

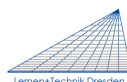


Strengthening inclusion opportunities  
for women with a migration background  
with digital learning

## STRENGTH Training for trainers

### LEARNING AREA 1

# General qualification for the world of work



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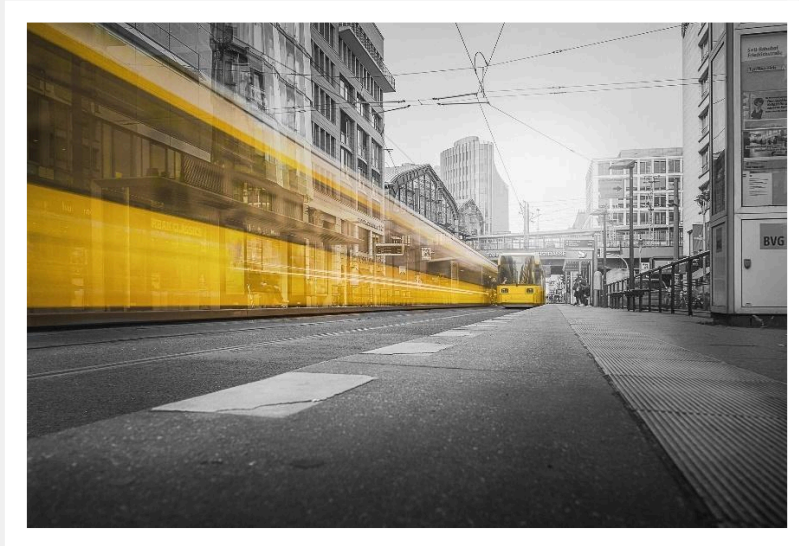
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## LEARNING ARRANGEMENT 1.1:

### Use of public transport



### Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration background acquire necessary competences on the following topics:

- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

### Learning objectives of the learning arrangements

In the learning arrangement "Use of public transport", the women with migration background:

- Practise their knowledge of vocabulary in German / English / French / Slovenian,
- Practise reading and understanding individual words when using public transport,
- Practise basic digital skills that are often needed in everyday life (installing apps, operating with touchpad, mouse or touchscreen, entering start positions and target positions),
- Operate the learning app independently.

## 1.1 LEARNING UNIT 1 » Way to the Stop



English Version: <https://learningapps.org/watch?v=poia6zrva22>

### Learning objectives of the learning unit

- Selecting and clicking on the correct word
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Independent operation of the learning app

Duration of learning (recommended): 45 min

Language level for the learning unit: B1

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

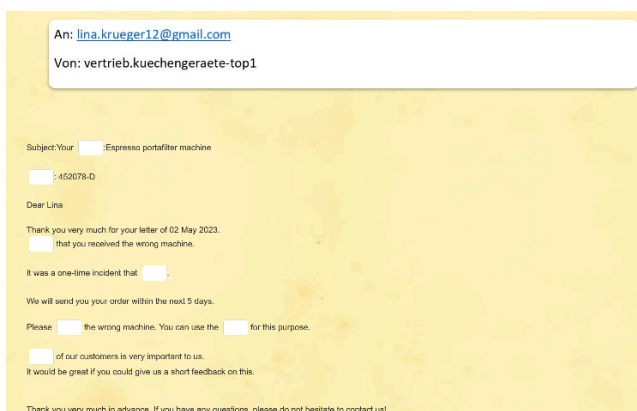
You can give these instructions to your learners:

- Read the question in the top box
- Read the terms in the four fields below.
- Click on the word that matches the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 1.1 LEARNING UNIT 2 » Walking time to transit



English Version: <https://learningapps.org/watch?v=p5fe3xt1323>

### Learning objectives of the learning unit

- Practicing the acquired reading and skills deepen them step by step
- Reading full sentences with gaps
- Find the right word from a selection
- Operating touchpad, mouse or screen
- Coordination of observing and operating
- Independent operation of the learning app
- Controlling the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: B1

Exercise type: filling in the missing words

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

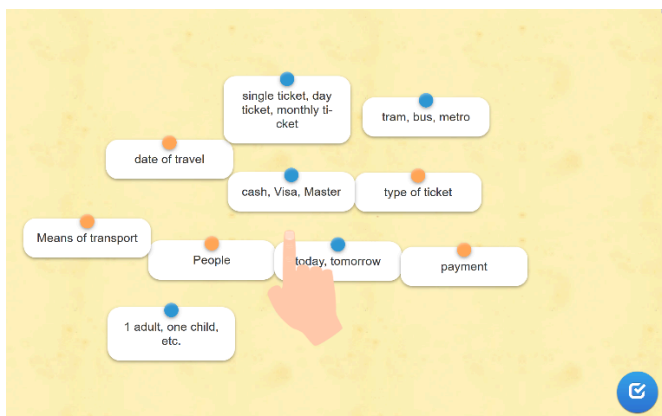
You can give these instructions to your learners:

- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 1.1 LEARNING UNIT 3 » Ticket Machine



English Version: <https://learningapps.org/watch?v=paj7cv8tv22>

### Learning objectives of the learning unit

- Practising what has been learnt and gradually deepening the skills.
- Matching the right words to the right category (payment, means of transport, date of travel, type of ticket, people)
- Operating touchpad, mouse or screen
- Coordinating observation and operation
- Operating the learning app independently
- Checking the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: B1

Exercise type: matching pairs

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Find the right pairs
- Drag the right words to the right category.
- If your pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and category again by clicking with the cross on the line between category and word.
- Repeat

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## LEARNING ARRANGEMENT 1.2:

### Work and profession



#### Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration background acquire necessary competences on the following topics:

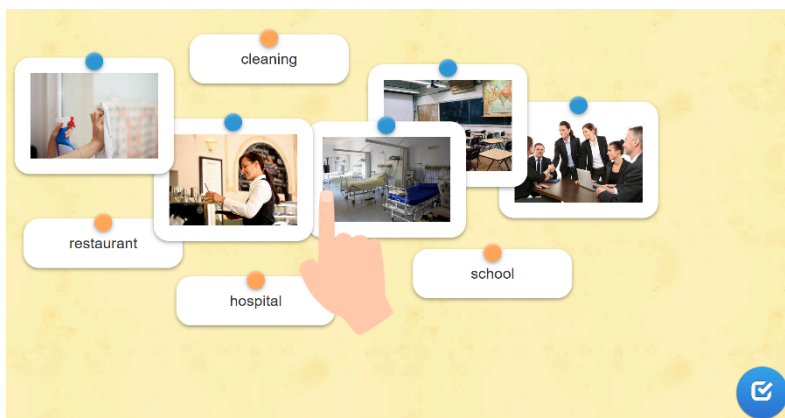
- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

#### Learning objectives of the learning arrangements

In the learning arrangement "Work and profession", the women with migration background:

- Practise their vocabulary skills in German,
- Practise reading and understanding individual words in the areas of the labour market, training market and professions,
- Practise basic digital skills that are often needed in everyday life (operating with touchpad, mouse or touchscreen, entering start and target positions),
- Operate the learning app independently

## 1.2 LEARNING UNIT 1 » Occupational fields



English Version: <https://learningapps.org/watch?v=p0zwf748k23>

### Learning objectives of the learning unit

- Practising what has been learnt and gradually deepening the skills.
- Matching the right words to the right picture
- Operating touchpad, mouse or screen
- Coordinating observation and operation
- Operating the learning app independently
- Checking the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: B1

Exercise type: matching pairs

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

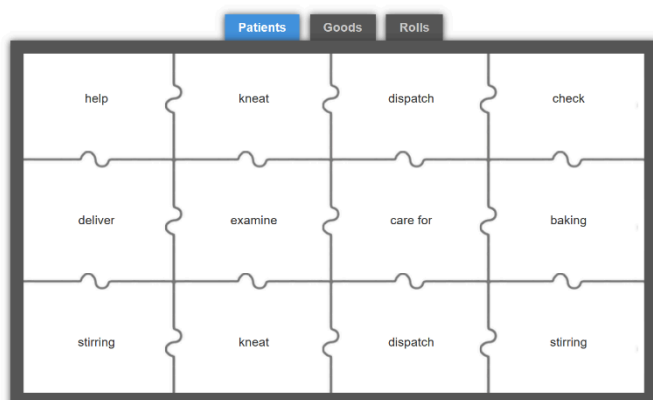
- Find the right pairs
- Drag the right words to the right picture
- If your pair is correct, it disappears.
- If it is wrong, it appears outlined in red.
- You can separate word and picture again by clicking with the cross on the line between picture and word.
- Repeat

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*



## 1.2 LEARNING UNIT 3 » Routine work – practising verbs



English Version: <https://learningapps.org/watch?v=p7zkmttu523>

### Learning objectives of the learning unit

- Practising what has been learned and gradually deepening the skills.
- The puzzle consists of different verbs, each of which must be placed in one of the 3 categories: Patients, Goods, Buns. You do not need to drag the verbs with the trackpad: First click on a category and then on the verb that fits it. When a puzzle piece is well placed, it disappears.
- Operating the touchpad, mouse or screen
- Coordinate observation and operation
- Independently operate the learning app
- Checking the results

Duration of learning (recommended): 45 min

Language level for the learning unit: B2

Exercise type: classification puzzle

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

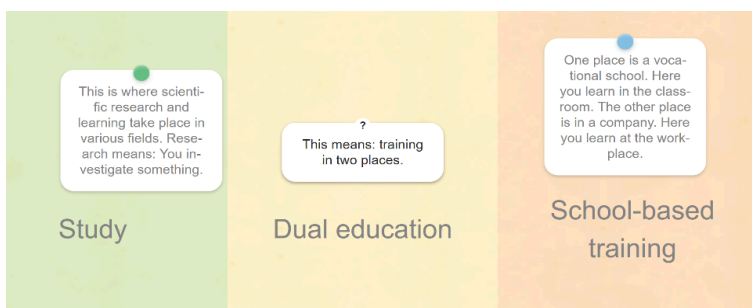
You can give these instructions to your learners:

- Find the right verbs for the categories
- Click on a category and then on the verb that fits it
- If your pair is correct, it disappears.
- If it is wrong, try it again

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 1.2 LEARNING UNIT 4 » Study and training



English Version: <https://learningapps.org/watch?v=pj6wj2qvk23>

### Learning objectives of the learning unit

- The learners practise the acquired reading and language skills and deepen them by completing tasks on the topic of working time models
- Reading a sentence and placing it in the correct group (study, dual training and school-based training)
- Clicking and dragging the sentence into the correct group
- Operating the touchpad, mouse or screen
- Coordinating observation and operation
- Independently checking the results (red or green)
- Independent operation of the learning app

Duration of learning (recommended): 45 min

Language level for the learning unit: B2

Exercise type: sort into groups

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the record and the fields (study, dual training and school-based training).
- Move each sentence that appears on the screen into the correct field.
- Click on the sentence (e.g. with your left hand) and hold down the touchpad or mouse.
- With the other hand, slide the box with the sentence into the correct field (study, dual training and school-based training).
- When all the sentences are sorted, check the result by clicking on the blue dot in the lower right corner.
- Correct the boxes that appear red on the screen

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 1.2 LEARNING UNIT 5 » Employee and self-employed



English Version: <https://learningapps.org/watch?v=py3vc9jwc23>

### Learning objectives of the learning unit

- The learners practise the acquired reading and language skills and deepen them by completing tasks on the topic of working time models
- Reading a sentence and placing it in the correct group (employee and self-employed)
- Clicking and dragging the sentence into the correct group
- Operating the touchpad, mouse or screen
- Coordinating observation and operation
- Independently checking the results (red or green)
- Independent operation of the learning app

Duration of learning (recommended): 45 min

Language level for the learning unit: B2

Exercise type: sort into groups

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Read the record and the fields (employee and self-employed).
- Move each sentence that appears on the screen into the correct field.
- Click on the sentence (e.g. with your left hand) and hold down the touchpad or mouse.
- With the other hand, slide the box with the sentence into the correct field (employee and self-employed).
- When all the sentences are sorted, check the result by clicking on the blue dot in the lower right corner.
- Correct the boxes that appear red on the screen.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## LEARNING ARRANGEMENT 1.3:

### Work and family



#### Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration background acquire necessary competences on the following topics:

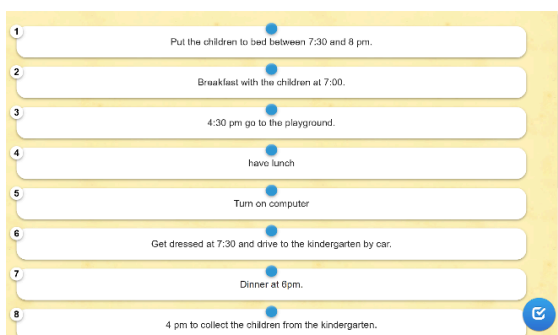
- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

#### Learning objectives of the learning arrangements

In the learning arrangement "Work and family", the women with migration background:

- Practice their vocabulary skills in German,
- Practice reading and understanding individual words in the areas of the labour market, training market, professions and organisation everyday life,
- Practise basic digital skills that are often needed in everyday life (operating with touchpad, mouse or touchscreen, entering start and target positions),
- Operate the learning app independently

## 1.3 LEARNING UNIT 1 » Daily routine



English Version: <https://learningapps.org/watch?v=p6dubpg6523>

### Learning objectives of the learning unit

- Practicing the acquired reading and skills deepen them step by step
- Understanding sentences
- Bringing them into the right order
- Selection (clicking) of the right sentence
- Click and drag
- Operating touchpad, mouse or screen
- Coordination of observing and operating
- Independent operation of the learning app
- Controlling the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: B2

Exercise type: putting into right order

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

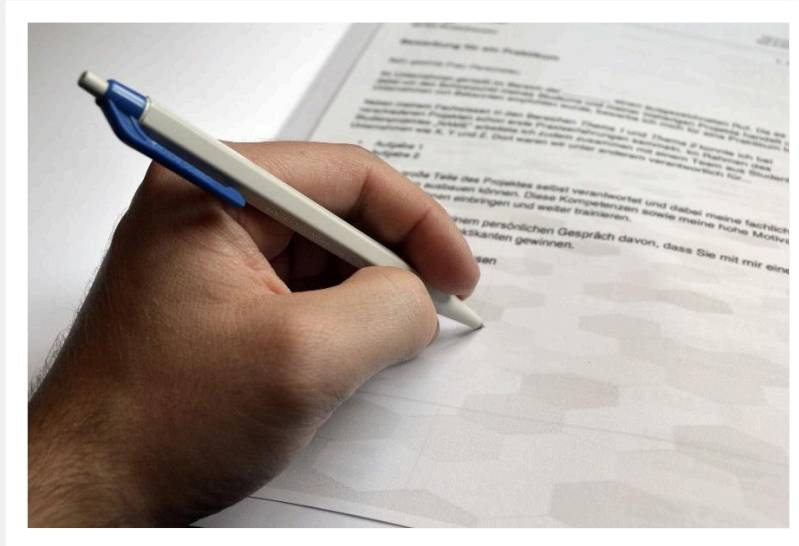
- Read and understand the sentence
- Read the number
- The numbers can help
- Move the sentences into the right order
- Check by clicking on the blue dot in the lower right corner.
- Checking the results (red or green?)
- You can correct a mistake.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## LEARNING ARRANGEMENT 1.4:

### Application training



#### Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration background acquire necessary competences on the following topics:

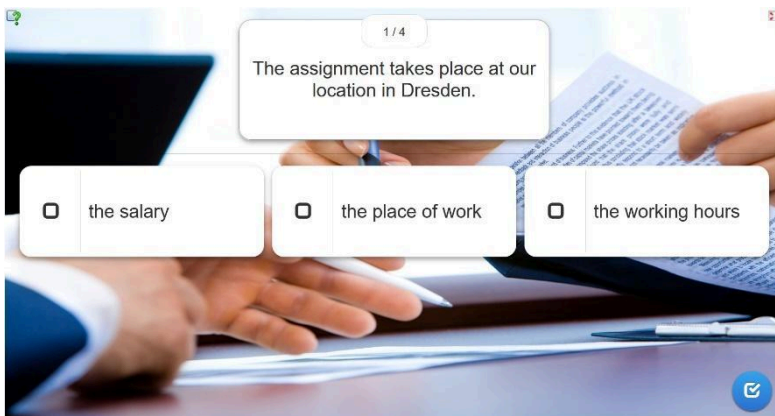
- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

#### Learning objectives of the learning arrangements

In the learning arrangement "Application training", the women with migration background:

- Practise their vocabulary in the German language,
- Practise reading and understanding individual words in the areas of job advertisements and job applications.
- Practise basic digital skills that are frequently needed in everyday life (operation with touchpad, mouse or touchscreen, entering start and target positions),
- Operate the learning app independently

## 1.4 LEARNING UNIT 3 » Information in a job ad



English Version: <https://learningapps.org/watch?v=p7h9fx2zc23>

### Learning objectives of the learning unit

- Selecting and clicking on the correct sentence
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Independent operation of the learning app

Duration of learning (recommended): 45 min

Language level for the learning unit: B1

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

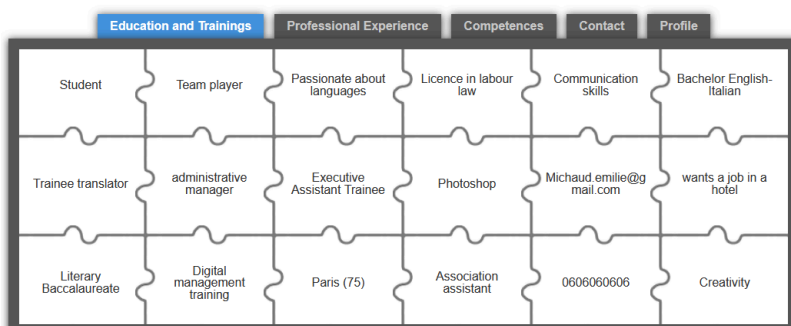
You can give these instructions to your learners:

- Read the question in the top box
- Read the terms in the three fields below.
- Click on the word that matches the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 1.4 LEARNING UNIT 4 » Do your CV!



English Version: <https://learningapps.org/watch?v=pd5v5319n23>

### Learning objectives of the learning unit

- Learn vocabulary to create a C.V.
- Use CV Design application from internet to do your own CV (learn how to fill in a computer field)
- Operate the CV learning app independently

Duration of learning (recommended): 45 min

Language level for the learning unit: A1/A2

Exercise type: CV PUZZLE

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

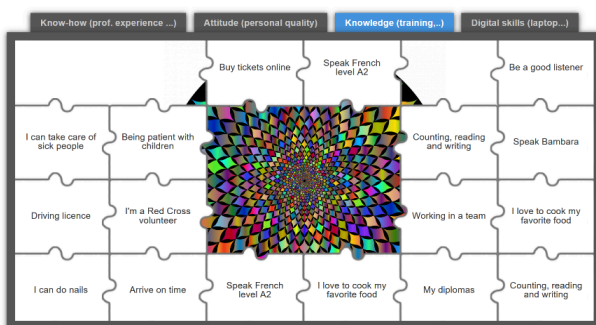
- Read the title of the 4 categories
- Read the terms in the pieces of the puzzle.
- Click on the piece that matches the category in blue.
- You can correct an error.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*



## 1.4 LEARNING UNIT 6 » Competencies



English Version: <https://learningapps.org/watch?v=pmj36dtct23>

### Learning objectives of the learning unit

The women can:

- define their personal skills in a new country of residence

This learning app aims at getting learners to understand the difference between skills and soft skills. A puzzle formed of different elements, each must be placed in one of the 4 categories: skill/competence, soft skill/way of being, education, digital skills. There is no need to drag the element with the trackpad: firstly you click on a category, and then on the elements that fit. When a puzzle piece is well placed, it disappears.

Some examples: to speak bambara, to take care of ill people, to be organised, to understand the basics of French, to be on time, and to download a document.

Duration of learning (recommended): 45 min

Language Level: B1/B2

Exercise type: Classification Puzzle

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

Before doing the exercise on the competences, the learners have to be familiar with the items: skills, knowledge and attitudes. They have to know what those words mean and how they can classify their own competences. A good exercise to start is the suitcase of competences - it allows the learners to fill their suitcase with their competences - from left to right - knowledge, skills and attitudes. The teacher gives examples and helps in asking questions: What languages do you speak? What do you do in your free time? Competences not related to job experiences come there as well!

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 1.4 LEARNING UNIT 7 » Understand a job advert

**Cook**  
Finesta Baltic OÜ  
Job vacancy ID: 155354 Job vacancy handle: MTU160FYKCH

**Job Overview**

JOB SECTOR: Temporary employment agency activities  
JOB SCHEDULE: Full-time - Flexible - Flexible  
CONTRACT TYPE: Temporary  
OCCUPATION: Cook

LAST APPLICATION DATE: 04/10/2023  
JOB START DATE: 01/11/2023  
JOB END DATE: Work begins in mid-November - early December and lasts until April  
EMPLOYMENT PERIOD: fixed-term

**Job details**

**Job description**

work in Finland for the winter season!  
Work tasks: Conventional cook's work in the catering sector.

We offer: Various seasonal offers in different areas of Lapland.  
Finnish work contract (As EU-citizen you do not need to apply for a work permit in Finland. You can start working immediately after arriving to Finland. For travelling and entering Finland you need valid passport or EU ID-card).

Compensation for the travelling expenses and assistance while planning the move.  
Provided and affordable housing. Usually we can offer a place to stay within walking distance to work place.

Possibilities to do overtime during high season.

Other requirements: Previous experience working as a chef.  
Good knowledge of the English language (speaking Finnish is also a plus!).  
Motivation to work.  
Option to work from home: No

English Version: <https://learningapps.org/watch?v=p9bt4uc5k23>

### Learning objectives of the learning unit

The women can:

- read and understand a job ad

This learning app aims at showing how a job ad looks and gives clues in order to understand all crucial information on it.

Duration of learning (recommended): 45 min

Language Level: A2/B1

Exercise type: Classification Puzzle

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

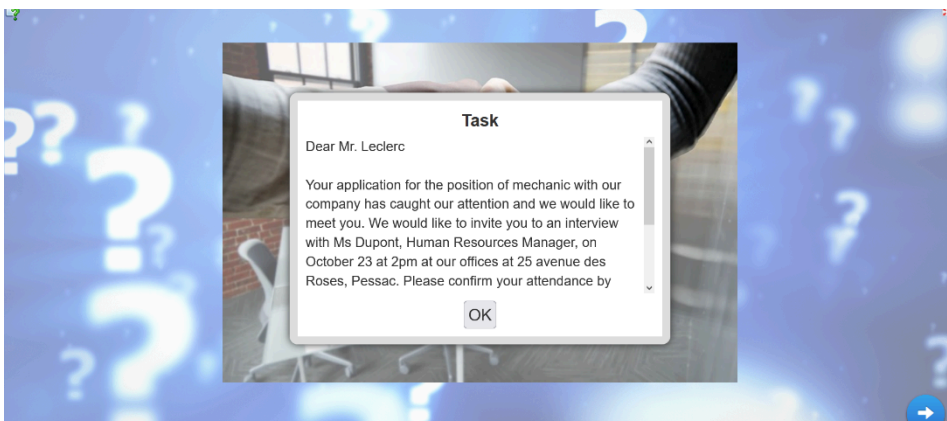
### Methodological-didactical recommendations

This exercise can be prepared by working together on a job ad before. After the learning apps the learners can be asked to give all important information they have memorised without looking at the job ad again.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 1.4 LEARNING UNIT 8 » Invitation to a job interview



English Version: <https://learningapps.org/watch?v=pio49pmek23>

### Learning objectives of the learning unit

The women can:

- understand all information for an invitation to a job interview.

Duration of learning (recommended): 45 min

Language Level: A2

Exercise type: MCQ

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

This exercise can be prepared by working together on an official document concerning a job interview together. After the learning apps the learners can be asked to give all important information they have memorised without looking at the invitation to the job interview again. This exercise is thought to be integrated in onsite and online training on how to manage job interviews.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 1.4 LEARNING UNIT 9 » Speak about your training and work experience

I'm a mechanic. In my country, [ ] as a mechanic for 10 years.  
 [ ] a job in Bordeaux 6 months ago.  
 [ ] my CV and cover letter.  
 [ ] an internship in a garage.  
 [ ] at Pole Emploi.  
 [ ] at university. I have [ ] English at school.  
 [ ] my contract last week.  
 [ ] French training at I

**Task**  
 Fill in the blanks with the correct past tense simple verbs.  
 Choose from the following verbs:  
 I did, I found, I learnt, I registered, I did, I sent, I worked, I signed, I studied, I enrolled

OK

English Version: <https://learningapps.org/watch?v=pyf41ztp523>

### Learning objectives of the learning unit

The women can:

- simply present their work experience and training in using the right tenses.

Duration of learning (recommended): 45 min

Language Level: A2

Exercise type: Gap fill

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

This exercise can be prepared by working together on a job ad, CV and motivation letter before. After the learning apps the learners can be asked to give all important information they have memorised without looking at the text again.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## LEARNING ARRANGEMENT 1.5:

### Fill out forms

The image shows a screenshot of a German application form titled "Anmeldung zum Besuch der Berufsschule". The form is divided into several sections:

- Top Section:** Includes buttons for "löschen" (delete) and "Drucken" (print), and a field for "Faxnummer der Berufsschule".
- Section 1: Angaben zum Auszubildenden / Umschüler**
  - Fields for Name, Vorname; Geburtsdatum; Geschlecht (männlich/weiblich).
  - Fields for Straße, Haus-Nr.; Geburtsort.
  - Fields for PLZ; Wohnort; Bundesland.
  - Fields for Telefon; E-Mail (optional).
  - Fields for Staatsangehörigkeit; Religionszugehörigkeit (optional).
  - Field for Grad und Art einer Behinderung oder chronischen Krankheit (optional).
- Section 2: Bisheriger Bildungsweg des Auszubildenden / Umschülers**
  - Fields for Aufnahmejahr, Abgangsjahr, Abgangsklasse (zuletzt besuchte Schulart).
  - Fields for Aufnahmejahr, Abgangsjahr, Abgangsklasse (davor besuchte Schulart).
- Section 3: Angaben zu den Erziehungsberechtigten**
  - Fields for Namen, Vornamen der Sorgeberechtigten; Gesetzlicher Vertreter (Eltern, Vater, Mutter, Vormund).
  - Fields for Straße, Haus-Nr.; PLZ; Wohnort.
  - Fields for Telefon; Ort / Datum; Unterschrift der Erziehungsberechtigten.

### Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration background acquire necessary competences on the following topics:

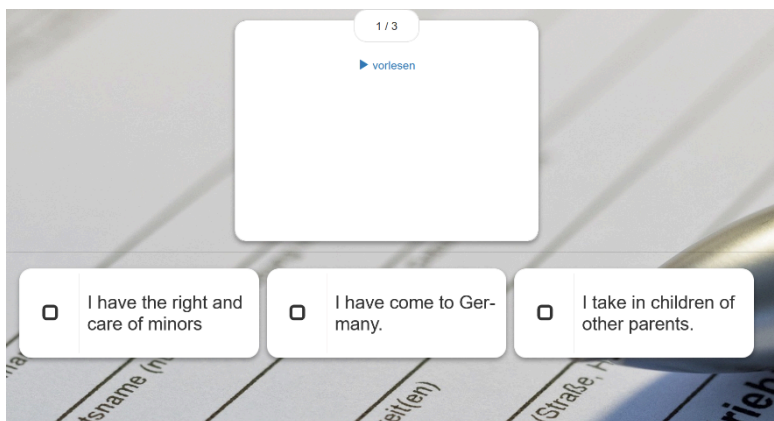
- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

### Learning objectives of the learning arrangements

In the learning arrangement "Fill out forms", the women with migration background:

- Practise vocabulary
- Fill in different samples
- Practise basic digital skills that are frequently needed in everyday life (operation with touchpad, mouse or touchscreen),
- Operate the learning app independently

## 1.5 LEARNING UNIT 2 » Understand a form



English Version: <https://learningapps.org/watch?v=pw5jszkr23>

### Learning objectives of the learning unit

- Listening, reading and understanding the specific vocabulary
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Operating the learning app independently

Duration of learning (recommended): 45 min

Language level for the learning unit: B2

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Listen to the question in the top box
- Read the definitions in the three boxes below.
- Click on the definition that corresponds to the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 1.5 LEARNING UNIT 3 » Billing address and delivery address

**Möbel4you-Shop**

Delivery address	Invoice address
Miriam Schuster Humboldt Street 5 46721 Musterstadt	Miriam Schuster Garden path 4 46721 Musterstadt

The billing address is the address to which the  is sent.

It consists of:

- the name of the company or name of the person
- the street and house number
- the postcode and town.

The person or company takes care of .

The delivery address is the address to which  are sent.

It consists of:

- the name of the company or name of the person
- the street and house number
- the postcode and town.

English Version: <https://learningapps.org/watch?v=p8vk9sisa23>

### Learning objectives of the learning unit

- Practising the acquired reading and skills deepen them step by step
- Reading full sentences with gaps
- Find the right word from a selection
- Operating touchpad, mouse or screen
- Coordination of observing and operating
- Independent operation of the learning app
- Controlling the results (red or green?)

Duration of learning (recommended): 45 min

Language level for the learning unit: B1/B2

Exercise type: filling in the missing words

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

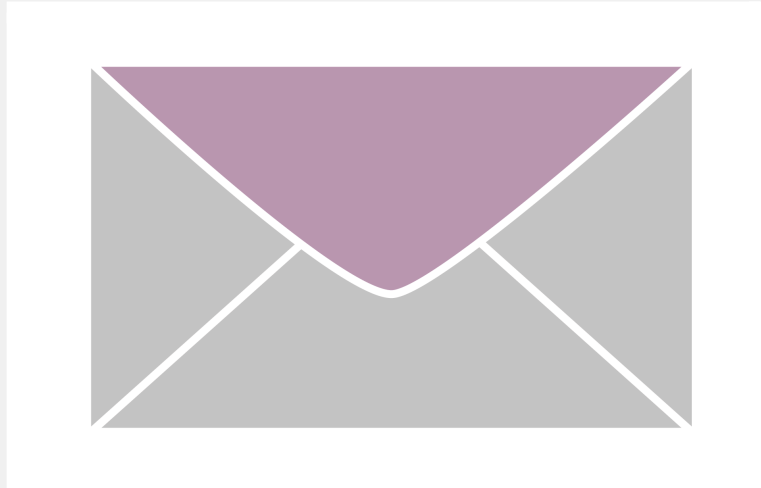
- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## LEARNING ARRANGEMENT 1.7:

### Complaints



#### Learning objectives of the learning area

In the learning area "General Qualification for the World of Work", the women with migration background acquire necessary competences on the following topics:

- Women become more familiar with the use of public transport, e.g. to get to the language course or to the training or workplace.
- Women become better acquainted with occupational fields (e.g. professions in the office), the different employment relationships.
- Women become familiar with the distinction between studies, school-based and dual training
- Women become familiar with the search for a job offer, with job advertisements and application training

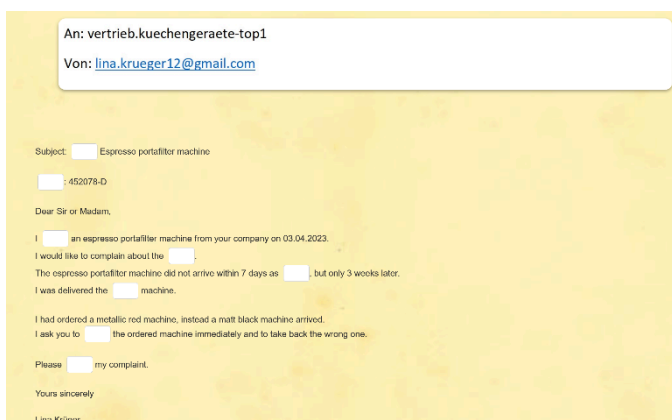
#### Learning objectives of the learning arrangements

In the learning arrangement "Complaints", the women with migration background:

- Learning the technical vocabulary
- Understanding and formulating written complaints
- Responding to complaints
- Practise basic digital skills that are often needed in everyday life (operating with touchpad, mouse or touchscreen),
- Using the learning app independently



## 1.7 LEARNING UNIT 1 » Complaint Email



English Version: <https://learningapps.org/watch?v=pf47ipot523>

### Learning objectives of the learning unit

- Reading and understanding the content and wording of the written complaint mail.
- Practising what has been learned and gradually deepening skills
- Reading whole sentences with gaps
- Finding the right word from a selection
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Independent operation of the learning app

Duration of learning (recommended): 45 minutes

Language level for the learning unit: B1/B2

Exercise type: filling in the missing words

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

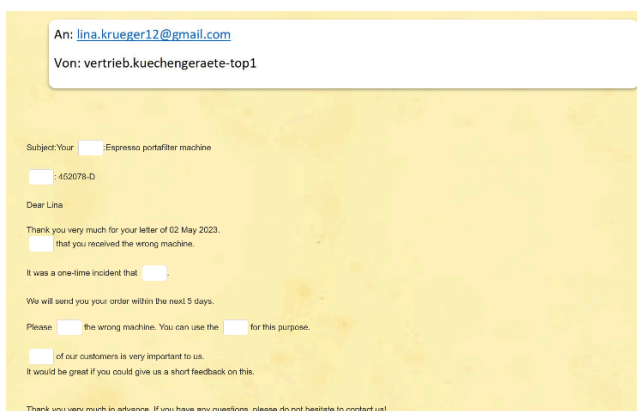
You can give these instructions to your learners:

- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 1.7 LEARNING UNIT 2 » Reaction to the complaint mail



English Version: <https://learningapps.org/watch?v=piqi37wht23>

### Learning objectives of the learning unit

- Reading and understanding the content and wording of the written response to the complaint mail.
- Practising what has been learned and gradually deepening skills
- Reading whole sentences with gaps
- Finding the right word from a selection
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Independent operation of the learning app

Duration of learning (recommended): 45 minutes

Language level for the learning unit: B1/B2

Exercise type: filling in the missing words

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Read sentence by sentence
- Which word is missing?
- Click on the white gap
- Read the list of offered words
- Click on the correct word
- Work on the next gap

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*

## 1.7 LEARNING UNIT 3 » Hearing a complaint

1/4  
▶ vorlesen

Lena bought a TV last week. It no longer works.

Lena bought a tablet last week. It no longer works.

Karim bought a TV last week. It no longer works.

English Version: <https://learningapps.org/watch?v=pwepoix4c23>

### Learning objectives of the learning unit

- Listening, reading and understanding the specific vocabulary
- Operating touchpad, mouse or screen
- Coordination/observation and operation
- Operating the learning app independently

Duration of learning (recommended): 45 min

Language level for the learning unit: B1/B2

Exercise type: multiple choice

**Requirements** are a tablet, smartphone or PC, internet access and an online link to the learning task shared by the trainer or teacher.

### Methodological-didactical recommendations

You can give these instructions to your learners:

- Listen to the question in the top box
- Read the definitions in the three boxes below.
- Click on the definition that corresponds to the question.
- Check by clicking on the blue dot in the lower right corner.
- You can correct an error.

Evaluation:

- **Implementation option 1:** The learner can work on the task independently in the given time. *Consolidation of the knowledge by further tasks with the same degree of difficulty.*
- **Implementation option 2:** The learner needs support while working on the task. *Help from trainer and teacher.*
- **Implementation option 3:** Despite support, the learner finds it difficult to complete the task. *Easier reading exercises in a similar format are offered, then the task can be repeated.*