

Social and professional integration

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| The target group of the module: | |
| Young migrants and refugees aged 16-18 | |
| The topic of your module: | Required time |
| Build my personal and professional life in a new country | 10-12h (5-6h for each step) |
| Introduction: | |
| <p>Most people have difficulty adjusting to their new country and culture. Soon they have to build their future in their new country. This module helps them to find a first orientation and to take the first steps for their personal and professional development.</p> | |
| Scenario: | |
| <p>Students will project themselves into their future life in the new country in two steps.</p> | |
| Step 1: | |
| <p>In everyday life, they are now finding their way around well, but increasingly the question arises as to what they want to do after school. Many life decisions need to be made in advance and slowly it is time to think about the personal and professional direction in which they want to continue. So this module will help them to think about their future life and build their identity.</p> | |
| Step 2: | |
| <p>Then, they must not only build professional skills but also get cultural knowledge and attitudes to behave appropriately in the world of work that they will discover during the periods of professional training. The second part of the module focuses more specifically on discovering the professional world with its rules and implicit codes with an intercultural approach.</p> | |



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Learning Outcomes:

- a mind map as a "vision of the future" of themselves. This includes both professional and private aspects (job, family housing, leisure...)
- oral presentation of their "vision of the future" in an informal way
- three possible career aspirations
- a continuous text about their idea of the future
- an understanding of cultural specifics

Main competencies to be achieved: The students are able to develop ...

A) Self competence by ...

- setting life goals for themselves independently.
- reflecting on one's own strengths and weaknesses.
- understanding cultural differences and similarities in a professional context and responding to social and cultural diversity without judgment.
- improving skills for integration into society.

B) Educational and professional competence by ...

- formulating and justifying one's own career aspirations.
- knowing basic information about certain professions and appropriate behavior in a professional situation (dress, social distance, rules of politeness, ...).
- talking about one's own culture and other cultures in educational and professional situations.



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C) Social competence by ...

- knowing different cultural codes concerning the meaning of body language, gestures, proximity and distance, behaviour, (non-)verbal communication, taboos, etc. in a professional context
- behaving appropriately in a professional context due to intercultural knowledge
- achieving their professional goals without being hindered by socio-cultural differences/conflicts.
- expressing themselves to other people with their personal ideas.
- assessing other people's strengths and weaknesses

D) Methodological competence/ language skills by ...

- visualizing contents analogously (or digitally with Apps, e.g. Miro: <https://miro.com/de/> , > digital competence)
- preparing and delivering a short presentation, oral and written.
- using adequate vocabulary, correct syntactic structures and understandable pronunciation.
- planing realistically and taking time requirements into account when making tasks
- working independently as well as getting assistance (e. g. word grid, sample solution).



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Defining concrete contents:

This module is composed of two parts:

Part 1: "Who do I want to be?" - Formulate the goal for the further (professional) life path

Students create a mind map to represent their future life and write a text to describe it. All the productions are on show in a digital or physical space.

Part 2: "How to understand the professional world and build my personal project?" – Analyse professional situations in the host country with an intercultural approach

Students analyse and compare different educational and professional situations between their country and the host country. Using visual materials, they describe professional dress, the work environment, possible skills (etc.) and compare them with their own experiences and knowledge.

Theoretical reference concepts:

Short bibliographie on theoretical input to the module and its purpose:

Hall E. T. (1966) *The hidden Dimension*.

Council of Europe-Intercultural approach:

<https://www.coe.int/en/web/platform-plurilingual-intercultural-language-education/intercultural-aspects>

“Developing Intercultural Competence through Education”:

<https://www.coe.int/en/web/interculturalcities/-/developing-intercultural-competence-through-education>



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Methods:

- The CEFR's task-based approach used in language teaching.
- Using intercultural exchanges and encounters as learning devices (from the known to the unknown). Making comparisons between countries and personal experiences.
- Participatory and learner-centered approach (roleplaying game, mind map, interview, visionboard, digital tools,...)
- Individual and self-responsible learning through self-correction with sample solutions, word lists, phrases, word grids etc.

Teaching materials and pedagogical tools (to be developed IO3):

- authentic documents: videos, photographs, audio recordings, ...
- non-formal teaching materials and theatrical techniques (roleplay, self-reflection activities ...) will be applied in teaching the module.
- Body activities (with facial expressions, gestures, hands, eyes, ...)
- Pedagogical exercises and activities designed from videos, pictures, sounds
- PowerPoint presentation
- Digital tools: e.g. *Miro, TaskCards and/or Wordpress*



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Organizational Information:

Structural Features

- It takes place in the structures of the formal education system (classroom for migrant pupils).
- Depending on the needs of the participant and illustrates their interests a bottom-up approach.
- It relies on contacts with schoolteachers and employers to better understand their expectations and needs.
- A basic technical equipment (PC and/or tablet) is a prerequisite for the digital processing of certain tasks. To do this, students must already have digital application skills.

Responsibilities

- The teacher of the migrant classroom is responsible for leading the module and all activities.
- He/she will provide all learning tools for the participants.
- There will be an evaluation session after the activity to assess how participants understood the module.



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