

## PR2.A – TEACHING SOURCES

<b>Title</b>	Communication skills
<b>Duration</b>	5 sessions
<b>Age Group</b>	14 – 16 YO
<b>Dimension of the advised group of students</b>	<i>One group of 10-20 people divided in small groups of 2 or 4, depending on the activity</i>
<b>Area</b>	<input type="checkbox"/> Area 1: Reading, writing and literature <input type="checkbox"/> Area 2: Math <input type="checkbox"/> Area 3: Second language learning <input type="checkbox"/> Area 4: Sciences <input checked="" type="checkbox"/> Area 5: Soft skills
<b>Specific objectives</b>	<ul style="list-style-type: none"> <li>- <i>to develop a variety of skills for both communicating to others and learning how to interpret the information received from others</i></li> <li>- <i>to know our audience and understanding how they need to receive information</i></li> <li>- <i>to understand communication cues</i> <ul style="list-style-type: none"> <li>○ <i>verbal (sounds, language, and tone of voice)</i></li> <li>○ <i>aural (listening and hearing)</i></li> <li>○ <i>non-verbal (facial expressions, body language, and posture)</i></li> <li>○ <i>written (journals, emails, blogs, and text messages)</i></li> <li>○ <i>visual (signs, symbols, and pictures)</i></li> </ul> </li> </ul>
<b>Needed Materials</b>	<ul style="list-style-type: none"> <li>- <i>Photocopies of activities</i></li> <li>- <i>Flip chart/markers</i></li> <li>- <i>Costumes and other props, if possible.</i></li> </ul> <p>If the training is organized <b>online</b> one communication platform will be necessary.</p>
<b>Software</b>	<ul style="list-style-type: none"> <li>- <i>One online communication platform, such us: Zoom, Google Meet, Webex, etc.</i></li> <li>- <i>In person, no software is needed.</i></li> </ul>
<b>Description</b>	<p><i>The activities included in Mastering Soft Skills for Workplace Success will not only help participants practice and recognize how they provide information to others, but also help them consider how others may prefer to receive information. It is important to reinforce with participants that communication skills involve give and take – and they can, indeed, be learned and strengthened over time.</i></p> <p><i>The activities could be used with students at risk of demotivation because they are appealing to their interests. Communication skills are ranked high in a job candidate’s “must have” skills and qualities. To an employer, good communication skills are essential. In fact, employers consistently rank good communication skills at the top of the list for potential employment. Communication skills are necessary for the development of self-advocacy and self-determination, important skills for lifelong</i></p>

	<p><i>success. To that end, the activities offer many opportunities for youth to practice communicating their strengths and assets while learning how to minimize any perceived barriers to employment.</i></p> <p><i>For example, if working with youth with disabilities, create opportunities to practice communicating how, when, and to whom to disclose a disability on the job or in post-secondary education and/or different ways to communicate a request for a reasonable accommodation. If you support youth involved in the juvenile justice system, enhance this section’s extension activities to include practicing how to communicate the proactive changes they are making in their lives, what they have learned from previous experiences, and how any mistakes of the past have helped them to become more focused and dedicated young adults.</i></p>
<p><b>Procedure on how to put in practice</b></p>	<p><i>One of the selected activities could be:</i></p> <p><b>Quit Talkin’! I Know What to Do</b></p> <p><i>Duration:</i> 35 minutes  <i>No of participants:</i> 10-20 students in pairs  <i>Methods used:</i> following instructions  <i>Competences developed:</i> reading comprehension, critical thinking, patience</p> <p><b>Step-by-step description:</b></p> <ol style="list-style-type: none"> <li><i>1. Students are given a copy of the worksheet and are told to follow the instructions. If they read the instructions before starting, they’ll realize they don’t need to do all tasks. If they didn’t, they’ll see how important it is to read/listen to all instructions before starting a task.</i></li> <li><i>2. Students discuss how they felt about this activity. Was it fun, frustrating, easy, or difficult? What aspects of the activity made it so? What is the moral or message of this lesson? How does this message relate to work?</i></li> <li><i>3. They are asked to consider all of the different ways directions can be offered and how they can be collected or received and to decide their preferred method.</i></li> </ol> <p><b>Debriefing question:</b> <i>Think about people who might have difficulty reading or understanding the spoken word. What are some different ways the instructions could have been given to ensure EVERYONE understood?</i></p>
<p><b>Link</b></p>	<p><a href="https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/communication.pdf">https://www.dol.gov/sites/dolgov/files/odep/topics/youth/softskills/communication.pdf</a></p>
<p><b>Download</b></p>	<p><i>Please upload the PDF file of the Teaching Source if it is not available online</i></p>
<p><b>External documents</b></p>	<p><i>Please upload the PDF file(s) of any other resource as annex of the Teaching Source</i></p>