



Transition Preparation Workshops

"Enabling transformation and change through trained educators and youth workers and inclusive workplace environments by creating an innovative methodology and resources for the development of life skills and employability competences in young adults with learning disabilities and difficulties, while supporting their transition into inclusive workplaces."

WORKSHOP

„Supporting young people on the way to success:

an inclusive transition from school to work“

School management strategies for a sustainable policy to support school-leaving students

Workshop parameters

Number of participants: 8-10

Number of lecturers: 2

Timing:

- the workshop will be held in the form of two weekend courses divided into seven blocks
- the total number of teaching hours is 30 (45 minutes each)
- each day there will be 5 lessons + breaks

Tools and equipment:

- writing materials - pencils, highlighters, chalks, markers
- papers, notebooks/journals, diary/calendar
- whiteboard/flipchart
- computer with internet connection, data projector, recording device (camera/mobile)
- worksheets for practical activities that will be created for this workshop

Premises:

- a room suitable for the recommended number of participants (8-10) with tables and chairs
- the space should allow for sitting in a circle and dividing participants into smaller groups
- the premises should be wheelchair accessible
- participants should have suitable facilities for rest and meals

General objectives:

- the aim of the course is to prepare young people with special educational needs for the transition from school to adulthood and employment
- participants will learn to identify their potential and barriers that may affect their career
- participants will learn the key skills necessary to obtain and maintain suitable employment and successfully enter the labour market

Workshop content:

1. Preparing for entry into employment (introduction)
2. Job search ("looking for a job")
3. Preparing for a job interview ("looking for a job")
4. Job interview practice ("looking for a job")
5. Working with time ("having a job")

6. Mobbing, bossing ("having a job")
7. Life outside work ("having a job")

1. Preparation for entry into employment (introduction) 240 min.

Objective of the teaching block:

- **Gain an understanding of the rights and responsibilities** at work.
- **Learn the basic practical skills** needed when starting a job (e.g. what everything must be included in the employment contract, what my duties are, etc.).
- **Learn what to look out for** to avoid unfair treatment or abuse from your employer.
- **Increase your self-confidence** because you will know how to defend yourself and where to seek help.

Recommendations for conducting the workshop:

- **Divide the topic into small parts** and always explain why it is useful.
- **Use illustrative examples, pictures and real documents** (e.g. simplified contract).
- **Let participants try things out** (e.g. sign a contract, plan a work day).
- **Watch for clarity** (short sentences, concise text, graphic aids).
- **Take into account the specific needs of participants** (visual, hearing, mental disabilities), provide appropriate aids.
- **Encourage discussion and questions** (listen to participants' concerns, give them space to ask and share).
- **Continuously repeat and summarize** (quizzes, small tests, skits).

Content of the teaching block

1.1. WORK CONTRACT (25 minutes)

What it is: an agreement between you (the employee) and your employer.

What not to miss: job title, salary, place of work, duration, start date.

Why it is important: protects you against unpaid wages, wrongful termination and other risks.

Practical exercise:

"Picture" employment contract

- **Create an employment contract** with large icons:
 - **Personal data** (character icon),
 - **Position title** (e.g. tool icon if it is for auxiliary work),
 - **Salary** (money icon),
 - **Duration** (calendar icon).

- Participants are asked to **fill in** or **draw** missing dates and names.

1.2. PROBATIONARY PERIOD (20 minutes)

What it is: time for both parties to **get a feel** for each other (usually 1-3 months, max. 6 months), during which both parties can terminate the employment relationship more quickly.

Why it is important: it allows you to test whether the job suits you and whether the employer keeps his promises - if it **doesn't work out** (e.g. you can't do the job or the manager doesn't keep his promises), it's easier to quit; if everything **is fine**, you continue working.

Practical exercise:

„Test month“ – a simple game to understand the probationary period

Aids:

- A picture or card with a calendar (e.g. one month divided into boxes).
- Simple pictograms (e.g. smiling/unsatisfied face).

Procedure:

- **Short explanation:**
 - What is the trial period? *"It's the beginning, when you try out the job and see if the boss is happy with you."*
 - How long can it take? *"Usually 1-3 months, sometimes up to 6 months."*
- **„Test month“:**
 - Show the participants a picture of the calendar for 1 month.
 - Explain: *"This month is your probationary period. You have to come to work on time, do your job, and likewise the manager has to keep what he promised."*
- **Playing with pictograms:**
 - During the "month" (it can be just a game for 2-3 minutes) you can stick smiling faces (when everything is fine) or unhappy faces (when there is a problem) on the calendar.
 - If there are "too many" unhappy faces at the end of the month, the employment relationship may be terminated. If the happy faces prevail, you move on.

1.3. RIGHTS AND RESPONSIBILITIES - EMPLOYEE VS. EMPLOYER (20 minutes)

What it is: rights (e.g. having a safe working environment, getting paid on time) and responsibilities (following safety rules, coming to work). Employees and employers have rights and responsibilities.

Why it is important: If you know your rights, you can defend yourself better. If you know your responsibilities, you avoid trouble.

Practical exercise:

„Who does what?“ – game with slips of paper

Aids:

- Two baskets labeled "Employee" and "Employer".
- A set of slips of paper with simple statements (e.g. "Must pay wages on time", "Must wear safety glasses", "Is entitled to a break", "Has the right to a safe workplace", "Must give the employee a pay slip").

Procedure:

- **Short explanation:**
 - Employee = one who works.
 - Employer = the one who gives the work (boss).
 - Everyone has rights (what they can demand) and duties (what they must obey).
- **Distribution of slips:**
 - Read or show individual slips to the participants.
 - They decide where it belongs: in the "employee" or "employer" basket.
 - Example: *"They have to pay wages on time."* → this is the employer's obligation.
 - Example: *"He has to be on time for work."* → it is the employee's duty.
- **Check:**
 - After the split, you will look together to see if everything is correct.
 - Discuss any discrepancies so that participants understand the difference between the role of the employee and the role of the employer.

1.4. CONCLUSION OF THE EMPLOYMENT RELATIONSHIP; FIXED-TERM VS. INDEFINITE (20 minutes)

What it is: the employment contract may be for a limited period (fixed term) or without an end (indefinite).

Why it is important: you know how long you can work, and if your contract automatically ends after a certain amount of time.

Practical exercise:

„Two ways to the destination" - visual explanation of the contracts

Aids:

- Two large papers (or boards) with the following inscription:
 - „Fixed-term employment contract"
 - „Employment contract for an indefinite period"
- Short stories/cards with descriptions of situations:
 - „Peter got a contract for 6 months, which says it ends on 30 June."
 - „Lucy's contract says 'indefinite' and she doesn't know exactly when it will end."

Procedure:

- **Short explanation:**
 - Fixed term = the contract is for a predetermined period of time (e.g. 6 months, a year).
 - Indefinite = no end date written in it; lasts until everything is in order.
- **Location of stories:**
 - Read individual short stories.

- Participants (or together with the instructor) decide where to stick the card - under "fixed term" or "indefinite time".
 - Example: „*Marcela's contract says she works from January 1 to July 1.*“ – it belongs to the fixed term.
 - Example: „*John has no termination date, it just says 'indefinite'.*“ – it belongs to indefinite time.
- **Joint discussion:**
 - What does it mean if the contract is for a fixed term? *"I know when it will end."*
 - What does it mean if the contract is open-ended? *"I don't know when it's going to end, it could be a long time before they cancel it."*

1.5. WAGES AND FINANCE; GROSS VS. NET PAY (25 minutes)

What it is: gross pay is the amount before taxes and insurance are deducted; net pay is what you actually get paid.

Why it is important: you need to know how much money you can realistically count on (e.g. for rent, food).

Practical exercise:

„Playing for a payout“ (e.g. using paper money - cards, etc.)

Procedure:

- A brief table or pictorial aid showing what is "deducted" from gross pay (e.g. taxes, health insurance, social security).
- Give each participant, for example, 10 cards (they can represent 10 thousand crowns - simplified).
- Say: *"This is your gross wage. See how much money you have, but it's not all yours yet."*
- Imagine with the participants that part of the money goes to:
 - Tax (e.g. 2 cards)
 - Social insurance (1 card)
 - Health insurance (1 card)
- You can accompany this with pictures (e.g. simple symbols of a house for "state", a heart for "health insurance", a figure or wheelchair for "social insurance").
- Card reading - say together with participants: *"Now we have to pay the state and insurance companies."*
- Physically remove the appropriate number of cards (for example, 4 cards in total) and set them aside.
- Result = net wage (the remaining cards, e.g. 6 of the original 10, will represent the net wage - i.e. how much you have left "in hand").
- Explain: *"This is your net pay that you really get."* (Guide participants to understand that money for the government and insurance must first be deducted from gross wages.)

1.6. WORKING HOURS AND HOLIDAYS (20 minutes)

What it is: a set number of hours you work per day/week and breaks; holiday is paid time off to which you are entitled.

Why it is important: prevents exploitation (too long shifts), while knowing when you can rest.

Practical exercise:

„Model working time diary“

- Give the participants a blank slate: **coming to work, meal break, end of shift.**

- Let them **fill in** their own idea of the working day (when they start, when they have a break, when they finish) and then **check together** that this corresponds to the legal limits (e.g. 8 hours, break after 4.5 hours, etc.).

1.7. WORK ETHICS - DISCRIMINATION (25 minutes)

What it is: Work ethic means treating other people well at work. You respect that each person is different (e.g. has different abilities, disabilities or comes from a different country). Discrimination is when we treat someone unfairly just because they are different (for example, they have a wheelchair, are older or have a different religion). It is hurting someone through words (making fun of them) or actions (not wanting to let them do the same job).

Why it is important: not to be afraid to speak up if you're treated unfairly at work. So that everyone can work in peace and feel respected. Because we have the same rights: to be paid a fair wage, to have a safe workplace and not to be treated worse just because we are different.

Practical exercise:

„Playing different situations" - discrimination or fair treatment?

Aids:

- **Two coloured cards** for each participant (e.g. **green** and **red**).
- **Cards/short stories** with model situations (can be accompanied by simple pictures).

Procedure:

- **Distribution of coloured cards**
 - Each participant gets a **green** (means "it's okay/fair") and a **red** (means "it's wrong/discriminatory").
- **Reading situations/stories**
 - Read or tell short model situations - e.g.:
 - „Jane is in a wheelchair and the manager allows her to work on the ground floor to get there without barriers."
 - „Paul has epilepsy. When his colleagues find out, they start to mock him and don't want to work with him."
 - „Sarah wears a headscarf for religious reasons. At work, her management allows it and her colleagues respect it."
 - „Tony can't hear well. If he needs an interpreter, his employer refuses to arrange it, even though he could."
 - After each situation, ask participants: "Is this **fair** (green) or **unfair** (red)?"
- **Card voting**
 - Each participant **picks up** one of the coloured cards.
 - The lecturer **immediately comments** on why it is/is not discrimination.
 - If the participants hesitate, the trainer explains: "Paul is different (he has epilepsy), but his colleagues treat him badly because of his illness, this is discrimination."
- **Supplement - where to go?**
 - Explain that if someone **experiences discrimination** (at work or elsewhere) they should **report** it (e.g. to a supervisor, parent, educator) or **seek help** (organisation, legal advice).

- For example, show a simple **contact card** with the number of the ombudsman or NGO (if appropriate for the region).

1.8. TERMINATION OF EMPLOYMENT (25 minut)

What it is: ways to quit your job (notice, agreement, termination during the probationary period).

Why it is important: if you can't keep working, you need to know how to leave without complications.

Practical exercise:

Game „How to quit your job“

Aida:

- **Short stories or situation cards** (3-5 sentences) in which the employee addresses leaving the job.
- Coloured cards or pictograms showing the main methods of termination:
 - **Green** = Agreement
 - **Yellow** = Notice (with notice period)
 - **Red** = Immediate cancellation

Procedure:

- **Short introduction**
 - Explain to participants: *"If I don't want to or can't work anymore, I can quit. There are different ways - agreement with the boss, resignation or, exceptionally, immediate termination."*
 - Show coloured cards/symbols:
 - **Agreement** (green) = I'll arrange a leaving date with the manager.
 - **Notice** (yellow) = I give notice in writing that I am quitting, and there is usually a 2-month notice period.
 - **Immediate cancellation** (red) = only when **something serious happens** that can't be resolved in any other way (e.g. my employer doesn't pay me my wages).
- **Introduce short model situations**
 - You can read them or show them on a picture/written card (depending on the ability of the participants).
 - **Examples:**
 - *„Petra got a new job offer and wants to leave now, but the boss hasn't broken anything and pays on time. How can she do that?“*
 - *„James hasn't been paid his wages for several months. It can't go on. How should he end it?“*
 - *„Mary has agreed with her boss to quit on the first of next month to give a new colleague a chance to learn.“*
 - *Shared decision-making (group or individual).*
 - After each situation, participants **hold up** a coloured card or **show a symbol** (agreement / notice / immediate cancellation).
 - **Comment** together on what is the right choice and why.
 - Example: *„Petra wants to leave quickly, but there is no serious reason to do so, the boss hasn't broken anything. She can **make a deal** with the boss or give a normal **notice** (yellow), but allow for a notice period.“*

- Example: „James is **not being paid** his wages - this is a serious violation, he can **resign immediately** (red).“

1.9. INFORMATION RESOURCES (20 minutes)

What it is: what to find out, what to research, what to look for - links to useful websites, offices, NGOs, advice centres that provide information on what you might need at work.

Why it is important: to know what the minimum wage is and what I am entitled to; to know where to look for a job, how to write a CV or prepare for an interview; not to worry if I have a problem at work (unpaid wages, discrimination).

Practical exercise:

- **Internet search:** participants will be given a list of key questions (e.g. "How do I find out what the current minimum wage is?") and will be asked to search and verify the correct answer on a specific official source (e.g. the MLSA website, the Labour Office).
- **Map of support:** each participant creates his/her own "map of support" with contacts to relevant institutions or organizations (employment offices, non-profits, counseling centers, etc.).

1.10. WHAT TO WATCH OUT FOR, POSSIBLE CATCHES (15 minutes)

Content: common problems and risks (employment "under the table", discriminatory behaviour, unfavourable contract conditions, non-compliance with OSH).

Practical exercise:

"Know the catch": a model contract with minor "traps" (missing salary information, extremely long probationary period, etc.).

The participants' task is to find and name all the risks.

1.11. SPACE FOR QUESTIONS AND ANSWERS (15 minutes)

Content: discussions, real questions from participants, sharing of practical examples.

Practical exercise:

"Counselling": give participants the opportunity to solve their real-life questions (e.g. what to do if the employer refuses to give a written employment contract?). Guide them to find answers independently, using the knowledge from the previous sessions.

1.12. ASSIGNMENT FOR NEXT TIME (10 minutes)

Content: consolidation of the acquired knowledge in practice and preparation for the next meeting or continuation of the training.

Practical exercise:

„**Work checklist**“: each participant will create his/her own list of the main steps he/she will be dealing with in the future (for better illustration, he/she can use colours, sticky notes, pictograms, stamps, etc.); the aim is to have a clear tool for a realistic entry into employment:

- *Sign the contract and check what it contains*
- *Find out what the net pay will be*
- *Agree when the shift starts/ends*
- *Know how to take holidays*
- *Know how to give notice if necessary*

2. Job search ("looking for a job") 180 min.

Objective of the teaching block:

- Gain the skills to find and understand suitable job offers
- Be able to realistically assess one's own abilities against a job
- Acquire the ability to assess the suitability of an offer to one's own skills
- Be able to evaluate and plan their own learning opportunities against a specific job

Recommendations for conducting the workshop:

- It is necessary to choose breaks in time, and it is not bad to insert a short physical activity between each block to maintain attention.
- Do as many of the learning activities as possible in small groups of 4-5 participants to encourage their attention.
- **Information that the trainer needs to find out, study or prepare in advance:** sources of job offers, basic customs and forms of advertisements in the country, the most important job websites and their structure.

Content of the teaching block

2.1. INTRODUCTION (20 minutes)

Each participant first introduces himself/herself and says what he/she enjoys and is interested in; he/she tries to list 2-3 things he/she wants to know or learn in this course. Expectations can then be told in the form of a brainstorming session, written on a flip chart by the instructor and saved for the final evaluation of the course..

2.2. THE WORK OF DREAMS (20 minutes)

In this activity, each participant chooses a job they would really like to do (they can represent it with a picture drawn on A4 paper). They have 5 minutes for this task.

Afterwards, each participant presents his/her dream job and tells the reasons why he/she would do this job (if the reason is only money, it is necessary to ask why he/she chose this job). Each participant writes his/her reasons on the picture.

2.3. ORIENTATION IN OWN PREFERENCES (30 minutes)

Each participant will receive cards with the following topics and questions. The lecturer will go through each heading, give examples for each, and have a short discussion. On each of the cards, the participants will write their own answers to each of the tasks:

- **Accessibility:** Close to home or longer distance? How far away from my home can the work be (in km/minutes)?
- **Type of leadership:** Which type of leadership do I prefer authoritative or peer? Why?
- **Work environment:** What type of work environment would I prefer? Open space/small office/outdoor environment? Or other?
- **Work group size:** How large or small a team do you prefer at work?
- **Nature of working hours:** What type of working hours do you prefer? Free or fixed working hours?
- **Length and time of working hours:** How many hours a day can and are you willing to work? Do you mind working at night?
- **Type of activities:** What type of activities do you prefer? Structured work, clearly defined tasks, stability/more freedom, autonomy, rotation of activities, independence in completing tasks?
- **Financial income:** How much do you need to earn as a minimum (pay attention to gross and net pay)?
- **What other benefits are important to me:** e.g. flexible working hours, home office, sick days, number of weeks holiday, financial benefits?
- **What would I absolutely need at work and why:** e.g. tolerance of late arrivals, having a friendly and tolerant boss, being respected, being able to work as part of a team?

Each participant then ranks the completed cards in order of importance from most important to least important in turn. They will explain their preferences and may also get feedback from other participants and trainers. Each participant sticks the cards on a sheet of paper in this order. They will use this sheet in the following activity.

2.4. JOB SEARCH ON WEBSITES (60 minutes)

Introduction 10'

Starting together: the lecturer will introduce some basic places where I can find job offers, e.g. <https://www.jobmanual.cz/cs/kde-hledat-praci.html>

He introduces one website specialised in job offers e.g. www.prace.cz or www.jobs.cz and explains how to use it (he projects the page to the group on a data projector)

Work in groups 15'

Then the participants divide into two groups (each with one computer) of 4-5 people and within 15 minutes each person finds 1-3 job offers on this server that suit them.

The search uses the information from the cards from the previous activity (ranked in order of importance) and compares the positions found with their preferences. They may change their preferences. It is useful for the participant to justify and explain this change to the instructor. This will help the trainee to become more aware of their own preferences.

Working in a large group 25'

In a group, candidates will present the positions they have sought and compare their offers and requirements with their capabilities. Based on this, they will assess the feasibility of these positions and, if necessary, name the tasks that need to be fulfilled in order to make them viable (including further education or retraining).

2.5. WRITING (30 minutes)

Each participant receives a CV worksheet, which he/she completes with the help of the tutors and enters into the computer for homework

Worksheet content

When writing a CV, it is important to have all the necessary information at hand. Here's a list of what you should prepare:

Personal data

- First and last name: Provide your full name as it appears on the documents.
- Contact information: Current phone number, email address, and home address, if applicable.
- Date of birth: You can provide but it is not mandatory.

Education

- School name: Include the name of all the schools you attended, starting with the highest qualification achieved.
- Field of study: The exact name of the field of study.
- Study period: Include years of study, or months, if applicable.
- Achievements during your studies: If you have achieved any significant achievements (e.g. honours, scholarships), you can mention them.

Work Experience

- Company name: Include the name of all employers.
- Job Title: The exact name of your position.
- Period of employment: Indicate the period when you worked for the employer.
- Main job activities: Briefly describe your main tasks and responsibilities.
- Skills and knowledge: Mention any skills you have acquired during the job.

Other skills

- Language skills: Indicate the languages you speak and their level (e.g. fluent, advanced, intermediate).
- Computer skills: Name all the computer programs and applications you are familiar with.
- Professional courses: If you have attended any courses, seminars or training, please include their name and certifications.

Learn more (optional)

- Interests: You can list your interests if they are related to the position you want or can positively impact your impression of the recruiter.
- References: If you have recommendations from former employers, you can include them.

Tips for completing your CV:

- Keep it concise and concise: Your resume should be clear and take up no more than one or two pages.
- Focus on relevant information: Highlight those skills and experience that are important to the position you are applying for.
- Edit your resume for each position: Tailor your resume to your specific employer and position.
- Pay attention to proper grammar and style: Your resume should be flawless.
- Use a modern design: Choose a simple and uncluttered resume design.

Each participant fills in a personal CV in the prepared form.

It is useful to choose a nice and attractive CV design and the participant will enter the data into a PC (if possible at home or within the school he/she attends. It is optimal if a tutor or teacher can help them with this).

At the end, they evaluate together what was the most difficult part of the job, what information from the CV they are most proud of.

The grey text needs to be prepared as worksheets.

2.6. ASSIGNMENT FOR NEXT TIME (20 minutes)

Until next time, the participant will independently search for a position on another job site and present it to others next time, explaining why he/she chose it and how it matches his/her skills and capabilities. This presentation is best done in smaller groups of 3-5 participants.

They will also bring a printed CV that they have saved on their computer.

3. Preparing for a job interview ("looking for a job") 105 min.

Aim of the teaching block:

- Learn to assess your own strengths and weaknesses
- Learn how to prepare for a job interview

Recommendations for conducting the workshop:

- It is necessary to choose breaks in time, and it is not bad to insert a short physical activity between each block to maintain attention.
- Do as many of the learning activities as possible in small groups of 4-5 participants to encourage their attention
- **Information that the trainer needs to study or prepare in advance:** information on how to prepare for a job interview or what information is important in a job interview.

Content of the teaching block

3.1. WHAT I CAN ALREADY DO, MY STRENGTHS (25 minutes)

Preparing to create a CV

Each participant is given a worksheet with palms drawn on it and their task is to write:

on the fingers of one hand

- highest educational attainment
- longest work experience, temporary work, volunteering
- the foreign language I am best at
- IT skills where I am confident
- what I'm good at at school

on the fingers of the other hand

- what I appreciate about myself
- what others value about me
- what my role is in the group
- what I like to do, what my interests are
- my big achievement in life

Each participant completes their worksheet and then presents their strengths to each other in a group.

3.2. WHAT I ALREADY KNOW, WHAT I WANT TO LEARN (SWOL) (25 minutes)

SWOL model

S = Strengths W = Weaknesses O = Opportunities L = Limitations

Participants will be divided into small groups of 4-5. Each participant puts in front of him/her the work he/she prepared as homework from the previous workshop. In the worksheet, they answer the questions in each section in turn. The other group members can help him/her with their ideas.

Based on the content of the SWOL model, each participant will identify one realistic goal that helped you get the job and the steps that will lead to that goal, describe what might jeopardize meeting the goal.

At the end, the participants discuss in the group the realistic possibilities of achieving the goal.

Strengths What can I do now?	Weaknesses What I can't do?
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Opportunities	Limitations
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What am I able/willing to learn?	What could be a problem for me?
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3.3. PREPARING FOR A JOB INTERVIEW (55 minutes)

Introduction and explanation of what the interview is for 5´

At the beginning, the lecturer will explain what a cover letter is and what it is for. He can draw e.g. from this web resource

<https://www.jobmanual.cz/cs/pracovni-pohovor.html>

Preparing for the interview 50´

Each participant is given a worksheet with the following questions and in the whole group they take turns to explain each question and fill in the answers. They can inspire each other and suggest better answers.

Job interview questions

- Tell us about yourself.
- Tell us about your experience. Have you ever worked in a similar position?
- What are your strengths?
- What are your biggest weaknesses?
- Why do you want to work for us? What do you expect from your new job?
- What motivates you?
- What are your salary expectations?
- Why should we hire you?
- Do you have any questions?

At the end, participants can tell each other how they each worked, which question was the hardest for them, and which answer they are most proud of. Participants will keep their written answers for future reference - they will be used as a basis for practicing the job interview.

3.4. ASSIGNMENT FOR NEXT TIME

For the next time, participants will dress and groom themselves in a way they imagine is good for a job interview (trainers can give participants inspiration).

4. Job interview practice ("looking for a job") 140 min.

Aim of the teaching block:

- Developing job interview skills
- Gain experience and develop communication skills for conducting job interviews.
- Practicing communication skills for job interview

Recommendations for conducting the workshop:

- It is necessary to choose breaks in time and it is not bad to insert a short physical activity between each block to maintain attention.
- Do as many of the learning activities as possible in small groups of 4-5 participants to encourage their attention.
- **Information that the trainer needs to study or prepare in advance:** possible country specifics when conducting a legal interview

Content of the teaching block

4.1. COVER LETTER (35 minutes)

Introduction 5' - 7'

The lecturer will start by explaining the purpose and content of the cover letter. He then gives the participants a worksheet with its characteristics (see *grey box*).

What is the goal of a cover letter or cover letter? The aim of a cover letter is for the employer (recruiter) to read your CV and invite you for an interview. With a cover letter, you are mainly trying to attract and highlight your professional and personal qualities.

A cover letter is a common part of a job applicant's application and is sent together with the CV. A cover letter is usually placed in the body of an email, while a CV is attached in an attachment.

Tips for writing a cover letter:

Describe your motivation – rational reasons why you are applying for the job:

"I'd like to work for you because..."

Be concise!

The recommended content of a motivation letter is a maximum of 3 paragraphs, for less qualified positions, for example, one paragraph is sufficient

Before you start writing, answer the following three questions:

Why me? (what I can offer them)

Why this position? (you respond to requests in the advertisement)

Why this company/organization? (assumes that you will find out something about the company)

Write concretely, clearly and readably.

A cover letter is usually written as a cover letter in the body of the e-mail, an option is that you send it in another attachment next to your CV, but you risk that the recruiter will not even open it.

Address it to a specific person, if possible.

Example of a motivation letter:

Dear Mrs. XY/ Dear Mr. XY,

I would like to apply for the position of XXXXXXXX. I am trained in the field/I graduated from XXXXXXXXXXXX and my great motivation is XXXXXXXXXXXXXXXXXXXX.

I currently live in Prague

More detailed information about my qualifications can be found in the attached CV.

If you are interested, I will be happy to accept an invitation to a personal interview.

Thank you in advance for your reply.

Have a nice day,

XXXXX

Training 30´

Each participant then writes a short motivation letter based on the template. In it, they answer the following three questions:

- Why me? (what can I offer them)
- Why this position? (are you responding to the requirements in the advertisement)
- Why this company/organisation? (assumes you find out something about the company)

Participants complete the task in small groups. They work independently but then present their answers to each other.

4.2. JOB INTERVIEW TRAINING (90-120 minutes) *necessary to divide into 2-3 blocks*

Model situation

On the basis of the prepared answers from the previous workshop, the participants try to complete a job interview with the lecturer. A table with two chairs is prepared in the middle, it is advisable that the lecturer is dressed formally for this situation. The lecturer plays the role of a recruiter who selects the employees. One interview should last a maximum of 10 min.

At the end of each model situation, the trainer and the participants give feedback to the participant who was in the role of the job applicant. It is useful to repeat the interview at least twice with each participant. It is possible to use repetition to do this.

Participants will already come to this workshop dressed and groomed appropriately see the homework from the last workshop.

The trainer will write down information on each participant's performance.

He describes strengths and weaknesses in the areas of:

- Content of the message, what the participant said (what was appropriate what was not and could not have been said, vocabulary used)
- Form of the message (non-verbal communication, body posture, volume of speech, eye contact, etc.)
- Clothing

4.3. EVALUATION AND SUMMARY (15 minutes)

Each participant will evaluate what they have learned. What he/she has done well and what he/she needs to work on.

4.4. ASSIGNMENT FOR NEXT TIME (60 minutes)

At the next meeting, it is possible to repeat the model situation with each participant and compare their performance with the information the trainer wrote down last time.

5. Working with time ("I have a job") 240 min.

Aim of the teaching block:

- guide participants on how to navigate time during the working day and the week
- provide useful tools and tips on how to effectively manage one's workday and week

Recommendations for conducting the workshop:

- when preparing the training, be sure to reflect the capabilities and limitations of the target group for whom you will be preparing the training.
- when preparing the course, reflect the socio-cultural background of the region/country

Content of the teaching block

5.1. INTRODUCTION (15 minutes)

- what topics will be covered in this part of the course: timetable of the working day and week, preparation and travel to work, start and end of working time, lunch break, holidays, overtime, shift work, work-life balance

- explain why it is important to plan and follow a work schedule
- pay attention to why this topic is crucial for effective employment
- what is the overlap between work and personal life when planning the working week
- briefly discuss how everyone spends their free time, what an ideal holiday is and what their idea of time off from work is

5.2. WHAT OPTIONS EXIST - EXPLANATION OF TERMS AND DIFFERENCES (30 minutes)

- Workday and weekly schedule - how to plan your workday/week, how to schedule your work tasks, when to do different activities and how to work with time
- Start and end of working hours - how to plan your arrival to and departure from work
- Travel to work - how to plan your transport efficiently and avoid delays
- Lunch break - the importance of rest and how to use it for recovery
- Holiday planning - how and when to apply for a holiday, how to use it for rest and personal matters
- Overtime work - when is overtime necessary and how to manage it so it doesn't lead to exhaustion
- Shift work - its specifics, changing your daily routine
- Work-life balance - how to avoid overwork and keep enough time for family, friends and hobbies

5.3. ACTIVITIES SUITABLE FOR PRACTICAL TRAINING (60 minutes)

- it is always necessary to think about the planning in the context of realistic possibilities (whether the tasks are scheduled correctly, whether there is time for breaks, whether there is time to spare)
- activity topics for practical training
 - *creating a daily schedule* - each participant will create his/her own schedule of the day, which will include individual activities throughout the day, including time allocation
 - *planning the week* - each participant will create his/her own schedule of the working week, he/she can draw a table with the days of the week and divide it into morning and afternoon, then assign individual work tasks to specific days and time slots according to priorities
 - *orientation in the calendar, diary* - what are the possibilities of using and the advantages/disadvantages of a printed and digital calendar/diary
 - *planning the journey to work* - the possibilities of using means of transport, their time and financial requirements, time distribution of the journey - how many minutes does it take to get to the bus/train, how long does it take to get to the workplace, preparation at the workplace (time for changing clothes, hygiene, etc.)
 - *work diary* - each participant will create a work diary to reflect on the schedule of the working day/week, allowing participants to feedback their own work habits and time planning, helping them to identify what is working well and what needs to be changed, improved

Practical exercise:

- **Eisenhower matrix**

- a tool that helps in prioritizing tasks
- divides activities/tasks into two categories according to importance and urgency
- the trainer gives a task where he/she lists a number of tasks and the participant has to divide them into important/non-important and urgent/non-urgent
- tasks that are not urgent can be postponed and it is necessary to do those tasks that are important and urgent

- **Time Blocking**

- it is a method of time management in which an individual divides his/her day into clearly defined blocks of time for specific tasks
- time slots for planned work, breaks for meetings, for task preparation
- the method can help reduce stress from skipping between tasks, because one knows when he/she will work on what, it also helps to improve concentration, reduce overload and procrastination
- each block is a time slot according to the difficulty - e.g. 30, 60 or 90 minutes
- each activity is assigned to a block of time (time window), including time for breaks and unexpected tasks (time reserve)

5.4. INFORMATION RESOURCES (15 minutes)

- online diaries, calendars and the possibility of linking to other applications (e-mail)
- time management applications - *Trello* (bulletin boards that contain to-do lists), *Todoist* (an application for managing and sorting tasks, helps organize time), *Notion* (an application for project management and work organization that combines tools such as notes, databases, tasks and comments into one platform, can also be used in teams)

5.5. WHAT TO WATCH OUT FOR, POSSIBLE CATCHES (30 minutes)

- if the planning of the working day and week is not done correctly, it can lead to difficulties that not only impair productivity, but can lead to frustration and overload for the employee
- *what to focus on:* setting priorities, realistic estimation of time, time reserve, productivity during the day
- *what to look out for:* overestimating one's own strength, insufficient time reserve, ignoring the natural cycle of the day, multitasking instead of focused activity, lack of breaks and mental overload, lack of reflection and feedback

5.6. SUGGESTIONS AND ACTIVITIES FOR REVIEWING THE KNOWLEDGE LEARNED (30 min.)

The most common planning mistakes and tips for managing them

Problem	Tip for managing
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Overestimating your own strength, planning too many tasks	Time blocking - dividing tasks into time windows, using apps for scheduling
Insufficient time reserve, scheduling tasks to the minute exactly	Adding a time buffer between tasks to the day's schedule
Ignoring biorhythms, putting off harder tasks for the afternoon	Divide the day according to your own energy and focus, planning more challenging tasks in the morning and routine (easier) tasks after lunch or in the afternoon
Multitasking, skipping between tasks	Clear definition of time for a specific task, elimination of distractions
Absence of breaks, congestion	Plan more shorter breaks, don't work during your lunch break
Lack of reflection and feedback, without regular evaluation the same mistakes can be repeated	Every evening, do a short recap of what went well, what was unexpected and what could be improved, and at the end of each week, prepare for the next

- **Pomodoro technique**

- uses planning using short periods of time for intensive work, interspersed with short breaks
- helps to divide large tasks into small ones, is suitable for people with concentration problems, reduces the feeling of being overwhelmed and helps to prevent stress and overload
- the time periods for work and for breaks are set by each participant, according to his/her individual possibilities

Instructions for using the Pomodoro technique:

- 1. Choose a task to work on
- 2. Set a timer for 25 minutes - one "pomodoro"
- 3. Work intently for 25 minutes without distraction
- 4. Take a 5 minute break after the time is up
- 5. Take a longer break of 15-30 minutes after repeating four "pomodoros"
- 6. Repeat as needed.

5.7. SPACE FOR QUESTIONS AND ANSWERS (30 minutes)

- planning the working day/week is not only about dividing tasks, but also about thinking about priorities, personal work pace and ability to adapt to changes
- questions to think about:
 - *Can I plan my working day/week?*
 - *Is my schedule realistic?*
 - *Do I have time for recovery, rest?*

- *What is my work rhythm - when do I have the most energy?*
- *What conditions do I need for work to be able to concentrate?*
- *How do I respond to changes in my set routine?*

5.8. ASSIGNMENT FOR NEXT TIME (15 minutes)

- self-reflection and evaluation of the working day/week

Practical exercise:

Work diary reflection

- it allows you to find out what works well and what could be improved
- evaluation should take place at the end of each day and at the end of the working week
- *daily reflection*: a short summary of the day, what I did today, which tasks I completed, what made my work easier, what disturbed me at work
- *weekly reflection*: Deeper reflection on what I did well this week, what I didn't get done, whether I spent enough time relaxing and having a personal life, what changes could be made for next week
- *TIP*: write down the 3 biggest lessons from this week and 3 concrete steps to improve for next week

6. Mobbing, bossing („I have a job“) 240 min.

Aim of the teaching block:

- prepare participants to recognize, prevent and deal with bossing and mobbing

Recommendations for conducting the workshop:

- when preparing the training, do not forget to reflect the possibilities and limitations of the target group for which you will prepare the training
- when preparing the course, it is necessary to reflect the socio-cultural background of the region/state

Content of the teaching block

6.1. INTRODUCTION (30 minutes)

- what topics will be covered in this part of the course: definitions and manifestations of mobbing and bossing, psychological, legal and social perspectives, prevention of workplace bullying, personal boundaries
- talk to participants about why it is important to address this topic
- focus on participants' previous experiences with any form of coercion, whether at school or in the family environment

6.2. WHAT OPTIONS EXIST - EXPLANATION OF TERMS AND DIFFERENCES (30 minutes)

- definition of terms - characterization of forms of psychological pressure, differences between them and differentiation from ordinary conflicts
- manifestations of mobbing and bossing - how bullying among colleagues and by superiors manifests itself, how to react adequately to these manifestations, stages of bullying development
- impact of mobbing and bossing on mental health - psychological and social consequences for victims, post-traumatic stress disorder, burnout syndrome, impact on work performance
- options for dealing with workplace bullying - labour law and employee protection, how to proceed when filing a complaint, labour inspectorate, trade unions, NGOs
- prevention - healthy work environment, personal boundaries, communication with colleagues and supervisors

6.3. ACTIVITIES SUITABLE FOR PRACTICAL TRAINING (60 minutes)

Practical exercise:

- *Analysis of real situations from the work environment* - through the analysis of real cases, participants will acquire the skills to identify the manifestations of mobbing and bossing, explain the differences between ordinary conflicts and systematic bullying, focus on how bullying manifests itself, who are the actors and what are the possible impacts on employees
- *Developing a plan for dealing with conflict situations* - participants will propose appropriate solutions to bullying in the workplace, develop concrete steps that can lead to a solution
- *Behavioural training (Role-play)* - participants will practice reactions to mobbing or bossing in a safe environment
- *Communication skills training* - learn how to manage assertive defence and set personal boundaries, how to keep calm and maintain a professional attitude, address the topic of verbal and non-verbal communication (e.g. tone of voice)

6.4. INFORMATION RESOURCES (15 minutes)

- internal help within the organisation: trade unions
- external help: counselling centres, labour inspectorate

6.5. WHAT TO WATCH OUT FOR, POSSIBLE CATCHES (30 minutes)

Risks associated with mobbing and bossing and how to prevent them:

	Risk	Prevention
<i>Underestimating the first warning signs</i>	Bullying usually starts subtly; if the problem is not addressed early on, it can escalate	Pay attention to the first signs of bullying, don't minimize inappropriate behavior by colleagues or supervisors
<i>Ignoring the problem</i>	If no one responds to mobbing or bossing, the person being bullied gets the feeling that their behaviour is acceptable	If you notice problem behaviour, talk to someone you trust about it, try to find a suitable solution to the situation

<i>Nedostatečná podpora od kolegů a vedení</i>	If the victim has no one to turn to, they may lose motivation to address the situation even though they are suffering (mentally, physically)	Be aware of your rights, the organisation's code of ethics and who you can contact if you need to
<i>The victim's passive approach to defence</i>	If the victim does not fight back and allows the mistreatment, the manipulative or aggressive behaviour can escalate	Strengthen your assertiveness, set boundaries and learn how to respond appropriately to inappropriate behaviour

6.6. SUGGESTIONS AND ACTIVITIES FOR REVIEWING THE KNOWLEDGE LEARNED (30 minutes)

• Assertive communication training

- each participant remembers a situation when he/she felt uncomfortable because of the behaviour of others
- assertive reactions to manipulation or pressure from a colleague or supervisor will be practiced
- training on how to express disagreement correctly without escalating conflict, how to say "no" without feeling guilty
- practicing model situations, how to express your boundaries clearly, how to respond effectively to insults, ridicule or ignoring
- the trainer shows different ways of responding (passive, aggressive, assertive) and participants evaluate and discuss them
- using the "reframing" technique to change one's attitude towards the situation so that one does not feel like a victim

Practical exercise:

• VTI - Video Interaction Training

- the aim of the activity is to help participants become aware of their communication patterns, non-verbal expressions and the effectiveness of their speech
- using the recording, participants can then analyse their own reactions with the help of the trainer and get feedback from other participants to help them improve their communication skills and assertive behaviour

VTI procedure:

1. Preparation for STI - defining the goal, selecting situations, preparing the scenario, technical support (preparing the camera/mobile, tripod, space for filming)
2. Explaining the principles of VTI and dividing the participants into pairs or trios (the roles of victim, aggressor, or observer)
3. Participants choose a specific scenario
4. A simulation of a specific situation (e.g. an employee is systematically ignored by senior colleagues, false information is spread about the employee, gossip) takes place without a camera and then the participants act out the scene in front of the camera
5. Video playback - participants focus on defined aspects (verbal and non-verbal communication, clarity of message, emotional response)
6. Participants share their observations and suggest ways to improve

7. A second rehearsal will take place, taking into account suggested adjustments
8. During the comparison, participants can observe whether improvements have been made
9. Reflection and final discussion

6.7. SPACE FOR QUESTIONS AND ANSWERS (30 minutes)

- the lecturer will summarize the main points and provide space for questions
- the lecturer will open the discussion with sharing of experiences
- questions for reflection:
 - *What is my natural response to conflict (passivity, assertiveness, aggression)?*
 - *How would I like my colleagues and superiors to treat me?*
 - *How will I react if I witness bossing or mobbing?*
 - *What can I change in my communication to make it clearer and more assertive?*

6.8. ASSIGNMENT FOR NEXT TIME (15 minutes)

- *Model response:* think about a situation in your workplace environment where someone is acting inappropriately towards you or someone else and write a short scenario of how you might respond assertively and effectively
- *Analyse your own work environment:*
 - Observation of the work environment
 - Reflect on your own relationships within the work team
 - Observing the relationships of other colleagues in the workplace

7. Life outside work ("I have a job") 180 min.

Aim of the teaching block:

- provide an overview of housing options and basic concepts
- practise practical situations related to housing and housekeeping
- provide tips on useful resources and tools
- highlight risks and common mistakes

Recommendations for conducting the workshop:

- When preparing the training, do not forget to reflect the possibilities and limitations of the target group for which you will prepare the training.
- When preparing the course, it is necessary to reflect the socio-cultural background of the region/state.

Content of the teaching block

7.1. INTRODUCTION (15 minutes)

- Get the attention of participants.

- Emphasize the importance of housing, financial literacy and housekeeping - regional assumptions, rules and socio-cultural practices with respect to the state/region need to be reflected.
- Discussion on practical matters - e.g. opening a bank account, choosing a suitable banking house (consider whether to choose a bank with online access only or with physical accessibility - brick and mortar branch)
- When preparing the training, be sure to reflect the capabilities and limitations of the target group for whom you will be preparing the training.

Interactive element:

- Icebreaker „Experience to date“:

Participants write down their experiences with housing or finances on paper or an online platform (e.g. Mentimeter). The trainer then evaluates the information gathered, summarises the most frequent points, reflects with the group on the most recurrent situations.

Worksheet:

- **Discussion questions:**
 - Why is it important to have a lease agreement?
 - What could cause a person not to have a contract?
 - What are the main issues/problems that arise for clients in the housing sector?
 - What are the main themes/problems that emerge for clients in the area of finance?

7.2. WHAT HOUSING OPTIONS EXIST - AN OVERVIEW AND EXPLANATION OF THE TERMS AND DIFFERENCES (30 minutes)

Interactive elements:

- „Distinguishing terms“:

Participants will be given cards with names (e.g. rent, sublet, ownership, shelter housing) and their definitions. Their task is to match the names and definitions.

- „Practical simulation“:

Groups are given different situations (e.g. "Client wants to live in a sublet", "Client is looking for asylum housing") and have to propose a solution.

Worksheet:

Table with terms and their characteristics. The task is to match the correct terms to the characteristics (cut out the terms and characteristics individually, mix them up and let the participants match the terms to the characteristics. Discussion should then take place.

Term	Characteristics
<i>Rent</i>	The right to use the apartment under a contract with the landlord for a regular payment.
<i>Sublet</i>	The right to live in the apartment by agreement with the tenant, not the landlord.
<i>Ownership</i>	The property is your property and you are free to dispose of it.

7.3. ACTIVITIES SUITABLE FOR PRACTICAL TRAINING (45 minutes)

Interactive elements:

- **„Find errors in the contract“:**

Participants receive a model lease agreement that contains errors (e.g. missing notice period, high security deposit). The challenge is to identify the problematic parts.

Sample error in a contract:

- " Security deposit of 5 monthly rents."
- " The landlord has the right to enter the apartment at any time without notice."

- **„Budgeting“:**

Participants will be given cards with income and expenses (e.g. wages, benefits, rent, utilities, food). They have to make a budget to keep it balanced.

Option: The budget will change if there is an unexpected expense (e.g. repair of a refrigerator or other household appliance, etc.).

- **„Practical simulation“:**

Participants work in groups to solve model situations:

- The client has chosen a home through an advertisement but does not know how to proceed - step by step. What advice can you give him? What should he do first? What should be the next step? In a group, try to work out the order of the steps.
 - During the rehearsals, you can complicate the situation with some unforeseen situation - e.g. the advertiser asks you to send a sum of money in advance as a fee for viewing the apartment, the advertiser puts pressure on the prospective buyer - you have to act quickly because of the allegedly large number of prospective buyers, etc. Vary the situations and discuss with the group the possible solutions, but also the possible risks.
- The client is in debt, has received a writ of execution and does not know how to proceed. What steps should he take? What social and other support services should he/she contact?

7.4. INFORMATION SOURCES (20 minutes)

Interactive element:

- **„Map of resources“:**

Groups will be provided with a list of resources (e.g. websites, apps, advice services). Their task is to rank the resources in order of usefulness and explain their decision.

Examples of recommended resources:

- **Webs:**

- free legal advice, Citizens Advice Bureau and other social services and other support organizations focusing on the solution of given situations
- portals on housing (e.g. Ministry of Regional Development)

- **Financial literacy apps: Wallet, Spendee...**

7.5. WHAT TO WATCH OUT FOR, POSSIBLE CATCHES (20 minutes)

Interactive element:

- **„Find the risk“:**

Participants are given a description of the situation (e.g. an offer to rent an apartment without a contract) and are asked to identify where the risk is and how they would deal with the situation.

Example situation:

- "The landlord only wants a verbal agreement and insists on paying the rent in cash."
- "The contract contains fees that are not clearly defined."

7.6. SUGGESTIONS AND ACTIVITIES FOR REVIEWING THE KNOWLEDGE LEARNED (25 minutes)

Repeat key information in an interactive way.

Quiz questions:

- **What is the difference between renting and subletting?**
 - A) Rent always has a contract, subletting does not.
 - B) A lease agreement is made directly between the tenant and the landlord.
 - C) The lease is for a shorter term.

(Correct answer: B)
- **What is a security deposit?**
 - A) A monthly payment for utilities.
 - B) A security deposit in case of damage to the apartment.
 - C) A fee for entering into a contract.

(Correct answer: B)

Interactive element:

Work with clients on the topic of home budgeting. Make a list of income and expenses with them (e.g. see below), then discuss the balance of the budget. You can consider different options for the budget (both on the income side and the expenditure side), and you can also involve extraordinary income (e.g., a salary and how to handle it) as well as extraordinary expenditure. Talk to clients about the need for a financial reserve as a tool for unforeseen expenses.

Income:

- Wage: 18 000 Kč
- Housing benefits: 5 000 Kč

Expenses:

- Rent: 10 000 Kč
- Energy: 3 000 Kč
- Food: 4 500 Kč

- Transport: 1 000 Kč
- Leisure activities: 2 000 Kč
- Savings: 1 000 Kč

7.7. SPACE FOR QUESTIONS AND ANSWERS (15 minutes)

- Give participants the opportunity to ask specific questions or situations.

7.8. ASSIGNMENT FOR NEXT TIME (10 minutes)

To enable the application of knowledge in practice.

Task:

- **Search for two rental housing offers and prepare an analysis:**
 - o What are the advantages and disadvantages?*
 - o Does the contract contain all the essentials?*
- **Create a summary of your own real expenses over the past period**