



Project Name: Boosting Individual Competences (BIC)

Project Number: 2016-1-DE02-KA204-003276

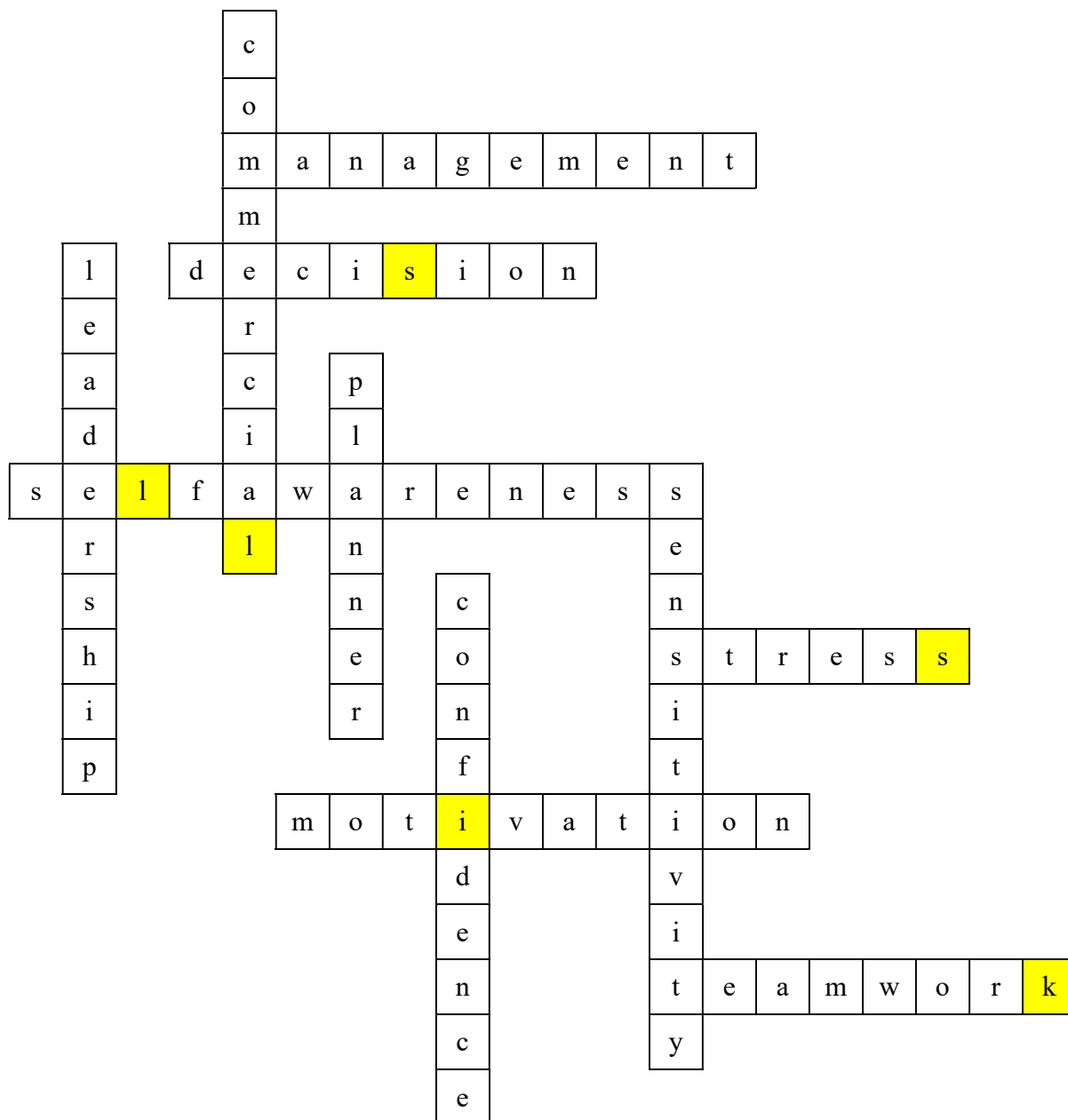
| Name of Activity | Carpenter Professional Skills |
|----------------------|--|
| Language(s) | All languages |
| Suggested Level | B1 onwards |
| Suggested Objectives | <ul style="list-style-type: none"> - Learn the vocabulary - Improve reading comprehension - Improve communication skills - Increase self-confidence when applying for a job - Be aware of the importance of soft skills |
| Procedure | <p>1. . Write Professional Skills on the board. Divide the students into groups (according to the numbers of students in your class).</p> <p>In order to activate and motivate the students for the activity, distribute a set of cards per group about handicraft (see Wolfgang's drawings). Provide them with a basic tool's list. Tell the students to choose and sort out any card related to carpenter's work. Students will now talk about the action for carpenter shown in the cards (looking up into the dictionary for translation if needed). Give them 10 minutes all together and let them compare with the other groups. Once they are sure about the translations one at a time will pin the card on the board. The teacher now confirms or corrects the names of each action of the drawing's card. We could call this "<i>student's first problem solving</i>" activity (<i>soft skills</i>).</p> <p>2. Teacher shows an overhead presentation about Carpenter's Skills (Graphic). Looking at the first section of it, the teacher leads the students asking questions i.e. "what do you understand about "<i>spacial sense, skilled craftsmanship</i>", etc. Discussion in Plenum. The teacher keeps the second section covered. Each student takes a blank card, choose one of the points about carpenter's skills and write some notes about its meaning. Students passed on the notes to the next colleague who will also add some notes on it. (<i>Working together though individually improves students understanding</i>).</p> <p>3. Teacher shows an overhead picture of a carpentry workshop. Students make assumptions about the period of the picture, which role the people play during the work, etc. In pairs, students try to discover the tools seen on it and check the tool's list.</p> <p>4. The role of a carpenter - Reading comprehension The teacher asks questions about what are the first considerations a young person should make before enrolling in a vocational training school. The text: "The role of a carpenter" (Handout) is given to the students. They read it to make sure their assumptions are correct and then complete the</p> |



| Name of Activity | Carpenter Professional Skills |
|------------------|--|
| | <p>given task.</p> <p>5. Again the teacher shows the second part of an overhead Graphic about Soft Skills. Teacher leads the students asking question i.e. "Can you explain what you understand by soft skills?" "Would you say it is very important for any job?" Teacher hand out the Graphic and a crossword activity to the students. This will help the students to understand the vocabulary about soft skills.</p> <p>6. Put the students into pairs to complete the crossword. Help them to solve the task.</p> <p>7. Write on the board: - "Which soft skills would an employer spot at a candidate "<i>Personal Interests</i>" or "<i>Hobbies</i>" section of a CV?" Give some cards to the students and put them into pairs. Give them about 10 minutes for this task. Global discussion.</p> <p>Alternative: Are you a team player? "If you are to join an already successful team, what would be your plan to become one of the team as quickly as possible?" Short answers.</p> <p>8. Brainstorming Ask students to reflect which or how many soft skills might be useful in their everyday life. Why? Write students suggestions on the board. <i>This makes them aware that transferring soft skills to areas other than work life contributes for a valuable win in private life.</i></p> |

Carpenter - Soft skills – Crossword Key

Teachers' sheet



Key word: s k i l l s



Learner's sheet

1. Group work: Sort out any card related to carpenter's work. Take some blank cards and match them with the tool's list. Look up in the dictionary or ask for translations. Compare with the other groups. You have 10 minutes. A voluntary from each group take the cards to the board.

Global discussion.

2. Based on the graphic shown on the overhead, take some blank cards and according to the teacher's questions, choose one of the skills and write what you understand about it. Give your card to a colleague that chose the same skills as you did. He or she might add comments on it. Teacher collects the cards. Global discussion.

3. Look up at the drawing of a carpenter's workshop on the overhead.

"When do you think was it made; it is a modern workshop? Which role do you think the people play during the work?" Global assumptions.

In pairs, try to discover which tools there are in the carpenter's workshop.

4. Reading comprehension.

Listen to the text – "what is it about?" Answer the teacher's questions. Get a copy of the text, try it and check if your assumptions are correct.

5. Look at the 2nd. Part of a graphic about soft skills. Answer the teacher's questions: "Can you explain what you understand by soft skills?" "Would you say it is very important for any job?"

6. You get a copy of the graphic and soft skills based crossword. Complete the task.

7. "Which soft skills would an employer spot at a candidate *"Personal Interests"* or *"Hobbies"* section of a CV?"

Complete the task in *Partner work*.

Pin the cards on the board. Global discussion.

8. Brainstorming

Handouts:

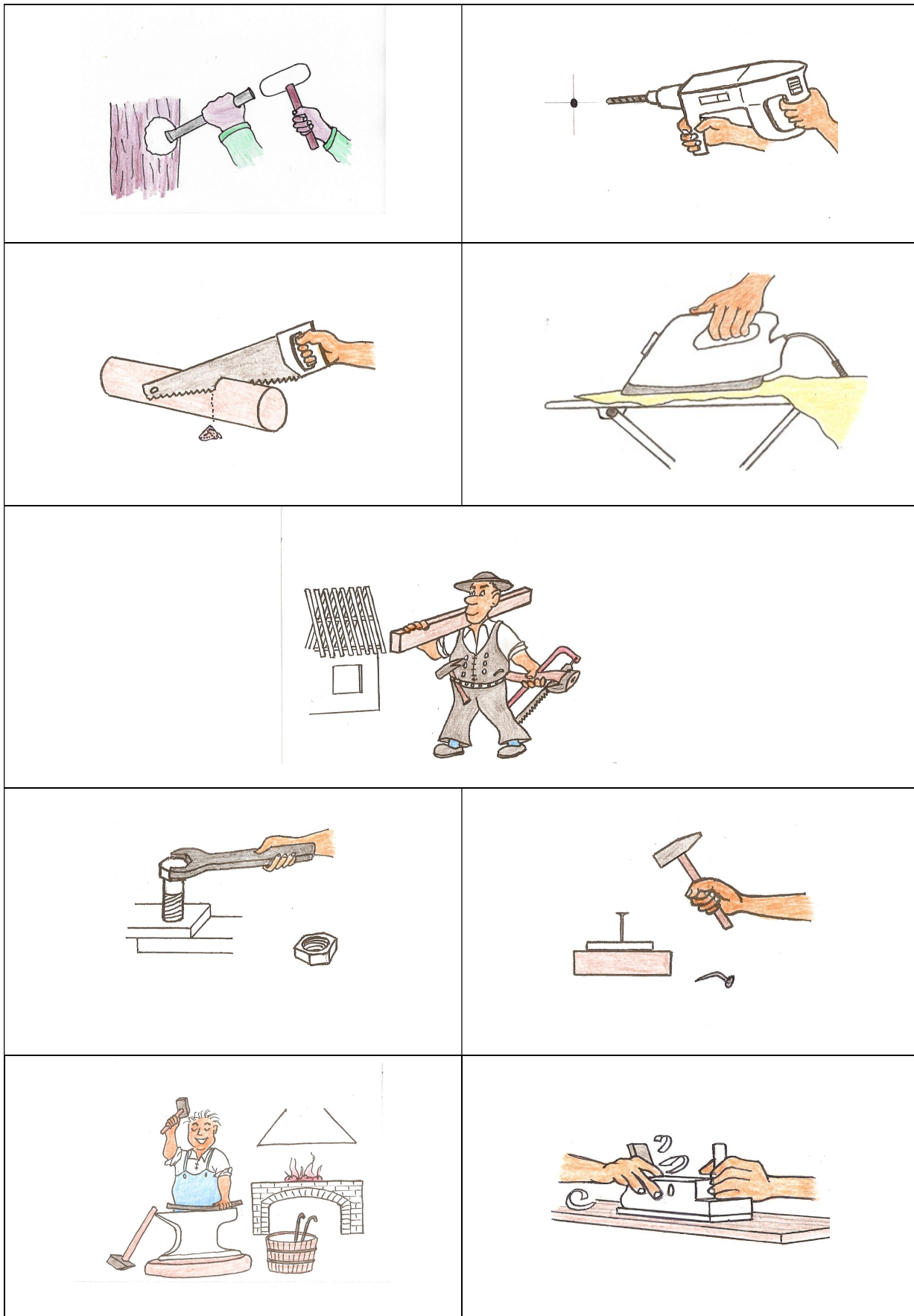
1.a. Carpenter's basic tools' list

2. a. Graphic Skills

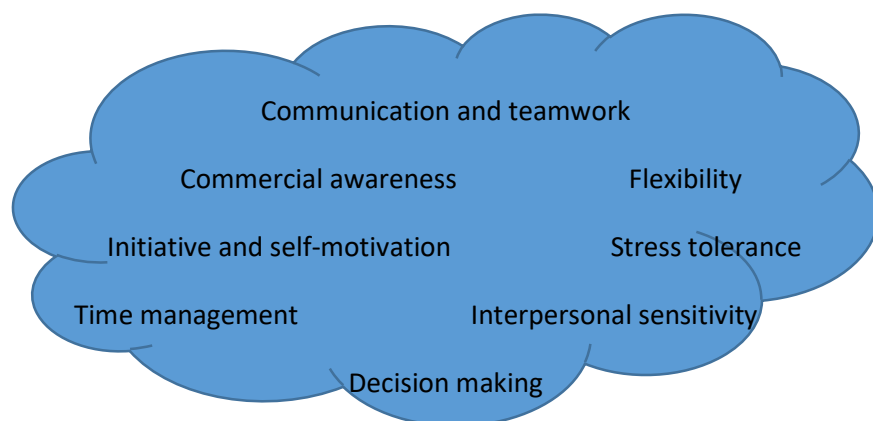
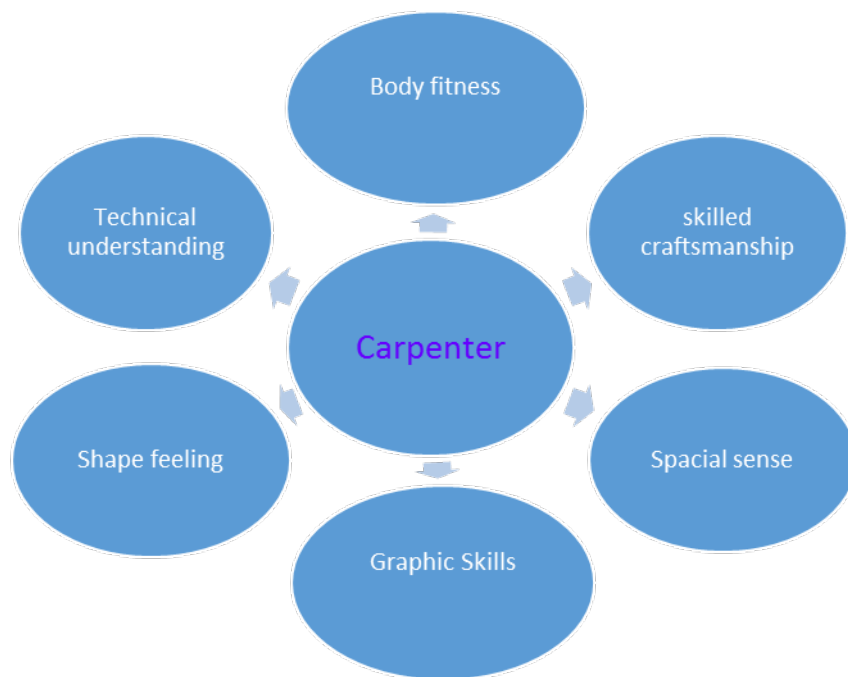
2. b. Crossword

3. Picture of a carpenter workshop

4. Text: The role of a carpenter



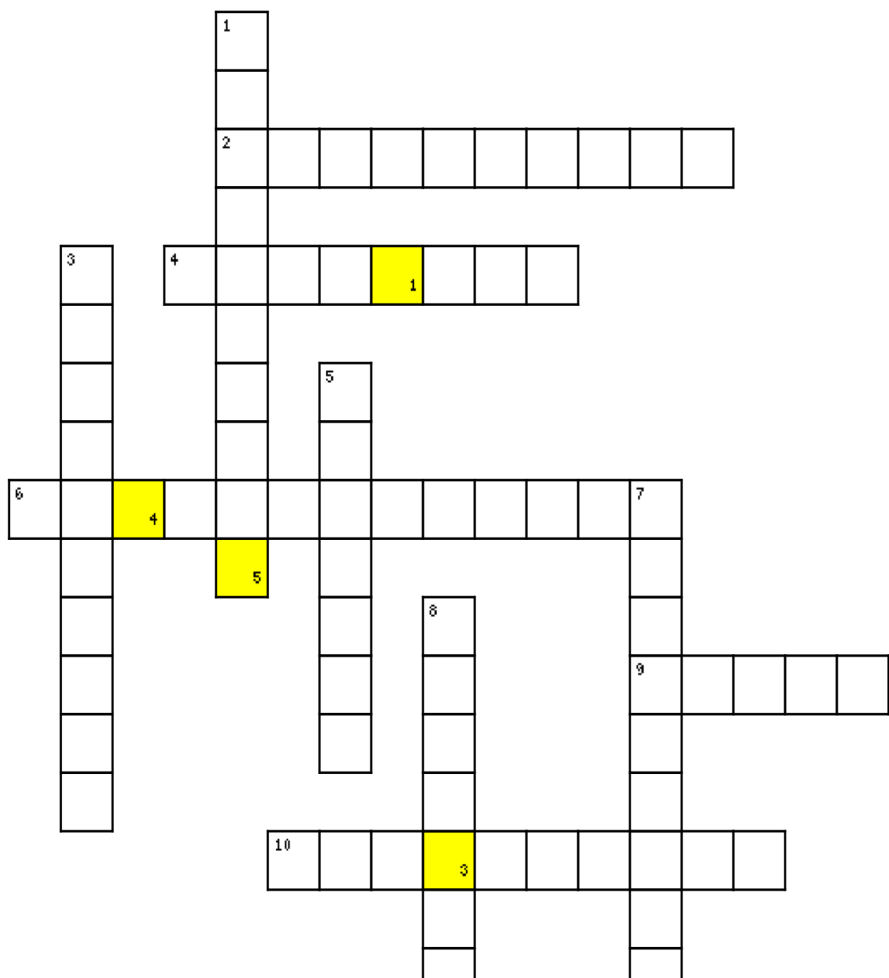
Volkshochschule Olching e.V. - Drawings: Wolfgang Dressel





Carpenter

Soft skills



Solution/ KEYWORD:



Horizontal

- 2.manage time effectively
- 4.determine the best course of action, evaluate options and present solutions
- 6.good knowledge and judgement about yourself
- 9.maintain effective performance under pressure
- 10.able to motivate and direct others
- 11.work constructively with colleagues

Vertikal

- 1.knowledge of how to make money and what customers want
- 3. to present a strong professional, positive image to others, inspire confidence and command respect
- 5. to identify opportunities and put forward ideas and solutions
- 7.open to ideas and views of others
- 8.able to decide which steps are needed to achieve particular goals and implement them

Carpenter's workshop

https://upload.wikimedia.org/wikipedia/commons/a/a9/Tischler_1880.jpg?uselang=de



4. Handout: Text

The role of a carpenter – Reading comprehension

Thinking about skills

When a young person starts thinking of learning the profession of a carpenter, he or she should question if this role is right for him or her. "Do I have good craft skills in carpentry? Am I creative to be able to design and transform a raw material product into a functional or artistic tool? Am I good at maths to handle with measurements in order to deliver objects of precision? Can I endure long working hours under physical strengths and stamina?"

These are only some of the first considerations one should do before enrolling in a vocational training school. Once taking a positive decision, you can be sure this is the right profession for you.



1. Read the tape script and find words in the text which mean

| | | | |
|-----------------------------------|--|---|--|
| a) to do or carry out as promised | | d) the quality or state of being strong | |
| b) to manage | | e) think about | |
| c) to bear, tolerate | | f) condition | |

2. Did you ever produce a handicraft of your own? What was it? What kind of material was it made from? Were you good at it? Did you have fun?
Make some notes and talk about it with your colleague. Exchange your experience and report to the class.

5. Handout: Carpenter's tools list

created with Worditout.

