? Which materials did you need?

In the fifth session, we played "The company men". Actually, the movie we selected – after a careful analysis – gave food for thought and we had a group discussion at the end (cineforum).

Basically, in the movie cynicism and the fierce rules of finance and employment are set against positive principles such as friendship, the family and the capacity to get back into the game by doing also humble jobs. In this movie, human relations are the winning cards. This message perfectly fits children and youngsters in conflict with the law.

Proposed Learning Outcomes

What knowledge, skills and attitudes did you envisage the learners will develop when adding this activity to ES methodology?

These changes enable us to put the experimentation contents in a context

Activity added in complement of ES methodology

Please be kind to join the exercise or to give link to a film or ...





Recommendations

With a view to enhance the results, we suggest to involve a staff member of the Employment Agency or Human Resources' staff during the session on employment.

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	How will I act? Identifying and developing strategies on labor market insertion
---------------	--

Experimenting Context

In which Session and action did your activity came in complement	Session 5 Annex 3 Job offer analysis
Duration of the Complementary Activity	45 minutes
Material	verbal / written
Method	Information
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

The proposed theme any organized approach for addressing certain tips and advice on choosing one profession / as well as concrete steps to be taken to succeed.

The objectives	Evaluation criteria
1. prepare a realistic action plan on future job	1. Designing a realistic action plan for short-term job / specialization, arguing choice
2. to understand the purpose and content of records progress	2.1. discussing the progress recorded content 2.2. Explain their importance

Professional goals: reintegration of persons who have served a custodial sentence; informing detainees on the labor market (supply and demand for labor); Knowledge of acts and steps required for employment; The development of appropriate behavior in contact with the labor market and possibly with a potential employer; Support of private initiative and the beneficiaries to structure a career path.

Job offer analysis. Creating a portfolio of employment

The aim: Increase insertion / professional and social reintegration of inmates.

The objectives of the theme: Presentation of information sources on a job search and job offer available; theoretical presentation and design a set of tools to promote the image, intention, skills and capacities of the person who wishes to engage.

Content

Hidden Labor market. A lot of jobs on the market are not made public by companies. To find jobs that are not released persons looking for a job must turn to a network of knowledge.

They do not necessarily have to be friends, can be simple knowledge, but that might be useful (friends, acquaintances, neighbors, former colleagues high school or college, relatives, colleagues volunteer, customers, subordinates, colleagues, etc. .) the "visible" labor market (representing approximately 20% of the market)

- Staff placement services provided by the state, through **the National Agency (Country) of the Employment-** provides daily information on vacancies existing in counties / cities. Also, the NEA organizes **fairs or scholarships places of work**, during which state and private companies present their offer of jobs available to those interested and share information and forms of employment.
- **Print media** : newspapers, magazines (page advertisement, " Ad Calling " , " Ad AZ "
- **Job offers ads** displayed at the entrance of different institutions or companies, or in various public places (public transport stations, lighting poles)
- **Websites** specializing in staff recruitment on the Internet:

[www.....](#) *to be adapted in each country*

- NGOs specialized in professional reintegration of disadvantaged groups: the Romanian Center for Education and Human Development.

Participants will be cautioned to carefully consider ads to avoid certain drawbacks:

- Offers like "I pay expenses for you and you'll give me the money later" in this situation there is a risk to work hard to get free;
- Offers "moonlighting" without an employment contract or an employment contract is prescribed a lower salary than agreed, because it means giving up legal rights - to be paid according to the work they perform, the entitlement to sick leave and rest, to have pension rights etc.

The disadvantages of moonlighting for employees:

- employers pay lower wages, often below the minimum wage and ;
- employees do not have the safety of receiving the salary and do not have the possibility of suing in that matter as they have to prove that they weren't paid
- as the taxes are not all paid some rights are cut from the employee ;
- are not entitled to unemployment benefit or support allowance;
- in sickness, the employee is not entitled to sick leave;
- underground employees are not entitled to a vacation or study leave;
- women are not entitled to maternity allowance or parental vacation;
- not entitled to free medical assistance
- doesn't benefit to disability pension, in case of work related accidents ;
- is not entitled to early retirement
- in case of death, the relatives are not entitled to survivorship pension;
- He is not entitled to free courses, retraining;
- Doesn't have access to bank credit market;

The meeting will continue with the presentation of theoretical and designing a set of tools to promote the image, intention, skills and capacities of the person who wishes to engage.

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for Sentenced Minors - Young Adults (ESM-YA)





SESSION 6

EVALUATION and ASSESSMENT

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Relaxation Exercise 1
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Experimenting Context

In which Session and action did your activity came in complement	Session 6 Annex 0.1 To strengthen the alliance group
Duration of the Complementary Activity	20 min
Material	Verbal/Written
Method	Individual
Interest of the exercise evaluated by the group	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> <div style="text-align: center;">  [] </div> </div>

The medieval castle

As lying down comfortably on soft mattress, eyes closed, feel good, as well, feel relaxation as beneficial. Imagine a small island off the coast. Now step easily into an English garden that opens to another garden and continue over the sea. Observe a castle that looks like a romantic ruin with a mix of eclectic architecture between an original style, old it lives not far from new and modern. A tall tower emerges, what you can turn up safe and pleased to discover a spectacular sunrise. Walk confidently to the castle to discover the wonders that seem destined to was "born" with a very special destiny. Look around and see the mansions of old standing motionless as a watchman loyal and strong defense walls, gates castle majestic hills of the interior and mountains that surround it, with forests of fir and oak, clean water, the air smelling foliage and fir.

See fall colors, winter white, green overflowing mornings of spring and dark green in summer.

Steps will lead to a picturesque place, full of greenery at the foot of which there is a pond bordered by a meadow with flowers and trees and travel to the most alluring glade in the world, and lie down in the sun, enjoy the tranquility and relaxation what is offered. Look around and feel the joy that soothe the soul, see a special performance of millions of butterflies flying happily in the distance. The views are wonderful, fresh air, footpaths which you called steps, stepping barefoot on a soft cotton field. Look up some cards birds urges you see a cascade of you approach and a pleasant touch of fine water droplets wet imperceptibly your face and clothes. Hot Water, bright and clear sky merges with and impresses with its beauty as coaching, in color as well as form. Merge with it, and touch a new stage of awareness. See a golden sun of the tropics brought in unreal colors and landscape of dream that brings health, power of understanding, peace and beneficial things that come into your life. The steps start on the soft carpet of cotton bedding in your life. And a thought will shape your living whispering your desires to attain joy of life keep them in your hand and you can use whenever you want them to turn them into reality.





Now is the time to return home, to walk on soft carpet of cotton to the place where you started toward the mattress comfortable favorite. You re in your body knowing that you can return to this place in another day.

*Indications exercised relax "medieval castle" is applied to the end
counseling session depending on the approach and the problems encountered
the group of gadul cohesion and the nature of the labor load
Working group.*

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	Relaxation Exercise 2
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Experimenting Context

In which Session and action did your activity came in complement	Session 6 Annex 0.2 To strengthen the alliance group
Duration of the Complementary Activity	30 min
Material	Verbal
Method	Individual/ Group work
Interest of the exercise evaluated by the group	 <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>  <input type="checkbox"/>

Underwater world

Sit back in his chair, close your eyes, feel a pleasant relaxing the entire body, inhale / exhale. While unwind, imagine that you are in an art gallery and you are surrounded by oil paintings of various shapes and fishes.

Haphazard or perhaps look more closely and see aquarium fish, exotic fish, seahorses, coral, red fish. You found a dolphin and want to look more painting. Feel dolphin takes you to an underwater world. The water is so clear, you can see that the surface to the bottom. Note that you can imagine these wonderful things with both eyes open and eyes closed. When you are in the water, relax, be calm, there's no one to disturb you. Communicate me this through voluntary or involuntary movement of a finger. Images look around, notice the details become larger when the eyes are closed. The movement of a finger will indicate that I have found a wonderful place where you can watch the beauty of the place, along with your dolphin is bland wants to show his

territory. Along with the dolphin swim to the island's undersea wall full of yellow and red coral. It's a perfect peace and beauty around you will awaken love and authenticity. I will pass along careless brightly colored fish and countless other creatures, discover this hidden world and feel better knowledge of self. It feels good, a permanent source of life, I think you have noticed that your breathing becomes slower, calmer, more regular. Look at some octopuses hiding around the stones appear gorgonians largest coral how many exist on earth. You feel like you got immersed in a forest full of life, gigantic gorgonians fans notice some who are of the reef wall, swaying in sea currents. I wonder if swimming in reef gives you the opportunity to meet other dolphins that swim further from shore and other countless species of fish, all kinds of multicolored crustaceans what you are visible. If you feel like you're in a paradise, live in a state of freedom, feel the warm ocean currents that caress your skin. A sensation where time is not important, it may take a minute, an hour, a day, a week or may take longer. Images delightful in the deep silence will help you manage your emotions and to find your balance. Water is so pleasant, so pleasant and easily penetrates the skin, softens the skin you with a soothing scent evokes pure water. Wraps you in a fine and delicate feeling. In this calm discover new solutions, new alternatives to your problems, make new connections and look at things from a new perspective. Enjoy this unique experience and view this barrier reef formation, like some rugs with large sponges, coral and algae color that adds to the beauty of the marine world. See jokes impressive barracuda and plenty of fish in all colors, richness and diversity of marine life, creatures and unexpected beauties.





It is a pleasant sensation found in this underwater world where you have only your key. The pleasurable sensations of peace, calm, harmony will continue to develop and grow for you.

Back here and now in this room and feel full of energy that your body is relaxed in the chair. I count at 5-1, when you reach one you will recover fully. 5, return here and now, you have a sense of energy and vitality that passes through your entire body; 4 back to normal; 3 returned to normal completely; 2, inhale and exhale deeply; 1 back to normal and resume your daily activities.

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Activity name	About future (Final Dynamic)
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Experimenting Context

In which Session and action did your activity came in complement	Session 6 Annex 1
Duration of the Activity	30 minutes
Methodology	Each participant has to talk in front of the group
Interest of the exercise evaluated by the group	 []  []  []  []

Presentation

What projects do you have in a month, a year, ten years?

Direction

Make a round table for an update on each project, what they plan for the future, the resources they could enable to achieve their goals.





Debriefing

Facilitators ensure show supportive and encouraging motivation to move forward.

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Activity name	Final individual interview
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Experimenting Context

In which Session and action did your activity came in complement	Session 6 Annex 2
Duration of the Activity	20/30minutes
Methodology	Individual
Interest of the exercise evaluated by the group	    [] [] [] []

Upstream, the trainer has achieved a joint report on each participant.

Goals

- To close the sessions
- To collect the different point of views from participants.

Evaluation of compliance

Compare the point of view from the participant with the trainer.

Experience of participating in the group

- How do you imagine it was going to happen?
- How did you feel at the beginning and end of the group?
- How did you find the atmosphere? Are there any conflicts in the group, according to you?
- During the various sessions, what have you enjoyed? What made you dislike?

Implication - motivation

- What was your motivation to go to the end? To participate in exercises?
- What would you change to make it work better?

Contain

- What task seemed more important?
- What exercise surprised you the most?
- We sometimes speak of the victims, what are you back?





End report

- Re-read the report prepared in advance by the trainer and make any corrections.
- Remember that this report only reflects the respect for rules and nothing is revealed of what is said during the group.

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Activity name	FINAL EVALUATION GROUP
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Experimenting Context

In which Session and action did your activity came in complement	Session 6 Annex 3
Duration of the Activity	30 minutes
Methodology	To prepare individual upstream then to present in front of the group
Interest of the exercise evaluated by the group	 []  []  []  []

I attend all sessions

0 ----- 2 ----- 4 ----- 6 ----- 8 ----- 10

Comments

.....

.....

.....

I showed up punctually at meetings

0 ----- 2 ----- 4 ----- 6 ----- 8 ----- 10

Comments

.....

.....

.....

I realized with serious individual tasks

0 ----- 2 ----- 4 ----- 6 ----- 8 ----- 10

Comments

.....

.....

.....

I adopted a respectful attitude towards the group

0 ----- 2 ----- 4 ----- 6 ----- 8 ----- 10

Comments

.....

.....

.....

I respected the work rules

0 ----- 2 ----- 4 ----- 6 ----- 8 ----- 10

Comments

.....

.....

.....

I participated actively in the proposed exercises

0 ----- 2 ----- 4 ----- 6 ----- 8 ----- 10

Comments

.....

.....

.....

Direction

Secondly, as a group, each restores his answers and receives feedback from the group.





Comment

Facilitators ensure respect between participants and ensure that no one leaves with a "negative" feeling.

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Activity name	Employability workshop questionnaire FINAL ASSESSMENT
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Experimenting Context

In which Session and action did your activity came in complement	Session 6 Annex 4
Duration of the Activity	Without time
Material	Paper and Pencil
Method	Individual
Interest of the exercise evaluated by the group	    <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

- **I have learnt things that I like or are interesting**

YES NO I DON'T KNOW Examples:.....
- **I have learnt things that I need to find a job**

YES NO I DON'T KNOW Examples:.....
- **I have learnt useful things for my studies and training.**

YES NO I DON'T KNOW Examples:.....
- **I have understood what has been explained in the workshop**

YES NO I DON'T KNOW Examples:.....
- **I prefer the theoretical part where contents are explained**

YES NO I DON'T KNOW Examples:.....
- **I prefer the practical part (making my CV, applying for courses, learning to use the Employment Office web page...)**

YES NO I DON'T KNOW Examples:.....

- There have been too many sessions, has made me very boring.

YES NO I DON'T KNOW Examples:.....

- I had a nice time and the classes were dynamic

YES NO I DON'T KNOW Examples:.....

- I would have liked learning more things. For example:

.....

- The thing I liked the most about the workshop was:

.....

- The thing I liked the least about the workshop was:

.....

- VALUE FROM 1 TO 10:

(1 I didn't like it and 10 I liked it very much):



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If you think you use yourself teaching resources that could be integrated in the ESM-YA digital catalog, we would be very grateful if you could pass your exercise through the frame duly completed in touch and tell us its optimal location (Session and Annex) that you would consider (page number).

contact@euro-cides.eu

European joint approach on Educative tools to improve employability and selfreflection for Sentenced Minors - Young Adults (ESM-YA)

Activity name	
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Experimenting Context

In which Session and action did your activity came in complement	Session ?	Annex ?		
Duration of the Activity				
Material				
Method				
Interest of the exercise evaluated by the group	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>	 <input type="checkbox"/>

benny.leesen@ucll.be

www.ucll.be

www.1sci.org



o_tassos@hotmail.com

Cyprus Prison Department



erasmusplus@fundaciondelmenor.org

www.fundaciondelmenor.org



dominique.antony@cegetel.net

www.euro-cides.eu



Fekete.Marta@uni-nke.hu

www.ppk.elte.hu



alessandra.agnello@giustizia.it

www.giustiziaminorile.it



aina.vilcane@gmail.com

www.probacija.lv



camelia.tancau@cred.org.ro

www.cred.org

Aims

Develop Teaching & Learning Inclusive Approaches which prove to be efficient in coping and compensating social and educational deficits.

Facilitate and strengthen social and labour insertion of young offenders

Prevention of recidivism through improved models of intervention strategies and program models.

Promote and reinforce cooperation between the different areas/departments that relate with the development of young offenders.

Objectives

Carry out an exhaustive diagnosis of the characteristics of the target groups through an analysis of profiles, methodologies, protocols, approaches... in the different countries that participate in the project.

Support the development of inclusive approaches to teaching and learning that cater for the needs of the target group. Updating intervention methodologies so that the different professionals may face situations having to do with new behaviours of the target groups. Design of a benchmark on processes of recognition and validation of competences.

Identify and develop ways to support and motivate students with difficult background to fulfil their educational potential and identify and develop learning strategies and methods to prepare them for further education and training as well as social and educational competences for the labour market.

Analyse the diverse learning methodologies and models of the different partners involved that facilitate insertion and avoid recidivism. Probation as a period of job training and finding a job for an easier social reintegration in order to fight recidivism/reoffending.

✦ Test methodologies that have obtained best results in the participating countries (educational programmes, formal and non formal education, self-development, social skills, health, attitudes,...).

Create a compendium with all exercises and practices that gave sense to this project.