

PR2.A – TEACHING SOURCES

Title	Professionalism
Duration	5 sessions
Age Group	14 – 16 YO
Dimension of the advised group of students	<i>One group of 10-20 people divided in small groups of 2 or 4, depending on the activity</i>
Area	<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
Specific objectives	<ul style="list-style-type: none"> - <i>to develop a sense of professionalism beyond looks and punctuality</i> - <i>to take responsibility for their own behavior and work effectively with others</i> - <i>to possess strong communication, interpersonal, and problem-solving skills</i>
Needed Materials	<ul style="list-style-type: none"> - <i>Photocopies of activities</i> - <i>Flip chart/markers</i> - <i>Whiteboard</i> - <i>Paper and writing instruments of choice for each participant</i> <p>If the training is organized online one communication platform will be necessary.</p>
Software	<ul style="list-style-type: none"> - <i>One online communication platform, such us: Zoom, Google Meet, Webex, etc.</i> - <i>In person, no software is needed.</i>
Description	<p><i>The activities included in Mastering Soft Skills for Workplace Success will help participants conduct themselves with responsibility, integrity, accountability, and excellence, as well as means communicate effectively and appropriately and always finding a way to be productive.</i></p> <p><i>The activities could be used with students at risk of demotivation because they are appealing to their interests. Professionalism is not an easy skill to develop since it is the make-up of many different skills all “mushed” together and tends to take years of experience to perfect. Recognizing that there is a population of young people who may struggle with one or more of the individual skills that make up professionalism, it is important to provide a safe environment for all youth who are determined to practice and reinforce these skills. Young people need an environment where they feel safe enough to make mistakes, learn from their mistakes, and have opportunities (and the encouragement) to try again. It is by offering a safe environment along with encouragement that all youth can succeed and develop their own personal style of professionalism.</i></p>

<p>Procedure on how to put in practice</p>	<p><i>One of the selected activities could be:</i> Self-Reflection</p> <p><i>Duration:</i> 60 minutes <i>No of participants:</i> 10-20 students in pairs <i>Methods used:</i> answering questions and reflecting on answers <i>Competences developed:</i> critical thinking, self-reflection, self-assessment</p> <p>Step-by-step description:</p> <ol style="list-style-type: none"> 1. Ask the group what the term “self-reflection” means to them (solicit responses). Discuss that self-reflection is a process of giving serious thought to our lives and our decisions by examining our character, our actions and our motives and/or motivations. 2. Ensure each participant has a piece of paper and the writing instruments of choice. Ask a series of questions and ask participants to think very carefully and then either draw or write their reactions on paper. 3. Ask for volunteers to talk about their rocking chair life story. Discuss with the group how self-reflection activities have the power to help us make the personal decisions necessary to plan for our futures. 4. Take self-reflection one-step further and ask participants to think about their future career from today’s point of view. Participants answer 10 questions about their future. <p>Debriefing question: Think about a time you needed to solve a personal problem and you acted first and then reflected later. Now think about a time when you needed to solve a problem and you reflected first and then acted. Which way turned out the best for you? Why do you think this is so?</p>
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