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ISTITUTO DEI SORDI  
DI TORINO



Innosign

DeafStudio 

**TURKOOIS**



103

MODULE 4

**GOOD**

**PREPARATION IS**

**HALF THE WORK**

Developed by:

**ISTITUTO DEI SORDI  
DI TORINO**

Career Paths  
Inclusive **2**



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# Curriculum

## Module 4: Good preparation is half the work.

### Topic 1: Preparation for job interview

**Duration:** 180 minutes

#### Learning Outcomes (EQF 2):

- ✓ **Knowledge:** Trainees/students will be able to know the strategies to apply during the first job interview.
- ✓ **Skills:** Trainees/students can use different strategies to find information about a company.
- ✓ **Competence (responsibility and autonomy)** Trainees/students will be able to find relevant information in a job AD and be prepared for the interview.

#### Teaching Methods/Techniques:

- (1) Individual work
- (3) Group work
- (4) Class
- (5) Game
- (6) Debriefing
- (7) Deduction

## Topic 2: F.A.Q.

**Duration:** 180 minutes

### Learning Outcomes (EQF 2):

- ✓ **Knowledge:** Trainees/students will be able to know the most common F.A.Q. of job interviews.
- ✓ **Skills:** Trainees/students will know the proper methods for replying to F.A.Q.'s during a job interview.
- ✓ **Competence (responsibility and autonomy)** Trainees/students will be to respond pertinently to the recruiter's questions and present their expectations as a worker.

### Teaching Methods/Techniques:

- (1) Individual work
- (3) Group work
- (4) Class
- (5) Debriefing
- (6) Conversation café
- (7) Brainstorming
- (8) Guided self-reflection

### Topic 3: Self-presentation

**Duration:** 180 minutes

#### Learning Outcomes (EQF 2):

- ✓ **Knowledge:** Trainees/students will be able to know how to present themselves in a job interview.
- ✓ **Skills:** Trainees/students will know what information to include in a self-presentation and how to present it to the recruiter.
- ✓ **Competence (responsibility and autonomy):** Trainees/students will be able to introduce themselves in a complete and concise way and maintain the proper manner during the interview.






#### Teaching Methods/Techniques:

- (1) Individual work
- (3) Pair work
- (4) Class
- (5) Class discussion
- (6) Debriefing
- (7) Self-reflection

## Training






### Module 4: Good Preparation is Half the Work

#### Topic 1: Preparation for job interview

 <b>Time</b>	 <b>Activity</b>	 <b>Method</b>	 <b>Media and materials</b>	 <b>Comments</b>
30 min	<b>Two Truths and a Lie:</b> The goal of the activity is to create a nice environment and help participants improve their natural abilities, getting them ready for the rest of the unit.	<b>Class:</b> Each person shares two true things about themselves and one untrue thing. Then, the others in the group try to guess which statement is false.		To make the exercise more competitive, we can add a points system.
15 min	<b>Unit Presentation:</b> Students gather information on how to search for details in a job advertisement.	<b>Class:</b> Follow the trainer's presentation.	Power Point "PPT_EN_for_deaf_youth_M4"	
30 min	<b>The imaginary suitcase:</b> The aim of the exercise is to practice understanding practical, everyday content and to identify the important information within it.	<b>Group work:</b> Participants will prepare for a vacation. They will read the travel agency's flyers	Projector or printed templates, stationery tools, papers.	The flyers contain many clues that can help prepare the best suitcase for the trip.

		to understand the information and prepare for the trip.	Pdf "M4_Unit1_The_imaginary_suitcase"	
10 min	<b>Watch the video</b>	<b>Class:</b> Watch the video in class or on your phone.	Projector Video "Preparation for a Job Interview"	
15 min	<b>Q+A:</b> what did the learners understand? What was new?	<b>Class discussion:</b> Discuss what you have learned together with your classmates and the trainer.	Power Point "PPT_EN_for_deaf_youth_M4"	
1 hour	<b>Read a job AD:</b> Participants read job ADs and figure out what information they contain and what information is missing. They need to understand what the job offered is, what the duties are, and how the company is organized.	<b>Individual work:</b> Read a job AD and identify (using the worksheet) which information it contains. Think about what to ask the recruiter from the company during your first interview.	Projector or printed templates, pre prepared word.doc unformatted or papers. Pdf "M4_Unit1_Read_a_job_AD"	During the exercise, it's better to choose job offers that are close to your field of expertise or your current position.
20 min	<b>Class discussion of the results:</b>	<b>Class discussion</b>		






## Topic 2: F.A.Q.

 <b>Time</b>	 <b>Activity</b>	 <b>Method</b>	 <b>Media and materials</b>	 <b>Comments</b>
30 min	<b>Candy game:</b> The objective is to introduce the participants to each other and help them understand their goals and what they have in common.	<b>Class:</b> Participants choose candies. Each type of candy is associated with a question about the person's lifestyle, their work and personal goals. Participants answer the questions associated with the candies they have chosen.	Candies in different colors	Offer up to 6 different candies. The candies can be replaced with another food item or, if anyone has allergies, with marbles.
15 min	<b>Unit Presentation:</b> Students collect knowledge on what are the most common faqs in job interviews.	<b>Class:</b> Follow the trainer's presentation.	Power Point <i>"PPT_EN_for_deaf_youth_M4"</i>	
50 min	<b>Conversation café:</b> The exercise aims to help people understand different perspectives. By talking to others from diverse backgrounds, learners realize how	<b>Group work:</b> Participants divide into groups, with each participant assigned a role. During the exercise, they must	Paper and stationery tools or pre prepared word.doc unformatted Pdf <i>"M4_Unit2_Conversation_cafè"</i>	During conversation cafes one must "play their role" but remember to keep calm.



	various factors influence attitudes and viewpoints.	immerse themselves in that role, trying to imagine what their character's opinions might be. The trainer will help the participants discuss differences and find common ground.		
10 min	<b>Watch the video</b>	<b>Class:</b> Watch the video in class or on your phone.	Projector Video "F.A.Q."	
15 min	<b>Q+A:</b> what did the learners understand? What was new?	<b>Class discussion:</b> Discuss what you have learned together with your classmates and the trainer.	Power Point "PPT_EN_for_deaf_youth_M4"	
1 hour	<b>The archery model:</b> The purpose of the exercise is to encourage individuals to assess what they can expect from a new job and, importantly, what they are willing to contribute to it.	<b>Individual work:</b> Participants relax and reflect on their needs, goals, and desires using a series of self-reflection questions. When a participant identifies a goal, they must assess their level of motivation to achieve it and set themselves short-term goals to help them get closer to the main goal.	Video recording tools, printed mind map or projector. Pdf "M4_Unit2_The_Archery_model"	Guided reflection can be done either explaining all the steps to participants before starting or providing everyone with mind maps.

## Topic 3: Self-presentation

 <b>Time</b>	 <b>Activity</b>	 <b>Method</b>	 <b>Media and materials</b>	 <b>Comments</b>
30 min	<b>Wacky questions:</b> The purpose of the exercise is to encourage reflection on themselves and others, and the ability to catch people's hidden qualities.	<b>Class:</b> Participants respond spontaneously to these questions. <ul style="list-style-type: none"> <li>• "If you were an animal, what would you be?"</li> <li>• "If you had a superpower, what would it be?"</li> <li>• "If you were a place, what would you be?"</li> <li>• "If you were a food, what would you be?"</li> </ul> The possible meanings of these responses are discussed with the class.	Printed templates, stationery tools Pdf <i>"M4_Unit3_Wacky_questions"</i>	Participants can respond in the way that makes them most comfortable, whether that's by signing, writing, or drawing.
15 min	<b>Unit Presentation:</b> Students collect knowledge on how to present themselves during an interview.	<b>Class:</b> Follow the trainer's presentation.	Power Point <i>"PPT_EN_for_deaf_youth_M4"</i>	

30 min	<b>Obstacle speech:</b> Participants will learn to see the moment of self-presentation not as reciting a script, but as having a conversation with another person.	<b>Pair work:</b> Participants talk about themselves and one of their hobbies with a partner. During the speech, the partner will interrupt the speaker by rolling dice, with each dice score corresponding to a different type of "distraction." The participant must be able to resume the interrupted speech and conclude it.	Projector or printed templates, dice. Pdf <i>"M4_Unit3_Obstacle_speech"</i>	During the exercise, pay attention to the other person's emotions and not to overdo the interruptions.
10 min	<b>Watch the video</b>	<b>Class:</b> Watch the video in class or on your phone.	Video <i>"Self Presentation"</i>	
15 min	<b>Q+A:</b> what did the learners understand? What was new?	<b>Class discussion:</b> Discuss what you have learned together with your classmates and the trainer.		
20 min	<b>Questions list/mind map</b>	<b>Class discussion:</b> Learners create a list of questions or a mind map as a guide for self-presentation.	Paper or mindmap software	
1 hour	<b>My self-presentation video:</b> The purpose of this exercise is to improve learners' presentation skills	<b>Individual work:</b> Participants film their self-presentation. They	Video recording tools, mind map or question list	The trainer should help learners not to get discouraged and not

	<p>and their ability to self-adjust their body language.</p>	<p>can make multiple attempts to achieve body language that makes them feel comfortable and is suitable for a job interview.</p>		<p>interrupt the recording at their first mistake.</p>
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## Assessment questions





### Module 4: GOOD PREPARATION IS HALF THE WORK

#### Topic 1: Preparation for job interview





1. Where can I find information about a company?
  - a. Inside the job announcement
  - b. By submitting an email with requests
  - c. On the company's website
  - d. None of the previous answers
  
2. Which of these questions are appropriate for a first job interview?
  - a. What will my salary range be?
  - b. How is the work organized in the company?
  - c. How will I be trained?
  - d. What will my work schedule be?
  
3. How do I talk about my deafness at the interview?
  - a. I am legally obliged to give a preliminary notice that I am a deaf person.
  - b. I must not say that I am a deaf person.
  - c. I can mention my deafness however I like, as long as I feel confident.
  - d. I can tell the recruiter what the economic advantages of hiring a deaf person are.

Please rate how you feel about the following statement:

I know what questions to ask at a first job interview and feel confident in talking to a recruiter.

			
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I learned what clothes to choose for a first job interview.

			
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## Assessment questions

### Module 4: GOOD PREPARATION IS HALF THE WORK



#### Topic 2: FAQ

1. During the interview, the recruiter asks you why you chose to apply to their company. Which answers are appropriate?
  - a. Because their company is a small business and I like to be in touch with all my colleagues.
  - b. Because I like their company's environmental policy.
  - c. Because I need money.
  - d. Because it is the only company that offered me an interview.
  
2. During the interview, the recruiter asks you why you are the right person to work with them. Which answers are appropriate?
  - a. Because I need a job and I am ready to do anything.
  - b. Because I already know how to work and I want to quickly become the head of the company.
  - c. Because I have done similar work before and am able to do those tasks.
  - d. Because even if I have no experience, I am curious and willing to learn.
  
3. During the interview, the recruiter asks you about your deafness. What is better to say?
  - a. Although I am deaf, I don't have any difficulties at work.
  - b. My deafness helps me to better perceive some graphic and visual aspects.
  - c. I have a disability and I expect the company to do as I want.
  - d. I have special needs and I am willing to talk with the company to find solutions that work for both of us.




Please rate how you feel about the following statement:

I know what questions the recruiter might ask me in a job interview and I feel able to answer them.

			
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I have figured out what my strengths and needs are and how to communicate them to the recruiter.

			
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## Assessment questions

**Module 4:** GOOD PREPARATION IS HALF THE WORK

**Topic 3:** Self-presentation

1. What information about my previous works should I include in the self-presentation?
  - a. I need to name all the jobs I have done.
  - b. I need to mention only the most relevant jobs.
  - c. I should list the most important jobs in chronological order.
  - d. I must say how much I was paid at my old job.
  
2. What body language should I use during a job interview?
  - a. Open and friendly.
  - b. Expansive; I need to touch the recruiter.
  - c. Respectful of other people's personal space.
  - d. With crossed legs and arms.
  
3. What should I say about my previous jobs?
  - a. I don't have to be too detailed.
  - b. I can talk about my duties.
  - c. I can complain about my former boss.
  - d. I must tell company information.

Please rate how you feel about the following statement:

I know what information to include in a self-presentation and I feel ready for the interview.



			
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I watched myself in the video exercise, I like my body language, and I am ready for a job interview.

			
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# Worksheets Module 4

## Two Truths and a Lie

### Practice Sheet for the Learner

Duration: 30 min

Topic: Preparation for a Job Interview

Prior Knowledge: -

### Introduction

Get to know your classmates with this exercise, relax, communicate, and have fun.

### Exercise:

1. Think of something funny about yourself.
2. Think of two other equally funny things that don't relate to yourself.
3. Tell the class the three sentences without revealing which one is a truth and which ones are lies.
4. The game is to guess which of the sentences is the truth.
  
5. If someone is struggling and doesn't know what to say, help them by asking,  
  
*"What is the most absurd thing that has ever happened to you?"*
6. To make the exercise more competitive, we can add a points system. Each participant earns 1 point for correctly guessing which statement is the lie. If a participant's lie fools the majority of the group, they earn 2 points.



## The imaginary suitcase

### Practice Sheet for the Learner

**Duration:** 30 min

**Topic:** Preparation for a Job Interview

**Prior Knowledge:** -

### Introduction

In this exercise, we will look at travel agency flyers to choose our next vacation.

What will be packed in our suitcases? Winter clothes or summer clothes?  
Skis or diving masks?

### Exercise:

1. Look at these flyers [link]. They are travel proposals organized by a travel agency.
2. Decide where you would prefer to go, and join small groups (3-5 people) with your classmates based on the chosen destination.
3. You have 20 minutes to prepare your 'imaginary suitcase' with all the clothes and useful items for the vacation. You can write a list of what you want to bring or draw it, use your creativity!
4. Present your suitcase to the class. How did you decide what to bring? Discuss together what useful clues were present in the brochure and how you found them.

## Resources

- Johns A., Moyer T., Gasque L., "*Planning and Facilitating Debriefs of Experiential Learning Activities in Skills-Based Health Education*", *Journal of Health Education Teaching*, 2017; 8(1). 61-76, <https://files.eric.ed.gov/fulltext/EJ1163872.pdf>
- O'Neill G., McMahon T., "*Student-centered Learning: What does it mean for students and lectures?*", University College Dublin, 2003.

[https://www.ucd.ie/teaching/t4media/student\\_centered\\_learning.pdf](https://www.ucd.ie/teaching/t4media/student_centered_learning.pdf)



## Read a job ad

### Practice Sheet for the Learner

**Duration:** 1 hour

**Topic:** Preparation for a Job Interview

**Prior Knowledge:** Video "*Preparation for job interview*"

### Introduction

You have applied for a job and now you have to attend the first interview. What can you find out about the company and the position based on the job AD?

### Exercise:

1. Look at these job ADs [Link] and choose the two that interest you the most.
2. Read the job ADs and find all the useful information they contain. Look for information about the job position and the company.
3. Look at the worksheet (next page). Which of these information are contained in the job AD? What information is missing? Fill out the blanks with the information you found.
4. Compile a list of questions to ask the recruiter during the first interview. What can you ask to demonstrate that you have carefully read their AD?

## Worksheet

What is the name of the company?

In which field does the company operate?

What type of company is it? Small, family-owned, large, international?

What type of employee are they looking for?

What requirements (skills/qualifications) must the candidate have?

What will be the tasks of the person they are looking for?

What does the company offer?

## Candy game

### Practice Sheet for the Learner

**Duration:** 30 min

**Topic:** F.A.Q.

**Prior Knowledge:** -

### Introduction

Choose some candies and answer the trainer's questions. In this exercise, you'll reflect on your life and career goals and learn what you have in common with your classmates.

### Exercise:

List the exercise phases:

1. Choose 1-5 candies from the ones the trainer is offering you. Choose all different candies and don't eat them right away!
2. After everyone has chosen their candies, the trainer will ask you questions associated with their colors.

An example of color/question combos:

- Red - Are you an extroverted person who likes to be with others or an introverted person who is fine on your own?
- Yellow - Are you a morning person or do you give your best a few hours after waking up?
- Green - Do you like to lead people, or do you prefer to work in groups?
- Blue - Is making a career your main goal or do you prefer to focus on life outside of work?





- Brown - Do you have a work goal or are you curious about having many different experiences?
  - White - Do you want to have experiences in different cities and countries, or do you want to have a routine?
3. Each person takes turns introducing himself or herself, beginning with their name and then saying one fact for each candy type that they have.

### Resources

- Salvador K., "*Candy Introduction*", Boston University, 2015.

<https://www.bu.edu/cas/files/2015/06/Candy-Introductions.pdf>



## Conversation café

### Practice Sheet for the Learner

**Duration:** 50 min

**Topic:** F.A.Q.

**Prior Knowledge:** -

### Introduction

Play this role-playing game and try to put yourself in someone else's shoes. You could be an entrepreneur or a recent graduate. How does this person think? What is their opinion about the job market?

### Exercise:

1. Form small groups (4-6 people) with your classmates. Each person will be assigned a "role". Each role is accompanied by a brief description of his or her job position, background, needs and hopes for the future [Link].
2. Read the presentation of your character and try to identify with him/her.
3. During the exercise, "play the role" of your character.
4. The trainer will ask everyone some questions.

Ex.

- "From a job point of view, what do you expect from the future?"
- "In what kind of working environment would you like to work in the future?"
- "How do you feel about innovations in your field of work?"
- "What do you expect from your employees/manager?"
- "What do you think are the most important labor rights?"



Participants must respond as their characters would.

5. Learners are encouraged to think about both the similarities they can find and the differences of opinion.
6. After the exercise, we will discuss together what we have learned and how the needs of many different people can coexist in the job market.

## Resources

- Robin V., "Conversationcafé manual", 2001.

<https://conversationcafe.org/wp-content/docsPDF/docHostCompleteManual.pdf>

- <https://www.facinghistory.org/resource-library/cafe-conversations>



## The Archery Models

### Practice Sheet for the Learner

**Duration:** 1 hour

**Topic:** F.A.Q.

**Prior Knowledge:** - Video "F.A.Q."

### Introduction

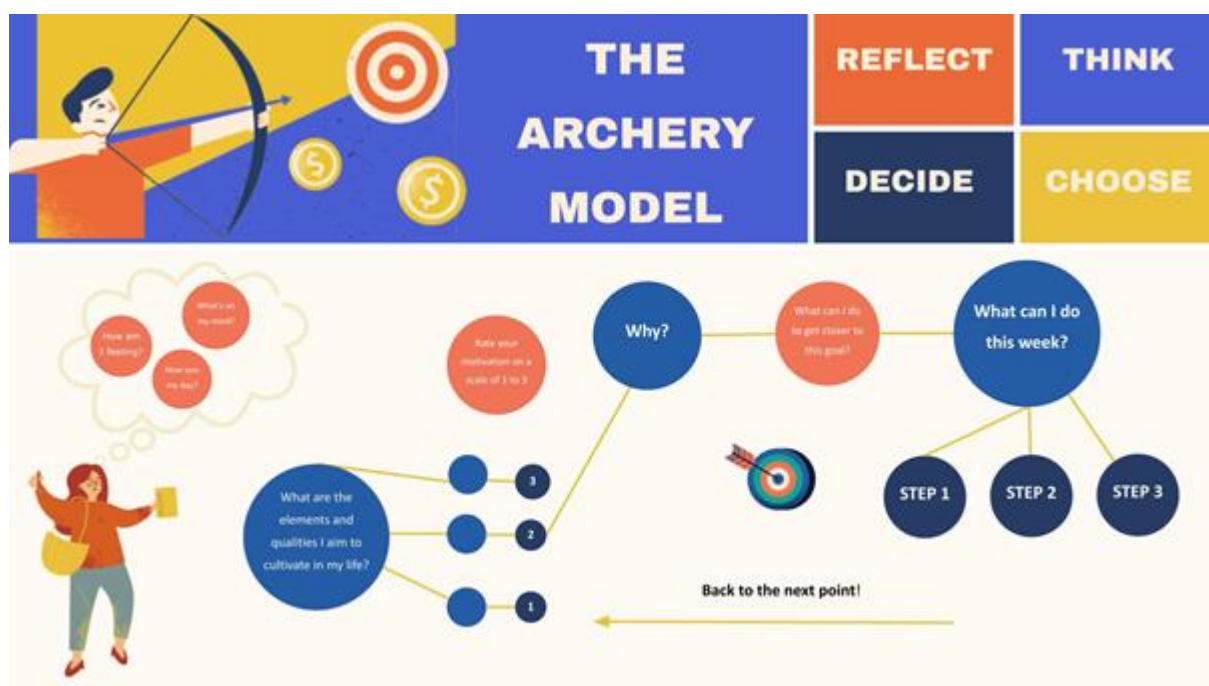
Find a quiet place and dedicate yourself to this guided reflection exercise. Identify your desires and preferences, and learn to align them with your personal needs.

### Exercise:

1. The Archery model is an individual exercise, you need to stand in a quiet space. Be prepared to take notes. You can either write them down or video-record them.
2. The first step is to relax. Read the questions and reflect on what you would answer:
  - "How am I feeling?"
  - "How was my day?"
  - "What's on my mind?"
3. Next, reflect on your life goals.
  - "What elements and qualities do you want to develop in your life?"

For example: Flexibility? Financial Stability? Social Impact? Quality time with your family?

4. Rate your level of motivation. Reflect on the goals you identified earlier and rate your motivation on a scale of 1 to 3.  
1: Low      2: Medium      3: High  
If your motivation is low, ask yourself "Why" you want to achieve that goal.
5. Decide how to act. Find a motivating goal and think of 3 easy steps to take this week to get closer to it (not to achieve it). The actions should be simple, such as:  
Have a conversation with someone who has achieved a similar goal.



## Resources

- <https://toolbox.hyperisland.com/design-your-life-the-archery-model>



## Wacky Questions

### Practice Sheet for the Learner

**Duration:** 30 min

**Topic:** Self-presentation

**Prior Knowledge:** -

### Introduction

Answer a series of silly questions, have fun, and discover different sides of yourself and your classmates.

### Exercise:

1. The trainer will present the working group a series of silly questions. Respond spontaneously, without overthinking.

The suggested questions are:

- "If you were an animal, what would you be?"
- "If you had a superpower, what would it be?"
- "If you were a place, what would you be?"
- "If you were a food, what would you be?"

Motivate your answers. Discuss with the group the main characteristics of the food/animals/etc. you chose as your response.

Example:

One participant answered the question "If you were a food, what would you be?" with "A chocolate cake."



The trainer could encourage discussion by asking the class: on what occasion would you eat a chocolate cake? During a party? Is chocolate cake a special occasion food? Do you feel like one?

Or: Is chocolate cake a food that everyone likes? Do you feel like an extrovert? Are you a person who likes to be pleasant to others?

2. At the end of the exercise, everyone should share one new thing they have learned about one of their classmates.

The worksheet is titled "WHAT WOULD YOU BE?" and is set against a light brown background. It features four questions arranged in a 2x2 grid, each followed by a large dashed-line box for an answer. The questions are: "WHAT ANIMAL WOULD YOU BE?", "WHICH SUPERPOWER WOULD YOU HAVE?", "WHAT PLACE WOULD YOU BE?", and "WHAT KIND OF FOOD WOULD YOU BE?". There are two cartoon illustrations: one of a person in a white shirt and black pants performing a handstand on the left, and another of a person in a white hoodie and black pants sitting on the floor with a large black pen on the right.

## Obstacle speech

### Practice Sheet for the Learner

**Duration:** 30 min

**Topic:** Self-presentation

**Prior Knowledge:** -

### Introduction

Practise talking about yourself in front of another person. You won't be able to prepare a complete speech, but you should be ready to respond and react to your interlocutor's interruptions.

### Exercise:

1. Pair up with a classmate.
2. Think about how to introduce yourself and talk about one of your hobbies. The speech should have a beginning, an end, and a logical structure. You can use visual aids [Link].
3. While one person in the pair talks about their hobby, the other may interrupt them by rolling dice. The dice score corresponds to a question or situation that might arise during a formal conversation.

Distractions can be either "negative," such as the distraction of the interlocutor, or "positive," such as sharing a common interest.

Some examples:

- 1) "Nice! My partner was also born in [city name]."
- 2) " Pardon? Can you repeat?"
- 3) "Sorry I have to reply to this message," [mimic]



4) "Interesting, tell me more about [detail]"

5) "Have you ever tried [activity similar to the described hobby]?"

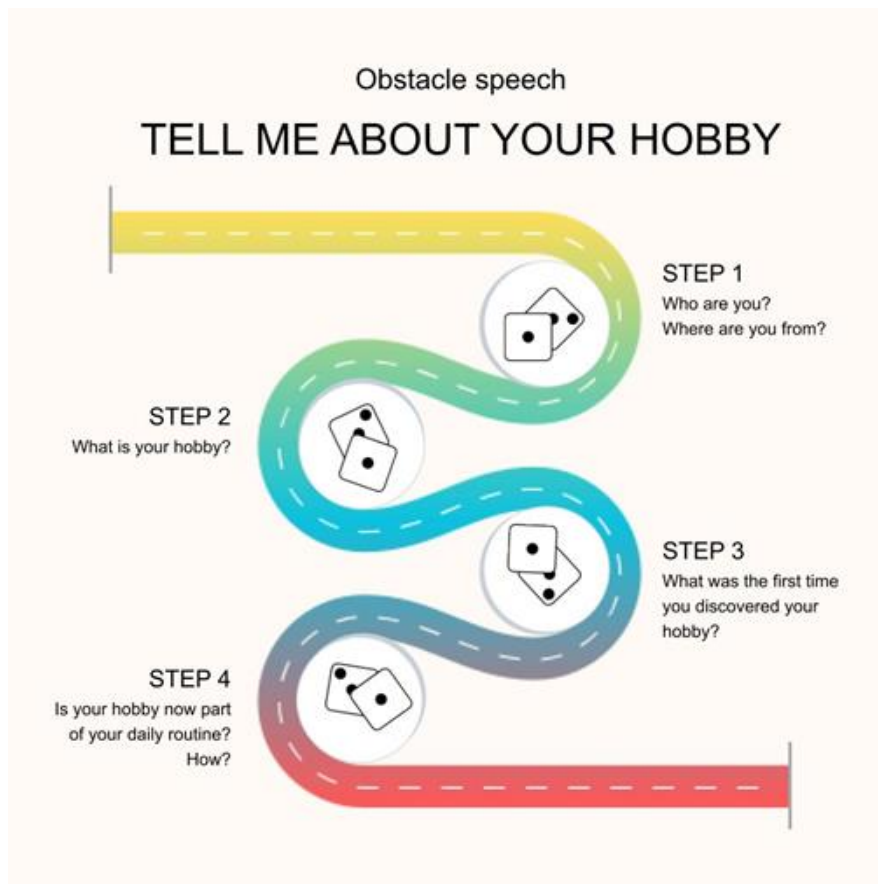
4. In each pair one of the learners will begin his speech, the other person will follow him with attention, interrupting him a maximum of 4 times by rolling the dice.

At this stage of the exercise, the trainer should act as a moderator, making sure that all participants have a positive experience.

The participant who is speaking/signing should be able to resume the speech after being interrupted.

5. When one participant finishes their speech, the pair members switch roles between speaker and distractor and repeat the exercise.
6. After finishing the exercise, discuss in class the difficulties you encountered in interrupting a speech and then resuming it. Discuss

together what strategies helped you maintain attention and narrative flow.



## My Self-Presentation Video

### Practice Sheet for the Learner

**Duration:** 1 hour

**Topic:** Self-Presentation

**Prior Knowledge:** Video "Self-Presentation"

### Introduction

After creating a list of questions or a mind map with your classmates, record a self-presentation video suitable for a first job interview.

### Exercise:

1. You need a device to film yourself and a quiet place to stand.
2. Record a self-presentation using the questions or mind map created in class as a guide.
3. After recording, review the video and observe your body language.

You can record yourself multiple times, changing your position and attitude to achieve suitable body language for a job interview.

4. After the exercise, you can choose whether to show the video to the group and discuss it together.