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THE
DRAMATIC
CHANGES



Resource Manual for Trainers and Tutors



University
of Humanities
and Economics
in Lodz



Rogers Foundation for
Person-Centred Education





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Table of Contents

Lesson 1 Exercises	- page 3
Lesson 2 Exercises	- page 10
Lesson 3 Exercises	- page 13
Lesson 4 Exercises	- page 16
Lesson 5 Exercises	- page 19
Lesson 6 Exercises	- page 21



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Lesson 1 exercises

Tree of Expectations

Draw three trees (without leaves, only the trunk and branches) to separate flipchart papers.

Write to them (one sentence each):

- Knowledge
- Myself
- Peers

Give post-its of different colours to all participants, and ask them to collect their expectations, one expectation per post it, for the following questions:

- My expectations about the course in terms of knowledge or skills (such as knowledge of labour market etc.)
- My expectations towards myself in regard with the course (such as active participation etc.)
- My expectations towards my peers (such as good atmosphere, sharing experiences etc.)

Ask the participants to put on their post-its to the relevant trees.

Sum up all the expectations.

At the end of the whole course / evaluation: you can ask them to remove those expectations that were met. Discuss, what was left and why.

Add-on: you can also ask to show their fears with a specific colour of post-it (e.g.: greens for expectations, red/pink for fears)

Resources needed: three pieces of flipcharts, post-its of different colours.

Ball Introduction Game

Group stands in a circle. Everyone introduces themselves to the participants on either side of them. Then the first person takes the ball and says, "I'm Norman, on my left is Agnes and on my right is Jeremy. The ball goes to the right and Jeremy says, "I'm Jeremy and on my left is Norman and on my right is Carol." The ball goes to Carol and so forth. Once the ball has gone all the way round the circle, it goes back the other way and each participant says something about themselves. "Hello I'm Norman, I love cats, on my right is Jeremy and on



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my left is Agnes.” The ball goes to Agnes on the left. Agnes says, “Hello I’m Agnes, I live in Clapham, on my right is Norman who loves cats, on my left is Edward.” “Hello I’m Edward, I love sailing, on my right is Agnes who lives in Clapham, and on my left is Sally.” Hello I’m Sally, I like to knit, on my right is Edward who loves sailing, and on my left is Tina” and the ball goes to Tina and so forth.

Resources needed: A ball

“Find People, who”

Everyone gets a sheet of paper with questions. S/he has to talk with all others and find those who meet the specific criteria set by the question.

Leave around 10 minutes to discuss to as many people as possible. After that have the group stand in a circle, then ask the questions, and find, how many meets the criteria (e.g.: having pets at home), and survey, how many of people have found all or most of them

Question ideas:

Find people who

- have pets at home
- like rock and roll
- can knit
- write / have written poems
- have travelled to other continents (UK is considered Europe)
- can speak at least 3 languages (inc. mother language)
- have run the Marathon

Resources needed: List of questions to all participants

Groups of the same factor

Everyone tries to find a person of:

- the same colour of eyes;
- favourite food;
- favourite time of a day;
- mean of transport to work;



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Theatre of sound

In small groups participants try to find one common feature for all the members of the small group and make a short sound story illustrating the feature. Each group play the *theatre of sound* and the audience has to guess what the feature is (the audience is turned back not to see the actors).

The Nightmare – Machine of Rhythms

Everyone thinks of a nightmare job. What does it mean for them? How do they imagine the job they would hate?

One person goes into the middle and gives a movement with a sound connected with the nightmare job he or she has imagined a while before. Then the next person joins in with his or her movement and the sound of nightmare job machine. Finally all the participants are in the synchronized machine. The teacher can ask the first person to accelerate or slow down and all the parts of the machine should match the pace and rhythm to the pace of first person.

The exercise emphasises the nightmare of the nightmare job by repeated, monotonous activities.

Daydream Job - visualisation

Everyone sits and closes their eyes.

The participant imagines a job which gives them huge satisfaction.

Where are you? What kind of place is it? How do you feel? What are the colours? How do you look like? What clothes are you wearing? Are there any other people? What are you doing there? Imagine all the good things about why you love this job. You have **job satisfaction**.

Job satisfaction circle

Job satisfaction - what does it mean to you?

- Remind yourself of the dream job from the visualisation exercise and write down in every part of the circle one thing that is a component of a job satisfaction for you.
- Choose three most important things and shade them.
- What component is like a lift for the others? Which area would be the lever/lift for the others, if it is developed?



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Discuss in pairs / small groups / plenary, according to the number of participants. Write your ideas down on a flipchart to put it on a wall later on.

Discussion together: What does 'job satisfaction' mean? Each participant tells the group what they think job satisfaction would mean for them. Go into detail here. Take the time to make this very clear. It is extremely important. What are the benefits of Job Satisfaction? Happy life, self-respect, happy family, happy relationships.

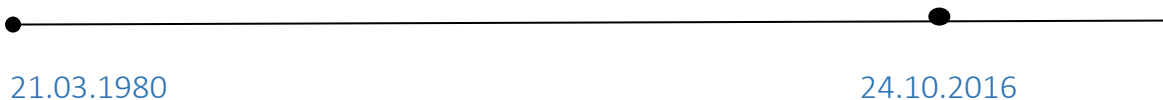
Job Satisfaction is the objective. If you love your job you do it well. Getting and doing a job you love well is the ultimate goal of every job search.

Students realise as much as possible that their choice of job will affect every area of their lives for the next 50 years. (This exercise can incorporate a walking game where the tutor sets the tempo and will lead to learners moving from small group to group).

Through their imagination, students learn the value of job satisfaction.

Life line

Students draw a line. They mark the beginning of the line with the spot and write below the date of their birthday. Near the other end but not at the very end they also put a spot and write below today's date.



Participants mark on the line the moments they felt happy, they felt satisfaction. Then they draw a table with three columns: Values, Skills and Personal qualities. In pairs one person tells two stories connected with the marked moments on their life line. The second person listens to the stories and completes the table.

The aim of the exercise is to search for the skills, personal features and values in the participants' experience.

Dixit cards

Each person draws three Dixit cards. In groups of four they share what each card tells about them in terms of personal qualities, skills and values.

The aim of the exercise is to search for the skills, personal features and values using metaphors.



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Skills per throw

With the ball, every time the ball is bounced to the participant they announce a skill they have. Cooking, typing, reading, cleaning, coaching, teaching, organising, note-taking, sports, nursing, singing, selling, etc.

Discussion:

Do the skills you have listed match up with the job you want? If not what are you going to do about that?

This exercise triggers the students' imagination to brainstorm about their skills.

Resources needed: A ball

Ideal Job

The participants stand in a circle and as the ball is bounced to them they have to state their ideal job and bounce the ball to another attendee. And they should have several options to say.

Now they write down: My name is _____ and my ideal job is _____, or my ideal jobs are _____.

Then they stand up and read this out to the group one by one. The group replies to each announcement. "You can do it (Name of participant)!"

Discussion:

- Is further education required to achieve your goal?
- Planning and identifying your target.
- Will your target job fulfil your objective? Or will it be a stepping stone to achieving your objective?
- Will your target further education course eventually lead to your objective and ideal job?



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- If there is a gap between your skills and your target then flag that up in your mind.

Students challenge themselves and use their imagination to think big and to dream about what their future working life could be. Here the student starts to bring together the possibilities with the practicalities.

Resources needed: papers, pens

Pebble

Participants draw a big pebble on a piece of paper. They write into the pebble all those requirements which are “drawn in stones” for them, (i.e. which are absolute and non-changeable) relating to a new job, such as

- no work in dark room without natural light
 - no work with animals
 - I want to work with people
- etc.

They read up aloud in front of the whole group or in small groups.

Resources needed: papers, pens

The Barnyard

Each person is secretly given the name of an animal with approximately three-five people having the same animal. Spread the group across the room. No one is allowed to tell which animal he is. At the signal each person impersonates their animal and the first group to find all of their animals can sit down and are the winners.

Resources needed: pieces of papers with animal names

Back-up Plan

Goal: Students explore further what their working future might be and start thinking practically about what they need to do to achieve their goals. They also offer feedback to each other about their goals.



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Participants break into groups for the Back-up plan section. You can use the groups made up at the Barnyard game.

- Each attendee goes into further detail as to why this job or this further education opportunity the right one for them.
- Based on their criteria, (their requirements), each participant in turn thinks aloud about any other opportunities which could also be pursued.

Discussion:

When you are looking for a job, or a course, you can look for and apply for more than one at a time. Why not have a back-up plan and have several options. What is your back-up plan?

Give details:

Example: I am looking for a nursing course which has a strong emphasis in paediatrics (children's health) or oncology (cancer care)

- How do I find this information?
- Where do I look?
- Who can I ask?
- Where can I do this research?

Now the group re-forms and each small group shares the main points of their discussion with everyone. What solutions to any problems can the group offer?

Remember say YES! And remember real problems have real solutions.

Resource needed: nothing

Closing Circle

Starting with any one participants, all participants are allowed to share their ideas about:

- what they take with them as learning for the day
- what next steps they make
- what they liked and did not like

Resource needed: nothing



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Lesson 2 Exercises

Color/ Body part

The trainer says a color and the body part. The participants have to find that colour somewhere in the room and touch it with their relevant body part.

Example: Knee – yellow: they have to touch their knees to something yellow, let it be a material, a cloth of someone else, a pen etc.

Resource needed: nothing

Power Posing

Confidence to get the job.

For more advanced students, show Amy Cuddy's clip on TED which is 21 minutes.

http://www.ted.com/talks/amy_cuddy_your_body_language_shapes_who_you_are?language=en

Everyone practices Power Posing.

For less advanced students it can be explained more simply. Very valuable exercise for anyone.

Resource needed: Internet access and screen

Body Language And Interview Manner

Learning to mirror the Interviewer - as much as you feel comfortable with this, mirror the style and attitude of your interviewer. If your interviewer is very jolly, then you could also be a bit jolly and friendly back. If your interviewer is very serious, then you might want to be a bit more serious too. They are interviewing you on a number of levels, one is your skill set of course. Do you have the right skills for this job?

Students learn how to show they can fit into the team.



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Opposite style

In pairs, get the students to role play an interview where the interviewer is very serious and the interviewee is being very chatty and very familiar and funny.

Participants make pairs. One person is A and the second one B. The A people go outside the room and teacher tells them they are interviewees. They are very chatty, happy, tend to do digress, to talk to everything but the topic of the interview, about family, friends, what they've eaten for breakfast and so on.

The B people stay in the room and the teacher tells them they are interviewers. They are very serious, not smiling, ask about facts and want to have bright, short, serious answers.

Then ask them to role play it the other way round.

Have a group discussion why this doesn't work and stress the need to get on the same 'wavelength' with the interviewers. Discuss the mirroring for good communication.

Resource needed: None.

Mirroring

In pairs one person tells the fairytale while the second person just listens and mirror the storyteller. Highlight different levels of communication – different levels of mirroring: gestures, breathing, smiling, words, eye contact.

Discuss plenary the mirroring experience.

Hand shake

Everybody walks around the room and when they meet somebody they greet them and shake hands.

Discuss the experience. What do you think about your hand shake? What happens to your legs when you do the hand shake? Whose hand shake was really nice and why? What makes the good hand shake?

Repeat the exercise. Tell the students to try different hand shakes discussed.

Gingerbread Man

Students work in small groups. They draw the Gingerbread Man on a flipcharts and put all the knowledge of body language before and during the job interview.



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You Are The Boss Now

Get the students into a circle in a circle bouncing the ball to each other. Whenever an attendee gets the ball they say a characteristic or qualities of a good employee. i.e. good timekeeper, resourceful, good team player, good listener, hard worker, follows instructions, very knowledgeable about the products or services, etc.

Participants should list the terms they found the most important for their potential employee. Then they are asked to number them in order of importance. Then they are asked to read them out.

The Group discusses which qualities are most important and why.

Resource needed: Ball

They put the lists on the flipchart on the wall, titled:

“If you are the boss you look for:”

Doing nothing

Participants stand in the circle. They throw the ball to each other. When someone throw the ball they squat or sit down to leave only the people who haven't got the ball yet. The last person throws the ball back to the teacher. Repeat the path of the ball.

Now without the ball just look at the person to whom you have thrown the ball previously and **do nothing** just imitate the way of standing of the person –mirror him or her.

The exercise develop as the chinese whispers. The every single movement can be modified and exaggerated.



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Lesson 3 Exercises

Lateral Thinking

Group stands up.

Get them to pat their heads and rub their tummies. Now do the opposite. Now change hands.

OR:

Incremental arm movements. R arm up a quarter, then straight up, then to the side, then down again. Then L arm up a quarter, then straight up, then to the side, then down again. Then do them staggered but together. Then do them while walking in place.

Students stimulate their minds and bodies to work in sync. This should challenge the students to focus and concentrate harder. This exercise should be both fun and challenging.

Resource needed: nothing

Covering Letters Exercise

Show an example of a good and a bad covering letter.

Start to write a covering letter as a group exercise. Each participant adds on part of the letter and the group build a letter together.

Students analyse the bad examples of covering letters and identify what is wrong with them.

Students learn together with coaching how to write a covering letter or email for a job application. They all participate in the writing of the letter. Then they write their own letter and the group comments on it.

Resource needed: Flipchart, examples of good and bad, poorly-written and inappropriate covering letters.

Building A Story

With the group standing in a circle, participants each take it turn to say either a sentence or word to build up a story. Suggest they use words when they take over like, 'unfortunately', 'suddenly', 'to everyone's surprise', 'luckily' etc.



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This is a warm up theatre game to start the students off with the idea of how to converse and express themselves. The story should flow and makes sense and gets the students thinking on their feet while speaking.

Resource needed: None.

Telephone Role Play

This is an exercise to show what to do when you've been offered a job interview and how to respond either by email or by telephone call.

The participant confirms by telephone and writes down:

Date of interview

Time of interview

Address of interview

Who they will be meeting

Each participant now role plays a telephone conversation in which they accept the interview.

Or they confirm the interview in an email. So everyone writes an email confirming:

Date of interview

Time of interview

Address of interview

Who they will be meeting

These emails are read out and the group can make suggestions.

Resource needed: None.

The Sales Person

This is a role play exercise to be done in pairs. One person is the seller and one person is the buyer. The seller wants to sell a clock to the buyer. That's their objective. The buyer is interested but keeps changing the subject. Buyer "That's a nice clock. My aunt had a clock like that once. She used to live in a big house in Wolverhampton. It's kind of an interesting



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place...” Seller: “So just think, this clock will remind you of your aunt and all the nice times you had with her.” And then the seller goes back to talking about the clock. The buyer takes the conversation off the clock again and the buyer has to move it back to the clock.

This drama role play exercise helps them to concentrate on selling their skills at the job interview. They learn that if they can sell a clock they can sell their own employment potential.

Resource needed: None.

Negative Answers

You ask all students a question and they have to reply with a negative answer. Students learn by seeing it done the wrong way!

Resource needed: None.

Musical Chairs

Arrange chairs in the room, there should be one fewer chair than participants. Play music and get the students to walk around the chairs. When the music stops the person standing has to answer a question in a positive way without hesitation. If they don't, they are out, if they do, the game continues.

This will help students practice answering questions the best way and learn there are rewards to answering questions quickly, concisely and well.

Resource needed: Chairs.



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Lesson 4 Exercises

Five fingers

Ask the students to draw around their hands, and use this hand-shaped template to list the 5 things they need to tell an interviewer. Now around each finger draw simple symbols to visualise and memorise the five things.

(This could be a useful visual aid to help memorise before an interview).

Resource needed: Pen and paper.

Looking At Job Descriptions

Every student is given a hardcopy of the Job Description and they are given time to read it carefully. You should choose a point in the Job Description for each student in the group. The attendee then writes that one bullet point on a piece of paper at the top.

You collect the papers and hands them out to a different attendee.

With the bullet at the top of the paper, get the students to write:

- 1) The value of the bullet to the job as they see it.
- 2) A full and clear example of when the attendee fulfilled the bullet's requirement and definition in either a previous job, in a volunteer position, a school project etc.

Resource needed: Sample Job Description, paper, pens.

Answering Questions Positively

With the students in a circle, one attendee asks a simple question you might get in an interview. For example, 'do you like working on a team?' The student bounces the ball at another attendee who answers the question WITH A POSITIVE ANSWER OF ABOUT 2 SENTENCES. NOT TOO SHORT AND NOT TOO LONG. Answers should be Bright, Clear, Pleasant and Simple.

This will help students physically take charge of their interview process by organising and planning what the student wants the employer to know about them in the interview.

Resource needed: Ball.



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Meeting The Interviewer

In this exercise students learn what to say, do and how to behave when they walk into Reception and are waiting for their interview.

Students learn about the custom of handshaking and introductions and looking your potential employers in the eye.

Students develop appropriate business etiquette skills to take charge of their interview process.

Do you shake hands? What else do you do when you meet your interviewer for the first time? Look them and everyone else in the room in the eye. Very important. People who look you in the eye tend to be trustworthy people. Discuss hand-shaking etiquette and cultural/gender issues that may affect it.

Get the students to practice business etiquette and handshaking and looking everyone in the eye.

Resource needed: None.

Breathing/Relaxation Exercise

Ask the students to imagine they are breathing in the colour blue and count and to down from 10, then exhale. And inhale, imagine you are breathing in a cool blue colour into your lungs while you count down 10-9-8-7-6 New breath -5-4-3-2-1. Imagine that cooling blue is going right down to the base of your lungs. Hold the cool blue for a few seconds while you count down to 1. Repeat. You can do this with your eyes open and no one has to know what you are doing.

Have a group discussion to build up a list of things they might do to feel settled and comfortable before an interview.

Resource needed: None.

Going In To The Interview



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Discuss, as a group, the etiquette regarding shaking hands and who walks through the door going into the room first?

Where do you sit? What is good body language while you wait? What is not so good?

Remind the students to be flexible. Whatever happens in an interview, be flexible, cheerful, relaxed and as unruffled as possible.

Students have business etiquette reinforced with more practice. Each student learns what to do when being lead into the interview room and working out where to sit and more about body language. How important it is to sit up and not slouch during the interview?

Student can walk into an interview room and can sit up properly in their seat.

Get students to role play an introduction, going into the interview room, and sitting down.

Resource needed: None.



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Lesson 5 Exercises

Jumping In And Jumping Out

Show the group the following clip:

<https://www.youtube.com/watch?v=k6bHltjIYzE>

Then play the game – this is a warm up Exercise for ENTHUSIASM and LISTENING:

Resource needed: Internet and screen.

The Mechanics Of Interviews

As a group discuss the general format of most interviews.

What pattern do they generally follow?

How do you answer questions which will be put to you?

What are the right things to say and what things would be unhelpful to say?

Use a football analogy: At your interview, be a striker not a goalkeeper!

What 5 things do you want to tell your interviewer about you?

Ask the students to draw around their hands, and use this hand-shaped template to list the 5 things they need to tell an interviewer. (This could be a useful visual aid to help memorise before an interview).

Resource needed: Pen and paper.

Best Qualities

With the students in a circle they gently kick the ball to each other while stating something we want the interviewer to know about us. For example, 'I'm a good timekeeper", kick. 'I'm hardworking", kick. 'I love being on a team", kick. 'I really want this job", kick.

This will get students to act out their best qualities by physicalising them.

Resource needed: Ball.



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Mock Interviews

In this section the students will practice answering questions in a mock interview. At this point we will just be working on answering questions and learning actual interview skills.

Ask students to consider the following:

- How should you sit in an interview?
- If there is more than one interviewer, who do you look at?
- What is the general attitude of the interviewer likely to be towards you?
- What should your attitude be towards your interviewer?

Then do an exercise changing the dynamic.

The students are now the interviewers. What is it like to be the one asking the questions? How would you approach an interview to find the best person for the job?

Students discover leading an interview can be as difficult and being interviewed.

Students work in groups of three. They exchange the job descriptions and write five questions they ask during the interview.

Now one person is interviewer the second one – interviewee and the third one – an observer.

After each interview the observer gives feedback to the interviewee with 3 good things and 1 thing to improve.

Resource needed: None.

Difficult questions

Discuss what was the most difficult, hard question to answer. Students in small groups write on the post-its difficult questions – one question per post-it. Then fold them and put together into the box.



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Lesson 6 Exercises

Ideal Job

Students repeat an exercise the did in the first lesson.

The participants stand in a circle and as the ball is bounced to them they have to state their ideal job and bounce the ball to another attendee. And they should have several options to say.

Now they write down: My name is _____ and my ideal job is _____, or my ideal jobs are _____.

Then they stand up and read this out to the group one by one. The group replies to each announcement. "You can do it (Name of participant)!"

Leader asks:

Is further education required to achieve your goal?

Planning and identifying your target.

Will your target job fulfil your objective? Or will it be a stepping stone to achieving your objective?

Will your target further education course eventually lead to your objective and ideal job?

If there is a gap between your skills and your target then flag that up in your mind.

The students challenge themselves and use their imagination to think big and to dream about what their future working life could be.

Here the student starts to bring together the possibilities with the practicalities.

Students stimulate their minds and bodies to work in sync. This should challenge the students to focus and concentrate harder. This exercise should be both fun and challenging.

Resource needed: Ball, pen and paper.



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Lateral Thinking

This is a warm-up exercise to link up your mind to your body. Incremental arm movements. R arm up a quarter, then straight up, then out to the side level, then down again. Then L arm up a quarter, then straight up, then to the side, then down again. Then do them staggered but together. Then do them while walking in place.

Link up your mind to your body another way. Pat your head and rub your tummy. Now do the opposite. Now change hands.

Students stimulate their minds and bodies to work in sync. This should challenge the students to focus and concentrate harder. This exercise should be both fun and challenging, and gets them to focus before their big mock job interview.

Resource needed: nothing

Before, during and after the interview – sum up

Participants work in three groups. Each group has a flipchart titled:

Group 1: Before an interview

Group 2: During an interview

Group 3: After an interview

They sum up the knowledge from the course completing the flipcharts.

Put the flipcharts on the wall, discuss them and add any information given by the students.

The (Mock) Interview Itself

This last section puts everything the students have learnt together and every attendee discusses the job they are going for and role plays their interview.

They can draw the “difficult questions” they have written before from the box to use them during interview.

Conduct mock interviews for everyone (depending on group size). Every participant now one by one goes through the mock interview process from preparing for the interview to making their graceful exit from the interview venue.



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Students one by one put into practice everything they have learnt during the course.

Each student explains how they prepared for their job application.

They explain what qualities they want the interviewer to learn about them.

They take ownership for being on time.

They role play walking into reception and introducing themselves.

They explain what they will do to make themselves comfortable.

They role play an entire interview from meeting the interviewer to leaving the building.

With intermediate and advanced groups the goal is to have a participant to be the interviewer. The leader could be the first interviewer, then the first interviewee becomes the next interviewer and so forth.

Group can be split into sub-groups who each have to focus on one or two elements and will feedback to each “interviewee” on how they did.

These are the points they need to consider:

- Preparation - Every participant explains what they have done to prepare for this interview.
- Being on time
- Walking into Reception
- Making yourself comfortable before your interview
- Shaking hands
- Getting seated
- Eye contact
- Answering questions
- Be a striker not a goalkeeper – what do they need to tell the interviewer?
- Mirroring the interviewer’s style
- What to say and what not to say
- Good body language
- Knowing when the interview is coming to an end
- Making a graceful exit
- Being very nice to everyone you come in contact with



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C5 questions - evaluation

Students write down their goal and complete the table with four of five C5 questions considering the knowledge and skills they achieved during the course:

What can I start doing?

What should I stop doing?

What more can I do?

What can I do less?

They share their answers in small groups and then discuss the evaluation plenary.