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LIFE SKILLS AND EMPLOYABILITY:
A TRAINING PROGRAM FOR YOUTH

Master Training
MANUAL



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HISTORY OF THE CURRICULUM:

Funded by the European Commission and the Austrian Development Agency, Aflatoun and SOS Kinderdorf Österreich are partnering for the EU4Youth: Employability and Stability in Armenia, Belarus and Ukraine project. The aim of the project is to help capture the interests and intrinsic motivation of learners, identifying personal strengths and corresponding work possibilities. This project intends to create better employment prospects for youth, increasing their active participation in the Armenian, Belarusian and Ukrainian labour market. This resulting curriculum, *Life Skills and Employability: A Training Program for Youth* intends to help achieve this aim in the region.

This resource has been built based on a consultation with partners. All resources have gone through a process involving partners and stakeholders with expertise in pedagogy and curriculum development as well as thematic technical expertise in the focus areas.

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MODULE ONE:

WELCOME AND INTRODUCTIONS



DURATION

1 Hour



MODULE OBJECTIVES

Facilitators become acquainted with one another and learn what to expect from the training.



SUGGESTED SCHEDULE OF ACTIVITIES

- Introduction and Icebreakers
- Review of Training Schedule
- Hopes and Fears
- Expectations of Training



MATERIALS NEEDED

- Ball
- Training Schedule to show and share with participants
- Paper or Post-It Notes
- Flipchart
- Pens



FACILITATOR'S NOTE

- Although the suggested amount of time for this module is one hour, it may take less time to carry out these activities. One hour has been allotted to allow for participants to make their way to the training, ask questions, and sort out any necessary logistics. It's good to keep this energetic but also short so as to move on to explanations of the training program, curriculum, content and reasons for being in the training.

EXERCISE	Name Learning Game
TIME	15 minutes

1. Icebreakers are an effective way of starting a training session, as they allow participants to become more comfortable with one another in a fun and interactive way. This activity will help participants find out more about each other, establish an atmosphere of playfulness and get them used to standing up and talking to the whole group.

2. Have participants sit in a circle.
3. Ask for them to introduce themselves and state three fun statements. Two of these should be truths and one should be a lie (i.e. I can tap dance, I ride a motorcycle, I speak 12 languages).
4. The other participants should try to guess which one of these statements was the lie. Usually it will be obvious but it can be more of a surprise.
5. Afterwards, have the participants stand in a circle.
6. Throw the ball to a participant and have them throw the ball to another person.
7. When someone catches the ball, they must say the name of the person who threw it to them.
8. Keep throwing the ball around like this until everyone's name has been said.

EXERCISE	Review of Training Schedule
TIME	10 minutes

1. **Day One:** On the first day of the training, participants will become acquainted with one another as well as learn about the EU4Youth programme and review key concepts. Participants will explore the two curricula components and the coaching component as well as go over active learning methods and how to adjust from traditional teaching methods.
2. **Day Two:** On the second day, participants will build upon their knowledge of active learning methods, learn how to facilitate pitches, community involvement and guest speakers. They will focus on the life skills component of the curriculum and engage with it by tackling the more difficult concepts and activities.
3. **Day Three:** On the third day of the training, participants will have the opportunity to demonstrate parts of sessions from the Life Skills curriculum. Further, participants will be introduced to the employability curriculum. They will receive time to practice teaching on it and understand it's connection with the student workbook.
4. **Day Four:** The participants are given an overview of the coaching handbook, and how it fits with the Life Skills and Employability curriculum. Participants will be given the chance to work with tools found in the coaching handbook and receive training in leading the coaching sessions.
5. **Day Five:** On the final day of training, participants will be trained on promoting gender equity in the classroom. Additionally, participants will work in the country groups to develop an action plan, followed by a plenary where participants can bring forward outstanding questions/ concerns.

EXERCISE	Hopes and Fears
TIME	20 minutes

1. Begin by asking the participants how they are feeling. If necessary, explain that it is natural to feel either excited or anxious at the beginning of a workshop. Tell them that you want to begin by finding out what hopes and fears they have brought with them. Tell them that the work will be easier if we are all honest and open about our feelings.
2. Give everyone two small pieces of paper or two post-it notes.

3. Ask them to work alone for a few moments reflecting on their feelings.
4. Ask them then to write down three things they hope to achieve and gain from the workshop on one of the cards and three things that might be making them feel uneasy, uncomfortable or worried on the other card.
5. When they are finished, you should collect their papers/cards. You can put these on the wall or a table, separated by "hope" cards and "fear" cards. Encourage the teachers to walk around reading them, or you can shuffle them and redistribute them and ask the teachers to prepare to share what they have been given. Regardless have all hopes and fears be read.
6. Explain that the goal is to address everything that is mentioned so that the hopes are achieved and the fears are alleviated. Tape the hopes cards to one flipchart and the fears to another and put these up on the wall. Encourage participants to cross off or take down their cards at the end of each training day if they feel happy with something they've learned.

EXERCISE	Group Agreement
TIME	15 minutes

1. Begin by asking the teachers to sit in a circle. Place a flipchart and pen on the floor in the middle.
2. Ask them to suggest rules governing behavior and time-keeping for the workshop. They will often begin by thinking of rules to govern their own behavior. If they do not offer them, you might suggest guidelines regarding time-keeping, rudeness, aggressiveness, swearing, smoking and mobile phones. Try not to put words in their mouths.
3. Encourage them to suggest guidelines governing the behavior of you and the other trainers. The teachers need to feel from the beginning that the workshop will be based on dialogue between equals.
4. As teachers make suggestions, ask the group first if they agree with the idea, and then if they agree with the wording.
5. Invite whoever contributed the idea to come into the middle and write the guideline. Some people think it helps to create a better atmosphere if the rules are positive rather than negative. For example, "We must always speak politely" instead of "No swearing". Another idea is to have teachers draw the guideline rather than write it e.g. by drawing a picture of a mobile phone or cigarette with a line through it.
6. After everything has been written on the flipchart, hang it up on the wall so that the teachers can refer back to the group agreements of their club.
7. Afterwards, explain that this kind of activity can occur in the introduction session of each track, and is helpful in empowering participants by giving them a say in the code of conduct of the programme.

MODULE TWO:

INTRODUCTION OF PROGRAMME AND CURRICULUM



DURATION

1.5 Hours



MODULE OBJECTIVES

Facilitators will understand Life Skills and Employability: A Training Program for Youth (EU4YOUTH) program, the two curricula components and the coaching component



SUGGESTED SCHEDULE OF ACTIVITIES

- Introduce Aflatoun and Austrian Development Agency, purpose of Life Skills and Employability: A Training Program for Youth (EU4Youth) programme, and discuss link between regular life skills curriculum and financial literacy
- Explain programme set up
- Show and introduce the curriculum, workbooks, and coaching handbook; layout and technicalities of sessions: Provide general overview of table of contents and how sessions build upon each other Use of workbooks



MATERIALS NEEDED

- Flipchart
- Curriculum
- Paper
- Pens
- Matching Game envelopes
- Table of contents printed for each participant of the Life Skills and Employability curriculum as well as the coaching handbook table of contents



FACILITATOR'S NOTES

- This session will be helpful in having the participants grow more comfortable with the programme and curriculum. Be sure to carry out the brief presentation on the key concepts in the curricula. Feel free to modify the presentation as needed.

EXERCISE	Finding out what the participants already know
TIME	15 minutes

1. Lead a short discussion with the participants to gauge how much they already know about the programme and the concept of financial education. Be sure to answer any questions they may have. Provide more details on the Life Skills and Employability: A Training Program for Youth project and the Austrian Development Agency.
2. After discussing and answering their questions, inform them that you are going to give a quick presentation on the project and the concept of financial education.

EXERCISE	Brief presentation on the Life Skills and Employability: A Training Program for Youth, and concepts of Core Life Skills, Employability and Coaching
TIME	30 minutes

1. Work together with the local partner to briefly present on the programme, giving an overview of the Life Skills and Employability: A Training Program for Youth curriculum by explaining the main components: core life skills, employability, and the complementary coaching manual which works by building on the curriculum.
2. Introduce the Curriculum: Use the curriculum introduction to better explain what will occur in the Life Skills and Employability curriculum. You can have volunteers to read various parts out loud or simply just read the texts below:

The Life Skills and Employability: A Training Program for Youth curriculum is meant to help capture the interests and intrinsic motivation of learners. The programme focuses on their personal development and the recognition of the value of their own actions, abilities and responsibilities. It will provide participants with an opportunity to not only understand themselves better but also each other. It gives structure to their hopes, dreams, fears, and goals. The programme goes beyond the basics of job searching and workplace skills to include understanding your rights, identifying personal strengths and corresponding work possibilities, using effective communication and managing their time well. Participants will gain the skills, knowledge and confidence to search for a good job opportunity that aligns with their personal goals and interests, present themselves well and become a successful employee, colleague or manager.

Through this programme, the hope is to bring more and more local youth into the workforce in a meaningful way. The overarching goals of the programme is to inspire youth, improve local economies and increase financial sustainability. We ultimately want to see all participants using goal setting, critical thinking, problem solving, intrinsic motivation and responsible decision making naturally in their day to day lives upon completion of the programme. By empowering a new generation of workers, communities and societies are also lifted up as there will be more inclusion, diversity, and higher quality employees in a variety of companies and industries. We hope that this process will help give them confidence as well an awareness that their personal skills can be enjoyable, rewarding and can contribute to their future economic activities. Through participating in this programme, some students might even discover a passion or realize that their current interests could result in a career, further educational opportunity or business idea.

3. Demonstrate how a regular learning session is laid out by showing the curriculum itself. If time, you could pick one learning session (recommended to show: Session Eight: CV Writing) and briefly walk through it with the participants. The full curriculum can be found in an annex or as a separate document as part of this training. Identify how the exercises are organized, the types of exercises that are carried out and point out the active methodology used, i.e. all of the movement and hands on learning activities.
4. Additionally, as some participants may still be unsure about the concepts covered by the curriculum and coaching manual (i.e. core life skills, employability, internships, coaching, mentoring), have a discussion so that any misconceptions and questions can be addressed.

EXERCISE	Looking at the curriculum, coaching handbook and workbooks
TIME	20 minutes

1. Remind participants that there are two objectives to this workshop;
 - i. Looking at *what* we will teach i.e. the new curriculum and the main ideas behind it.
 - ii. Looking at *how* to teach i.e. active-learning methods as part of a student-centered approach.
2. Allow participants 10 minutes to look through the curriculum quietly on their own. They should start with the table of contents and then skim through each session briefly reading the learning objectives of the Life Skills and the Employability curriculum. They should also look at the Coaching handbook and the workbooks.
3. Encourage them as they flip through sessions, to identify any sessions in particular that stick out to them.
4. After 10 minutes (important to keep this quick review short- there is much more time dedicated to working with the curriculum) of quiet reading, invite volunteers to say which session they are most interested in or most excited to facilitate and why.
5. Next, point out that workbooks are often referenced in the curriculum. Explain that in that programme, participants will make use of a workbook: the workbook is there to remind them of the main points of each session. It also contains tasks for the participants to complete before the next session. There is a corresponding workbook for the life skills portion of the curriculum and the employability section.

EXERCISE	Matching Game
TIME	40 minutes

1. Divide participants into 6 or 7 groups. Make sure every group has a copy of the curriculum to share.
2. Have participants sit in their groups.
3. Give each group an envelope. Inside the envelopes are slips. Some are learning objectives and some are titles of sessions. Each team needs to work together match the learning objective with the appropriate session as quickly as possible.
4. Set a timeline of 15 minutes but encourage a competition. When you have finished, ask the group to raise their hands. Have volunteers read out the objectives and the titles and then read through the correct answers. Groups are given one mark for each correct answer. Find out which team won!

Answer Key:

LEARNING OBJECTIVE	SESSION TITLE
a. To provide participants with opportunities to reflect on their identities as a step towards enhancing self-esteem and agency.	9. Session Two: Personal Understanding and Exploration, <i>Life Skills</i>
b. Look at the rights employees have and consider what the corresponding responsibilities might be.	2. Session Twelve: Rights and Responsibilities, <i>Employability Curriculum</i>
c. Participants explore the links between earning money, controlling budgets and the extent to which this can give them greater voice and influence.	5. Session Eleven: Financial Literacy, <i>Life Skills Curriculum</i>
d. Learn how to analyze posted versus personal job qualifications needed	7. Session Five: Job Search, <i>Employability Curriculum</i>
e. Understand there will be obstacles setting up a business or finding a job	10. Session Three: Motivational Speaker- What are my experiences and how can they help you?, <i>Life Skills Curriculum</i>
f. Action planning for overcoming personal obstacles and challenges.	6. Session Eleven: Anticipating Challenges, <i>Employability Curriculum</i>
g. Assess ability to achieve goals by completing personal analysis	8. Session Four: Setting my own goals, <i>Life Skills Curriculum</i>
h. Learn how to apply best communication practices in all forms: verbal, non-verbal and written	1. Session Seven: Communication Skills for an employee, <i>Employability Curriculum</i>

LEARNING OBJECTIVE	SESSION TITLE
i. Learn to distinguish themselves	4. Session Eight: Put Yourself Out There, <i>Life Skills Curriculum</i>
j. Participants gain an understanding of how to create an advantage for themselves by using this in future interviewing or workplace situations.	3. Session Six: Making a Good Impression in the Workplace, <i>Employability Curriculum</i>

MODULE THREE:

FACILITATING PITCHES, COMMUNITY INVOLVEMENT AND GUEST SPEAKERS



DURATION

1 Hour



MODULE OUTCOMES

Curriculum sessions where community involvement and/or large presentations are suggested will be pointed out and participants will receive tips on how to facilitate these activities in terms of operations, logistics and participation



SUGGESTED SCHEDULE OF ACTIVITIES

- Review Curriculum
- Planning
- Giving Feedback



MATERIALS NEEDED

- Flipchart
- Markers/Pens
- Feedback tips prepared on flipchart paper
- Note cards
- Curriculum
- Internship brainstorming questions



FACILITATOR'S NOTES

- As the curriculum feature presentations, pitches and guest speakers, it is important that facilitators are equipped and prepared to carry out such events.

EXERCISE	Review Curriculum
TIME	5 minutes

1. Explain that the curriculum has a presentation, pitch or guest speaker component, which will be looked at in this module.
2. Advise them that facilitating these kinds of sessions requires careful planning and preparation, which will be looked at in the upcoming activity.

EXERCISE	Planning
TIME	30 minutes

1. Divide participants into four groups and assign each group one of the following sessions:
 - Session 3, *Core Life Skills curriculum*
 - Session 9, *Core Life Skills curriculum*
 - Session 5, *Employability curriculum*
 - Session 9, *Employability curriculum*
2. Have each group read through their assigned session, find the activities where an expert, guest, get out of the classroom or presentation exercise is requested and brainstorm what they think they would need to do, prepare and organize to make sure that the guest speaker, presentation or pitch featured in their assigned session goes well.
3. After 15 minutes of discussion, bring the group back together. Have each group explain what the event featured in their session was, and explain what preparations would be necessary. Write their answers on flipchart paper or allow them to come up to contribute their answer.
4. Ask participants what did all of these sessions have in common in terms of facilitation? Possible answers include:
 - Be prepared and plan in advance
 - Give participants enough time to prepare pitches/presentations in advance
 - Give good instructions to involved guests
 - Manage that audience is participating and that participants are comfortable
5. Once finished, add anything that you believe is missing. Ideas are:
 - Plan early to invite experts, parents, or community members
 - Check your budget to see what is possible for resources and an exhibition or celebration
 - Make sure all instructions are clear for what participants need to do, including timing
 - Make sure participants have all materials they need
 - Confirm one day in advance the logistics with all invited guests
 - Have a plan for writing down observations and giving feedback
6. Now ask participants to help you group the answers into three categories: 1) things they should do before the session, 2) things they should do during and 3) things they should do after the pitches/presentations. You can categorize by circling words belonging to group one, underlining for group two, and placing a star next to group three.
7. Encourage participants to create a new 3-columned chart in their notebook/on a piece of paper and copy the list, with the before, during, after categories to use for future reference. Give them time to also add anything they may have forgotten.

EXERCISE	Giving Feedback
TIME	15 minutes

1. Ask volunteers to give you a definition of "feedback" [definition: Feedback is information, both positive and negative, given in writing or through a discussion about a person's performance on a task]
2. Ask participants to share some positive and negative experiences where they had to give feedback or received feedback. Ask them to be specific: how old were they, who was involved, what was the situation, was it a positive or negative experience, how would they have liked it to be different, what went well? They can do this first in pairs and then some volunteers can share with the whole group.
3. Explain that just as they will receive feedback for their practice teaching sessions, they will often be giving the participants feedback throughout the programme, especially when participants need to present.
4. Ask participants to stand. Explain that you will ask a question and they should choose to go to one side of the room or the other depending on their answer. Ask: Is it more important to give positive feedback or to give critical feedback? Remind them there isn't a right or wrong answer, it is their opinion. Point out where they should go in the room if their answer is "positive" and point to an opposite corner of the room if their answer is "critical".
5. Give groups a few minutes to talk with each other about why they chose this answer. Then ask them to return to their seats. Ask a few volunteers to share not their answer, but the answer of someone else in their group.
6. Tell participants that giving positive feedback is often easier, but it is important to also give constructive advice on what they could improve. It is very important to also commend participants when they have done well, their strengths and achievements should be celebrated.
7. Ask participants to write down these tips for giving feedback (show on flipchart):
 - I. Have feedback form prepared in advance of an observation
 - II. Listen and pay attention during observation
 - III. Make notes of both strengths and weaknesses
 - IV. Be fair
 - V. Most people recommend starting and ending with praise and having the more negative feedback in the middle.
 - VI. Be specific
 - VII. Be genuine
 - VIII. Be creative and varied in the things you are praising or suggesting
 - IX. Make sure more critical or "negative" feedback is presented in a constructive way: focusing on what they could have done better.
8. Read this scenario and ask participants to take notes:

Grace is giving her end of programme presentation. She had a great poster and it was obvious that she knew what she wanted to say. She talked quietly and it was sometimes hard to hear her. Her idea was very good and unique. But she finished very quickly, and could have presented for longer.

9. Put participants into pairs and ask them to write a feedback card for Grace. Remind them to keep the tips in mind.
10. Collect all the cards and choose a few to read. Ask participants to comment on the feedback: did it follow the tips, was it worded well, would it be well received?

EXERCISE	Brainstorming session on Internships
TIME	15 minutes

1. Gather the participants together around a flip chart. On the top of the flipchart, the word Internships should be written out. Beneath it have one column for Pros and one column for Cons.
2. Explain that internships are a key component of the programme. Now, they will discuss the pros and cons of internships to address and see what ideas/beliefs they have about internships. It may be the case that some participants don't have a good impression of internships because they cost money/are unpaid. This will be a great way to challenge negative ideas and promote positive associations with the concept of interning. Try to get participants to focus on more of the 'pros' associated with internships if they are only providing answers for cons.

[Probe for responses such as: it is a controlled-learning environment, you get to experience a workplace without committing to a full-time job, it provides great training experience that you can't get in your studies etc]

3. When someone provides a statement, ask the others if they agree or disagree. Why or why not?
4. Next, initiate a conversation revolving around internships and their role as facilitators. Ask the following questions and try to get the participants into an engaging brainstorming session:
 - How can you encourage participants to seek an internship?
 - How can you help participants find internships/placements?
 - What practical logistics need to be done for these kinds of sessions?
5. Remind them that, in the corresponding workbook, participants will have to fill out information about their strengths and challenges and complete a network assignment. As facilitators, they may need to guide participants with the assignment questions (i.e. *Which 3 people will you approach within your network that could help you find an internship? What three questions will you ask them?*) Have them discuss how they would advise participants.
6. Allow them to ask any final questions they may need clarification on.

Facilitator's Tip:

The main point to take away from the discussion on internships is that facilitators should be really well prepared. Facilitators should prepare in advance and ensure that timing and objective has been clearly discussed and established with the guest speaker.

MODULE FOUR:

CHARACTERISTICS OF A GOOD FACILITATOR



DURATION

3 Hours



MODULE OBJECTIVES

Facilitators will have a better understanding of learner-centered learning and how to adjust from traditional teaching methods.



SUGGESTED SCHEDULE OF ACTIVITIES

- Word Association
- Post-It Note Survey
- Pros and Cons Discussion Groups



MATERIALS NEEDED

- Post-It Notes
- Pens/Markers
- Paper
- Completed Pros and Cons chart on flipchart paper (Optional)



FACILITATOR'S NOTES

- Student-centered learning is at the heart of these curricula. This module will be helpful in helping participants understand how to implement these methods when facilitating. It is important to ensure that they have a thorough understanding of how to facilitate the curricula and you answer any questions, or clear up any misconceptions they may have.

EXERCISE	Word Association & Survey
TIME	30 minutes

1. Explain that you are going to start this module with a word association exercise.
2. You will say a word and then you will point at someone.
3. If you point at them, the participant should say the first word that comes into their head.

- Explain that they shouldn't think about it- it should be the first word that pops up. You should point at multiple people before moving on to the next word.
4. You can use these words:
 - a. green
 - b. home
 5. Give each participant a post-it.
 6. Tell them that you are going to say another word. When they hear it, the participants should write down on their post-it note the first word that comes into their head.
 7. Say 'teacher'
 8. After ten seconds ask them to follow you to a blank space on the wall. Place two headers on the wall. One should read 'Traditional teaching' and the other 'Learner-centered teaching'.
 9. Ask someone to read out the word or phrase they associated with 'teacher'. For example, someone in the group might read out 'Discipline'.
 10. Now ask the whole group which column they think we should post 'discipline' under. Is it a characteristic of Traditional Teaching or Learner-Centered Teaching? Or does it fall somewhere in-between the two?
 11. Remember to hear a variety of opinions. This is an opportunity for you to model an important process i.e. a free-ranging discussion with little pressure to produce the 'correct' answer. Encourage participants to explain or justify their views. Try modeling those two key questions i.e. 'Why do you think that?' and 'Who has a different idea?'
 12. Continue the process until all post-it notes have been placed on the wall to the group's satisfaction. See chart below for an idea of what this **might** look like.

An illustration of what your wall might look like after a post-it note survey:

TRADITIONAL TEACHING	LEARNER-CENTERED TEACHING
Discipline Static Expert Respect Authority Nobody corrects him/her Child has nothing to offer Model One-way traffic Child accepts without question Doesn't innovate or change Teaches from book Doesn't consider individual needs	Facilitator All senses Active Interaction with peers Exploration Share Listen

EXERCISE	Pros and Cons Discussion Groups
TIME	30 minutes

1. This activity will reassure participants that we want to encourage them, as facilitators, to use elements from both teaching approaches.
2. Put the participants into small groups and give each paper and marker. Use fruit names to make groups.
3. Ask them to divide their paper into quarters. The quarters should each have one of the following headers, as below:

Traditional Teaching (Strengths)	Traditional Teaching (Weaknesses)
Student-Centered Teaching (Strengths)	Student-Centered Teaching (Weaknesses)

4. Give the groups ten to fifteen minutes to complete their charts.
5. Ask each group to present their chart.
6. Place the charts on the wall.
7. Discuss briefly how there is strengths and weaknesses in both and ideally there is a combination used in a lesson or session. Student centered learning is not a magic bullet, there is the need for both and a balance makes the learning the most interesting.

Here is an example of a completed chart from a workshop done with the staff of a teacher training institute:

<p>Traditional Teaching (Strengths)</p> <ul style="list-style-type: none"> It's not time consuming Learners maximize on teacher's knowledge It can deliver a lot of information in a short time, especially in big classes Wide content coverage It doesn't need any preparation Easier to control class and maintain discipline 	<p>Traditional Teaching (Weaknesses)</p> <ul style="list-style-type: none"> It doesn't cater for individual differences Learners become passive Fails to teach cognitive skills Shallow or superficial coverage of subject – teacher doesn't stray from the book to explore the subject in depth Boring! No room for creativity Students memorize ideas and formulae that they don't understand
<p>Student-Centered Teaching (Strengths)</p> <ul style="list-style-type: none"> The student's prior knowledge is tapped Students are trained to think Higher level thinking is required Full involvement of learners Students learn by doing Promotes critical thinking and problem solving 	<p>Student-Centered Teaching (Weaknesses)</p> <ul style="list-style-type: none"> It's time consuming in terms of preparation It challenges the teacher's ability to control the class Active learning methods often require expensive stationary Teachers often end up pay for materials from their own pocket

EXERCISE	Characteristics of a good facilitator
TIME	30 minutes

1. Explain that you are going to read a series of statements, and if the participants think that the statement is a characteristic of a good facilitator they should clap. Those who do not think so should make no noise.
2. Have participants stand as you read out the statements
 - A facilitator should ask open-ended questions
 - Facilitators should address participants by name
 - Facilitators should only speak around 40% of the time
 - A facilitator should listen actively and respect others while they are talking
 - Facilitators should encourage confidence among participants
 - A facilitator should create a comfortable learning environment
3. As some of the participants have caught on, these are all qualities that make up a good facilitator. Advise the participants that these are characteristics they will bring to their classrooms. Repeat if necessary.

EXERCISE	Engaging participants
TIME	30 minutes

1. Divide participants into groups of four.
2. Have them make a list of all the creative ways that they can form groups, form pairs, and ask for volunteers among participants in a classroom. It's important to keep classroom activities dynamic. If you always do the same thing, participants can be bored or unengaged. Read one of the examples from the Facilitator's Tip below if they seem unsure of what to do. This is a chance to be creative and share what they may already have done in previous teaching experiences.
3. After allowing 15 minutes of discussion, have each group present to the rest what they've discussed.

Facilitator's Tip:

Walk around and listen to participants' discussion. Be sure to clear up any questions or concerns. They should give responses such as:

- Making sure participant groups have a good mix of skill level
- Dividing groups based on color of clothing or other characteristics
- Turn your row and talk to the person next to you
- Picking names from a hat/ picking sticks

EXERCISE	Give A Demonstration
TIME	25 minutes

1. Explain to participants that you are going to teach them for fifteen minutes as though they were a class of students. Offer no further explanation of what will follow.
2. Ask them to work on their own for two minutes. In that time, they must write the names of as many emotions as they can. The only rule is that they **MUST NOT** stop writing.
3. After two minutes stop them. Very quickly ask to hear some answers. **BE CAREFUL NOT TO CORRECT THEM WHEN THEY GIVE THESE ANSWERS.**
4. Now quickly put them in pairs. Ask them to compare their lists. If their partner has a word that they don't, they should write it down.
5. After two minutes stop them. Quickly ask a few students if they learned any new words from their partners. Be careful not to correct their answers.
6. Now put them in groups of four or five. Explain that each person in the group must take one minute to tell the others a story about a time s/he recently experienced one of the emotions on her list.
7. While the students are having this discussion remember to monitor and observe. You may also want to set up the next activity by writing a flipchart for example.

EXERCISE	Reflect on the Demonstration
TIME	20 minutes

1. Carry out a discussion on the demonstration. Here are some questions (and suggested answers that might help you guide the discussion):

Q. What did we just do?

A. Brainstorming.

Q. What different ways of working did we use? What did I ask you to do?

A. We worked alone, in pairs, and in groups.

Q. What other instructions did I give you?

A. You told us how much time we had and you told us we had to keep writing.

Q. Who was the information coming from, the students or the teacher?

A. The students.

Q. When I listened to some of your answers, I didn't do something that a traditional teacher would have done. What was it?

A. You didn't tell us if our answers were right or wrong.

Q. How many participants participated?

A. All of them

Q. What was the ratio of Teacher Talking Time (TTT) to Student Talking Time (STT)?

A. If the exercise has worked well you will probably not have spoken much beyond issuing the necessary instructions and eliciting a few answers, so the ratio might have been as low as TTT 20%, STT 80%. No matter what the actual ratio was, this is a good place to discuss the concept of reducing TTT in favour of STT and of examining challenges to teachers and benefits to students of doing so. [students being more engaged, participating, learning from each other, encourage their critical thinking, sharing their opinions]

Q. While you were working, what was I doing?

A. Monitoring and observing. Setting up the next activity.

MODULE FIVE:

ACTIVE LEARNING METHODS



DURATION

1.5 hours



MODULE OBJECTIVES

Participants will build upon what they learned from good characteristics of facilitation by learning and practicing active learning methods found in the curriculum.



SUGGESTED SCHEDULE OF ACTIVITIES

- Introduce Active Learning Methods
- Small Break-Out Groups



MATERIALS NEEDED

- Curriculum and coaching book
- Flipchart
- Pens/pencils/markers
- Prepare flipchart with questions for 'Introduce Active Learning Methods'
- Cards to form groups eg soldiers, birds, robots, cats
- Lesson plans and materials for:
 - Session 2: Personal Reflection, *Life Skills Curriculum* (Vote With Your Feet and Jigsaw)
 - Session 10: Conflict Management and Decent Work, *Life Skills Curriculum* (Role Play)
 - Session 6: Making a Good Impression in the Workplace, *Employability Curriculum* (Running Dictation and Role Play)
 - Session 12: Rights and Responsibilities, *Employability Curriculum* (Memory Cards)



FACILITATOR'S NOTES

- A key feature of the programme is the use of active learning methods, as opposed to traditional learning methods. It is helpful for participants to actually engage in the exercises as carried out in the curriculum, so as to make them more comfortable with the activities.
- Prepare any necessary materials in advance. Lessons will be assigned for groups, so be sure to have prepared materials on hand so that lessons planning run smoothly and quickly.
- As this session is after lunch, start with an energizer. Ask for a participant to volunteer to lead the group through an energizer activity.

EXERCISE	Introduce Active Learning Methods
TIME	15 minutes

- Now that participants have learned and discussed the characteristics of a good facilitator, and how to employ these attributes, they will now focus on active learning methods used in the curricula.
- Give each participant a card and tell them to look at the card quickly and put it away without telling anyone what is on their card. Tell them not to make any noise but imitate what is on the card and walk around the room. They should be able to find others who have the same card. This will be their group.
- Give each group a flipchart. Ask them to spend a few minutes discussing the following questions:
 - In your experience, do schools encourage students to be competitive or cooperative in the classroom?
 - What do we mean by group work?
 - Did you ever experience group work when you were a student?
 - Did you ever use group work as an adult trainer?
 - What are some of the advantages and disadvantages of group work?
- Ask each group to briefly present their views.
- Afterwards, explain to the participants that the process of learning can be as important as the contents of a session. In other words, how we learn can be as important as what we learn. In this module, participants will discover the many benefits of structured group work. In groups, they will work with various active learning methods. The process of this activity encourages teamwork and communication skills.

EXERCISE	Small Break-out Groups
TIME	75 minutes

- Create smaller working groups and assign each group one of the following sessions, focusing on different Active Learning Methods:
 - Session 2: Personal Reflection, *Life Skills Curriculum* (Vote With Your Feet and Jigsaw)
 - Session 10: Conflict Management and Decent Work, *Life Skills Curriculum* (Role Play)
 - Session 6: Making a Good Impression in the Workplace, *Employability Curriculum* (Running Dictation and Role Play)
 - Session 12: Rights and Responsibilities, *Employability Curriculum* (Memory Cards)
- Explain that each session has one or more Active Learning Method (i.e. Role Playing, Memory Cards, Running Dictation). Each breakout group needs to read through the lesson and focus on the active learning methods. Make sure it is clear to the groups which part of the lesson is the active learning method they should focus on.
- Give them 10 minutes to read their session, select the active learning method(s) and assign one person as 'teacher/facilitator' for each active learning method. They should do this by taking turns as the "teacher". Give them 10-15 minutes to plan out the activity. The other group members should help plan the activity, cut up the slips and put them on the wall etc. If the

room is not so big you have to assign them corners to use. Give them time to prepare anything that is needed for it and then have them act out the activity in their groups. Tell them to pay attention to:

- what they had a hard time with
 - what they didn't fully understand
 - what they found difficult and what was difficult to explain
4. When each group member has finished, have them discuss the following questions together:
 - What was the benefit of this activity?
 - What might be a good time of day to do this activity?
 - What preparations will you need to make in advance?
 - Can you use this active learning method also for other topics you teach or train on? Give example [eg when you teach geography you can put all countries and capitals on cards etc]
 5. Afterwards, the group should talk together to come up with a list of tips that they would give the other future facilitators when carrying out this session.
 6. Give each group a chance to present. If you have different groups using different sessions they should give a brief introduction to and overview of their assigned session along with the tips. This is a learning moment for everyone and is very important. Other participants in the audience should be following along in the curriculum and making notes and asking questions. Each group can have 10 minutes to share. (Make sure you have saved enough time in the module for all groups to present).
 7. If you found anything unclear during presentations, help to clarify. Make sure to emphasize they should not cut out these active learning methods as they make the training much more interesting and engaging. It might be a bit out of their comfort zone in the beginning but they should really try and they will notice the active engagement of the group and the benefits.

Trainer's Tip:

Active Learning Methods are exciting ways to learn and in that excitement, participants can sometimes get off topic or lose track of the intention of the game. It is important that as facilitators, they keep the participants focused on the task. They may need to find a way to calm things down and remind the participants that the game has a serious purpose. You should emphasize that they might need to know this information for future lessons.

MODULE SIX: LIFE SKILLS CURRICULUM



DURATION

1.5 hours



MODULE OBJECTIVES

Participants will gain a better understanding of the first part of the curriculum: Life Skills, and will engage with it by tackling some of the more difficult concepts and activities.



SUGGESTED SCHEDULE OF ACTIVITIES

- Take Aways
- Lesson demonstration – focusing on financial literacy



MATERIALS NEEDED

- Pens/Markers
- Paper
- Materials needed for the following activities from Session 11: Financial Literacy:
 - Activity 2: Tower of power
 - Activity 3: Money and saving
 - Activity 4: Financial goals



FACILITATOR'S NOTES

- Use this session to emphasize the financial aspect of the life skills portion of the curriculum. Thoroughly go over session 11 and demonstrate the above mentioned 3 exercises which are a bit more challenging and engaging and provide a good overview of financial education/literacy.

EXERCISE	General Overview and Take Aways
TIME	30 minutes

1. Explain that you are going to start this module with a general overview of the curriculum.
2. Break the group up into pairs.
3. Hand each pair a sheet of paper.
4. Ask the group to refer to the Life Skills section of the curriculum for this part of the exercise.
5. Assign each pair 1-2 lessons from the curriculum so that they are evenly distributed.

6. Instruct each pair to read the Overall Outcome, Lesson Objectives and Methodology of the assigned lesson together.
7. Then instruct them to write, in their own words, what they think their teaching goals are for that lesson.
8. Bring the participants back together to form one large group.
9. Write the following question on the flipchart as a prompt: "What do I want my students to "take away"?"
10. Ask each person to share what they wrote down as teaching goals for their assigned lesson.
11. Write their responses on the flipchart.
12. Then ask the group to collectively summarize what they want their students to take away from the lesson. What are their indicators that a youngster will be better prepared for a future in adulthood?
13. As a trainer, you should ascertain that these "take aways" are aligned with the learning objectives of the curriculum.
14. Do as many words as you have time for (preferably all) and keep score to see which team is the winner.
15. With the time you have remaining, ask all participants to copy any and all relevant terms into a notebook and write a definition for any that they would find useful to reference later. For example, they may want to write down an exact definition of "communication styles", but don't need a definition for "decision". This is a self-directed activity.

EXERCISE	Session Demonstration
TIME	60 minutes

1. Explain that you will now provide a demonstration of Session eleven: financial literacy from the Life Skills chapter of the curriculum.
2. Read the outcome of the lesson and the objectives

To build knowledge and confidence in identifying financial goals, setting steps to achieve them and knowing more about where and how to save and use income/revenue.

Lesson Objectives

1. *To allow participants space in which to explore their perceptions of money and its potential role in their lives.*
2. *Participants look at different methods of saving and places we can deposit money, e.g. at home, village savings groups, schools, microfinance organizations, banks, and other financial institutions.*
3. *Participants explore the links between earning money, controlling budgets and the extent to which this can give them greater voice and influence.*
3. Carry out the following activities from the session:
 - Activity 2: Tower of power
 - Activity 3: Money and saving
 - Activity 4: Financial goals
4. Afterwards, lead a discussion with the participants and answer any questions they may have about this session and facilitating activities around financial literacy.

MODULE SEVEN:

DEMONSTRATION TEACHING: LIFE SKILLS CURRICULUM



DURATION

1 hour



MODULE OBJECTIVES

Participants get the chance to demonstrate parts of the sessions from the Life Skills curriculum in small groups



SUGGESTED SCHEDULE OF ACTIVITIES

- Teaching preparation
- Volunteer group demonstrations
- Feedback round



MATERIALS NEEDED

- Workbook
- Flipchart
- Curriculum
- Markers/Pens
- Ball



FACILITATOR'S NOTES

- This session will allow participants to further work with the life skills curriculum by directly engaging with the material, particularly the more difficult sessions. Be sure to thoroughly explain and answer any questions participants may have. This will help to ease any doubts/fears they may have.
- During the practice teaching exercise, while groups are preparing, it may be helpful to walk around the room and make sure that groups/participants are aware of their assigned role and activity. Additionally, it is important to provide constructive feedback following the session.

EXERCISE	Practice Teaching
TIME	60 minutes

1. Explain that in the life skills portion of the curriculum, there are a few sessions that have difficult activities. Participants will now have some practice tackling and exploring these activities.
2. Divide participants into 3 groups and assign the following sessions:
 - Session Five: Critical Thinking and Problem Solving
 - Session Seven: Enterprise of Employment
3. Have participants move into their groups and ensure that they have a hard copy of the lesson plan.
4. Tell the participants to go through the lesson plan together and discuss the activities with their groups members. Ensure they pay attention to the following criteria when assessing the lesson with their group:
 - Which activities in this lesson are difficult? Why?
 - What preparations are needed to carry out this activity efficiently? How can we plan ahead/ what needs to be done in advance?
 - What are the logistical challenges with this activity? If we need to amend this session to fit in our context, what changes can we make to carry out this activity?
5. Some of these activities require going into the community (i.e. session 5 activity 3 community observations and interviews). It is important that trainers are comfortable facilitating these kinds of activities.
6. Have the groups practice working with their sessions until they feel that they can comfortably carry out the challenging activities.
7. Bring the participants back together. Have each group explain/act out/facilitate their assigned lesson plan while the other groups observe. Have them explain the difficulties associated with that lesson and their ideas for working through the more challenging aspects of it.
8. Repeat the activity for the remaining groups.
9. After groups have presented, engage participants in a feedback round.
10. Ask participants if they noticed any similarities with their sessions and if they feel more confident now in leading those activities. Make sure everyone has been able to address the difficulties and is aware of how to handle challenging lessons.
11. Discuss any perceived challenges, concerns or questions that may come up.

MODULE EIGHT:

INTRODUCTION TO EMPLOYABILITY SECTION



DURATION

1.5 hours



MODULE OBJECTIVES

Participants will get a general overview of the Employability curriculum and will focus specifically on the sessions on communication. Participants will see how curriculum relates to student workbook.



SUGGESTED SCHEDULE OF ACTIVITIES

- General overview
- Practice Teaching exercise
- Looking at the Workbook



MATERIALS NEEDED

- Flipchart
- Markers/Pens
- Curriculum
- Workbooks
- Teaching practice feedback chart (appendix A)
- Materials needed from the following sessions:
 - Session 2: Personal Reflection
 - Session 3: My Kind of Job



FACILITATOR'S NOTES

- Prepare materials from the lesson plans needed in this module.

EXERCISE	Review Curriculum
TIME	30 minutes

1. Lead the icebreaker from Employability, session 7. This is called whisper game or telephone. It can have different names. Have everyone whisper one sentence around the group. See how different the sentence has become. Then ask participants to say what they can learn from this activity. Choose a simple sentence, such as:

“A good job gives you confidence and more income for your needs.”

2. Refer back to the introduction of the curriculum. Point out the most important aspects of the employability section of the curriculum:
 - There is guidance on job search and application
 - Youth learn other employability skills such as good communication, asking for help, dealing with conflict
 - Youth can receive a lot of additional support during the employability curriculum from their coach for the pre-application materials
 - This curriculum is preparing them for doing their best at an internship or other skills training
3. Ask: based on the list of competencies, what are you most excited about covering and what are you least excited about teaching? Why is that? Ask participants to specifically share about things they are not excited to teach. That will help guide you on where to focus for the remaining training modules on the employability curriculum.

EXERCISE	Working with the curriculum
TIME	60 minutes

1. Divide the participants into groups of 3. Explain that you will assign each group a session from the employability portion from the curriculum and they will need to work together to practice teach that to the rest. Remind them that this is a great opportunity to get a feel for timing and delivery, but on the other hand, they won't carry out every aspect in full as there is limited time for everyone to prepare and present.
2. Walk them through the Teaching Practice Feedback Chart (appendix A) and explain as a group we will provide feedback on the practice teaching.
3. Assign the following activities:
 - Session 2: Personal Reflection
 - Session 3: My Kind of Job
4. Give groups 15 minutes to prepare. Each person in the group needs to have a role.
5. Allow each group 15 minutes to practice teach.
6. Take notes and provide feedback.
7. If time permits, after each teaching presentation, ask the audience to ask questions about anything they thought was unclear or that they didn't understand. Also ask a few people to say two things they thought the teaching group did well.

MODULE NINE:

EMPLOYABILITY CURRICULUM WITH CONNECTION TO COACHING HANDBOOK



DURATION

3 hours



MODULE OBJECTIVES

Facilitators will get a closer look at the Employability curriculum. The connection to the coaching aspect will be made clear and time will be spent practice teaching.



SUGGESTED SCHEDULE OF ACTIVITIES

- All pre-application activities: CV, application letter, interviewing
- Show overlap connection with handbook
- Practice teaching
- Feedback round



MATERIALS NEEDED

- Flipchart
- Markers/Pens
- Curriculum
- Handbook
- Workbook
- Materials for sessions 3 (The big five activity), 4 (Employment card ranking activity), 5 (job advertisement activity), 8(CV writing activities), 9 (preparing for interview questions)



FACILITATOR'S NOTES

- This session is intended to get participants comfortable with the employability curriculum and using the coaching handbook alongside it. In this session, they will draw connections between the curriculum and the workbook by exploring several sessions. Ensure that participants are able to follow along using both and that they have the materials to carry out sessions (i.e. interview prompts, CVs).

EXERCISE	Pre-Application Activities with Practice
TIME	3 hours

1. Participants should now have a very strong understanding of the process of the program and have an idea of how the coaching element works with the in-classroom training. In this session, participants will be walked through several activities that help youth actually achieve employment.
2. Depending on time, all of the below activities should be carried out and it's best if all participants get to see and engage with them. They should experience it the way that the youth will. Role play and paired work should be used to carry out several of the activities; Also demonstrating in front of the entire group as much as possible.
3. To kick off, start by drawing a long line across flipchart paper or a board. Draw a stick figure at the far left of the line and at the other end write: "job/internship offer". Ask participants to help you create a timeline. Lead a group discussion about all the steps that would need to occur for a youth to get a job. Tell them to think practically. Each time you receive a good idea, ask that person to write it on a post-it and place it where they think it belongs on the timeline. There is no fixed right end version of the timeline. This is just to get them thinking. The below activities that you will cover should appear on there somewhere: skill identification, improving of skills, matching skills/interests to work, job search, resume and cover letter, and interviewing.
4. The list of activities and their location in the curriculum are below. Always draw the connection to the handbook, so that this is relevant to both youth trainers and coaches.
5. Introduce the whole process through first brainstorming using the Big 5 job skills activity (session 3 Employability- The Big Five).
 - Do job profiles ranking activity (session 4 Employability- Employment Card Ranking Exercise)
 - Do job advertisement sample activity and combining with job ranking, big 5 and personal skill reflection activity (session 5 Employability- Job Advertisement)
 - Go through Cover Letter and CV activities in curriculum (session 8 Employability –Workshop on job applications and cover letters, Identification of your Skills, Workshop on CV writing) and workbook. Assess sample (coaching handbook) together. Ideally, coaches and participants could evaluate their own CVs.
 - Go through interview activities (session 9 Employability- Preparing for Interview Questions) with actual practice using the interview question prompts. This can be done as if they are their real selves, or they can create a persona for the activity if time. For example, I am a youth, age 17, my interests are in technology, I did a computer training course, I like to work in a team, I think I need on-the- job training.
6. Close with a feedback round on the teaching practice. Afterwards, end with a specific discussion on the differences of the help and guidance that a teacher/facilitator would give vs. a coach to the youth for these activities.

MODULE TEN: COACHING HANDBOOK



DURATION

1.5 hours



MODULE OBJECTIVES

Participants will be given a basic overview of the Coaching Handbook and how it fits with the Life Skills and Employability curriculum (and entrepreneurship curriculum if desired).



SUGGESTED SCHEDULE OF ACTIVITIES

- Reviewing the coaching handbook and poster presentations
- Demonstrating the SWOT assessment from the coaching handbook



MATERIALS NEEDED

- Flipchart
- Markers/Pens
- Coach's Handbook
- posters

EXERCISE	Reviewing the Coaching Handbook and Poster Activity
TIME	1 hour

1. Explain that participants will now begin to engage with the coaching handbook. Divide the participants into 8 groups.
2. Instruct participants to look at the coaching handbook. Remind them of the following:
 - The goal of the coaching portion of the programme
 - The timing and connection to the life skills and employability curriculum
 - The topics
 - The layout and structure; appendices
3. Remind them that there will be 8 coaching sessions with youth and that each has a recommend point within the programme to carry this out, but some sessions are more time consuming than others.
4. Point out how additional resources are included in the Annex
5. Look briefly at the layout of the coaching sessions so that they can see how they are different from the curriculum.
6. Within their groups, give participants the task of creating posters. The posters should

demonstrate their understanding of the coaching handbook, including the coaches' role and how to use the handbook alongside the curriculum.

7. Allow the groups 30 minutes to put together their posters. Afterwards, instruct the participants to hang their posters up around the room. All the groups will walk around the room looking at each of the posters.

EXERCISE	SWOT assessment
TIME	30 minutes

1. Next, have participants turn to session 2: Strengths and Weaknesses, of the coaching handbook
2. Give a brief explanation of the SWOT analysis. Draw a SWOT analysis chart on the flipchart and explain how to carry out the assessment.
3. Afterwards, distribute paper and pens to participants. Give participants time to work on their own to carry out the assessment for themselves. They should follow the questions from that activity in the coaching handbook.
4. After about 15 minutes, have some participants volunteer to share their SWOT analysis

MODULE ELEVEN:

GENDER EQUITY IN PRACTICE



DURATION

1 hour



MODULE OBJECTIVES

Participants should be made aware and given tools to help promote gender equity of all youth in any encounter: in the classroom, in the one on one sessions, etc. This reflection and awareness building session is important for all teachers in a modern world.



SUGGESTED SCHEDULE OF ACTIVITIES

- Gender clock watch
- Gender awareness
- Reflection



MATERIALS NEEDED

- Flipchart
- Markers
- A ball



FACILITATOR'S NOTES

The aim of this session is to enable trainers to appreciate the need for gender equity and to reflect on their own attitudes and opinions in this respect.

EXERCISE	Gender Clock Watch
TIME	20 minutes

1. Remind the class that gender is an important discussion to prepare for, especially paying attention to gender equity in the classroom. Participants will now have the opportunity to begin an analysis of how gender roles affect us all.
2. Divide the participants into groups of five or six, and draw a large clock face on a sheet of flipchart paper or on the board.
3. For every different hour, they have to write down what men in their community are typically doing at that time and what women in their community are typically doing,

4. You can also ask a different group to focus on the hourly activities of sub-sets, e.g. one group thinks of women/men from rural areas, one group thinks of women/men from urban areas, one of older women/men and one group thinks of younger women/men.
5. As an alternative, have each group use Image Theatre to create different images for different hours instead of giving written answers.
6. Finally, ask each group to present and discuss the main differences they found and how they feel about this.

EXERCISE	Gender Awareness Ball Game
TIME	20 minutes

1. Divide the flipchart sheet into two columns, and write 'Male' at the top of one and 'Female' at the top of the other.
2. Ask the participants to form a circle.
3. Explain that you will shout out certain gender labels (e.g. boy, woman, man, girl) as you throw the ball. Whoever catches the ball must immediately say a word they associate with that gender label (e.g. when you say "boy", the participant catching the ball might say "trousers"). You will need two volunteers standing by the flipchart sheet with pens ready to write down the words offered by the participants.
4. After a few minutes, ask the participants to continue the exercise but to give answers in the context of jobs (e.g. when you say "woman", the participant catching the ball might say "secretary").
5. Continue with the ball throwing until such time as two lists of words have been generated and written down under the Male and Female headings.
6. Now ask the participants which of the words really could not apply to both men and women. In this process of discussion, you may have to demonstrate that both men and women can do any job. Remove all words that can apply to both men and women.
7. Ultimately you should be left with only words that describe physical attributes or are linked to the body, such as breast-feeding under women, or prostate cancer under men.
8. Use this to elicit the definition that gender is a purely social or cultural construct that differs around the world. Sex is a purely physical definition.

EXERCISE	Reflection
TIME	20 minutes

1. Have everyone form a circle. Give everyone a post-it note.
2. Ask the participants to take 5 minutes to reflect on their own ways of working with others again. This time ask them to write down a private, inner commitment to making three changes to the way they work so as to promote greater gender equity. Ask them not to put their names on the post-it notes and to leave them with you as they go to break.
3. During break, create a wall display of these commitments. Place it in a prominent place and encourage participants to look at what they, as individuals, have committed to.

MODULE TWELVE:

CLOSING AND NEXT STEPS



DURATION

1 hour



MODULE OBJECTIVES

Thank facilitators for coming to training and answer any final questions. Provide a summary of what was learned and discuss where they go from here.



SUGGESTED SCHEDULE OF ACTIVITIES

- Monitoring and Evaluation
- Programme Logistics
- Reflection



MATERIALS NEEDED

- Paper
- Markers/Pens
- SWOT analyses
- Training evaluation survey (Appendix C)



FACILITATOR'S NOTES

- As this is the final session, you will distribute a training evaluation at the end (see Appendix K). Be sure to have these prepared ahead of time. Additionally, allow for any final questions that participants may be eager to ask.

EXERCISE	Pre-Programme Logistics
TIME	30 minutes

1. Introduce the SMART Goal Method: One popular method for making sure that the goals we set are achievable is through the SMARTmethod. Show the image of SMART goal setting in the coaching handbook. [page 43- or handout]
2. Ask them to brainstorm what kind of goals the youth are going to have. Most likely participants will start with generic goals. That is part of the process. After they have come up with a few goals they think youth will have, ask them to choose one. As a group,write out the goal fully

making sure it meets every standard of the SMART method. The prompt questions in the diagram are very helpful.

Read the goal now.

- Ask: is it specific? Does it clearly focus on just one thing?
 - Ask: is it measurable? How will they know they have succeeded at the goal? How could they measure its success?
 - Ask: is it attainable? Within the time frame and skill level, is the goal achievable?
 - Ask: is it relevant? Is this goal actually important at this stage?
 - Ask: is it time-bound? Is there a time frame stated?
3. Explain that setting SMART goals is a useful skill to have for both the youth as well as you as a trainer. We will practice in the next exercise.
 4. Using help from the local partner, walk through the training logistics:
 - start dates
 - meeting dates
 - times
 - session length
 - group size
 - etc.:
 5. Discuss and explain all operational tasks they will need to know or do before the programme begins. Make sure to include:
 - Where meetings are located, how they will get there, where to park, etc.
 - Confirm if any keys or codes are needed
 - What do they need to do or bring before going to the first meeting?
 - What time should they arrive
 - How much time should they expect to prepare
 - Who to report to
 - What lists or paperwork they need to have, develop, or update
 - Materials needed
 6. Now ask participants to do some planning and goal setting of their own. Using their own piece of paper and working individually, participants should set their own goal for their first week in training or coaching youth. They should write the goal out fully including steps to take and ensure that it meets the recommendations of the SMART method.

EXERCISE	Summary & Reflect
TIME	30 minutes (extra time if needed to complete the evaluation)

1. Remind participants that they have now directly or indirectly covered everything from all the sessions of the curricula.
2. They have covered:
 - Practice with complex sessions
 - Major concepts of life skills, employability, entrepreneurship and coaching
 - Good teaching practice tips
 - Good coaching practice tips

- Explanation and practice with several active learning methods
 - Time management tips [indirectly when doing mock lessons]
 - Giving feedback tips
 - Strategies for reducing gender bias
 - Ideas and practice with active warm-ups and closers
 - An understanding of good communication and dealing with setbacks and difficult conversations
 - An understanding of giving feedback in a positive and constructive way
 - Teaching practice
3. Lead a final Q&A
 4. Hand out the training evaluation survey (Appendix C) and give them time to complete it.
 5. Carry out closing ceremony with SOS and certificates. Lead a final round of applause for everyone!

APPENDICES

APPENDIX A: TEACHING PRACTICE FEEDBACK CHART

1. Did the teacher lecture? If so, was it necessary and helpful? Or unnecessary?
2. What was the ratio of teacher-talking-time (TTT) to student-talking-time (STT)?
3. How many children were able to participate actively?
4. Did the teacher make good use of open/wh- questions?
5. If the classroom was noisy, was it productive noise or unproductive noise?
6. If the classroom was silent, was it productive silence or unproductive silence?
7. Which of the following did you observe? participants working;
 - alone
 - in pairs
 - in groups
8. What were some things you liked?
9. What were some things you might do differently?

APPENDIX B: COMMON MOTIVATOR CARDS

<p>RESPONSIBILITY In charge of a task or given more responsibility as a result of doing a good job</p> <p><i>Positive or Negative</i> <i>Internal or External</i></p>	<p>GOOD WORKING CONDITIONS The work environment is safe and the hours and pay are fair</p> <p><i>Positive or Negative</i> <i>Internal or External</i></p>
<p>PROMOTION OPPORTUNITIES Receiving a higher job title for doing well</p> <p><i>Positive or Negative</i> <i>Internal or External</i></p>	<p>ACHIEVEMENT Your ideas are used and others notice and are grateful to you</p> <p><i>Positive or Negative</i> <i>Internal or External</i></p>
<p>CHANCE TO LEARN NEW THINGS There are training opportunities or new skills to learn</p> <p><i>Positive or Negative</i> <i>Internal or External</i></p>	<p>DON'T WANT TO DISAPPOINT OTHERS If you don't do well, your supervisor, employees, other colleagues or clients will be disappointed in you</p> <p><i>Positive or Negative</i> <i>Internal or External</i></p>

<p>FEAR Would not want to lose the job because dependent on salary or because it is connected to family or a close friend</p> <p><i>Positive or Negative</i> <i>Internal or External</i></p>	<p>MONEY Better salary, raise, or bonus</p> <p><i>Positive or Negative</i> <i>Internal or External</i></p>
<p>INTERESTING WORK The tasks of your job are interesting</p> <p><i>Positive or Negative</i> <i>Internal or External</i></p>	<p>WORK ENVIRONMENT Colleagues and managers are generally kind and also happy with their work</p> <p><i>Positive or Negative</i> <i>Internal or External</i></p>

Answer Key:

<p>RESPONSIBILITY Positive Internal or External (if feeling responsible for the task then it's internal, if being given extra responsibility at work for doing a good job, then it's external)</p>	<p>GOOD WORKING CONDITIONS Positive External</p>
<p>PROMOTION OPPORTUNITIES Positive External</p>	<p>ACHIEVEMENT Positive Internal</p>
<p>CHANCE TO LEARN NEW THINGS Positive Internal</p>	<p>DON'T WANT TO DISAPPOINT OTHERS Negative (because this is focusing on a negative aspect of disappointment) Internal</p>
<p>FEAR Negative Internal</p>	<p>MONEY Positive External</p>
<p>INTERESTING WORK Positive Internal</p>	<p>WORK ENVIRONMENT Positive Neither- although a good working environment is positive, there is nothing that an employee can really do or get so it is a motivator but not something to be gained or lost</p>

APPENDIX C: TRAINING EVALUATION SURVEY

DEGREE OF AGREEMENT					
Grades (from 1-lowest to 5-highest)	1	2	3	4	5
I already had experience with / knowledge of the subject of the training					
I clearly understood the training goals					
The tools used were useful and facilitated mastering the material of the training					
The manner in which the training content was presented helped me to master it					
The training organizers were helpful and were considerate to my needs					
Which part of the training did you find most useful and why?					
What kind of changes would you suggest to the training and why?					
How important was the training for your work?					
Please, grade the overall usefulness of the attended training					

