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## LIFE SKILLS AND EMPLOYABILITY: A TRAINING PROGRAM FOR YOUTH

# *Core Life Skills* MANUAL



## ACKNOWLEDGEMENTS

### 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.

©2018 Life Skills and Employability: A Training Program for Youth

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## TABLE OF CONTENTS

<i>Welcome to the Life Skills Programme!</i>	5
<b>SESSION ONE:</b> What Brings Us Here? Introductions and Overviews	11
<b>SESSION TWO:</b> Personal Understanding and Exploration	17
<b>SESSION THREE:</b> Motivational Speaker- What are my experiences and how can they help you?	25
<b>SESSION FOUR:</b> Setting My Own Goals	31
<b>SESSION FIVE:</b> Critical Thinking and Problem Solving	39
<b>SESSION SIX:</b> Communication Skills	45
<b>SESSION SEVEN:</b> Enterprise or Employment	53
<b>SESSION EIGHT:</b> Put Yourself Out There	59
<b>SESSION NINE:</b> The Pitch	65
<b>SESSION TEN:</b> Conflict Management and Decent Work	71
<b>SESSION ELEVEN:</b> Financial Literacy	79

## *Welcome to the Life Skills Programme!*

Empowerment comes in many forms. Being able to see the opportunities available and having the knowledge to make good decisions to seize those opportunities is one of those. The goal of this manual and of the curriculum is to show youth what skills they already possess, how to build upon their strengths, how to find their true interests, and to show them what choices they have in the path of their life, all while working towards a goal of financial security and stability. Their first step in this journey begins with the Life Skills curriculum.

Close your eyes and remember your youth. What were you interested in? What activities were you engaged in? What potential paths did you see for the course of your life? You might have been thinking about studying, getting a job in your community, helping with a family business or becoming an entrepreneur with a brilliant idea of your own. You had youthful ambition and these options which you saw were made visible to you through engagement, motivation and potentially a good mentor. By building your self-awareness about your own interests, dreams and skills, a link can be created to a satisfied life in the adult world of work and responsibility.

As a leader in this programme, your role is to help young people learn about who they are and support them in making choices about their future work and careers. You are going to guide them through the same process that you went through and so successfully navigated to help them find their sense of purpose.

The Life Skills curriculum is meant to help capture the interests and intrinsic motivation of students. Its focus is on their personal development and the recognition of the value of their own actions, abilities and responsibilities. It will provide students with an opportunity to not only understand themselves better but also each other. It gives structure to their hopes, dreams, fears, and goals. By covering topics such as conflict resolution, gender rights, and problem-solving skills alongside financial literacy and job basics, participants are provided a well-rounded, practical experience. 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 Life Skills curriculum, some students might even discover a passion or realize that their current interests could result in a career, further educational opportunity or business idea.

The progression of this manual is formatted to build up to this crossroad for the participants and is meant to guide you and your students through the process and help facilitate the career development experience for participants, building them up for a successful future.

## RATIONALE FOR CORE LIFE SKILLS CURRICULUM

### FOUNDATIONAL SKILLS

Participants, supported by facilitators, will get to know their own identity, set individual goals independently and employ skills which will not only benefit their futures but also that of their communities. Through several practical exercises, participants have the chance to decide whether an employability or an entrepreneurial track is right for them. These useful notes and resources will be completed and kept in a separate workbook that they will not just use throughout the Life Skills track but also in their future path. The format of this curriculum enables students to achieve personal development, establish social relationships and relate practical activities with their future objectives.

### HOW DOES THE LIFE SKILLS CURRICULUM WORK?

The set of lessons found in this curriculum is to be used progressively to develop the youth's skill sets and in an orderly way, guide them towards making a decision about which work-related path they would like to follow. The accompanying workbook allows participants to document their attributes, experiences, accomplishments, resources for future use and achievements. The goal is to help students assemble a good reference for future use both at home, at work and in their personal lives.

By encouraging students to document their interests and preferences and work towards projects that build upon them, the Life Skills curriculum and workbook becomes a learning tool that is unique to each participant and is representative of their process and the results of their work.

While participants are following the same lessons as you progress through the curriculum, the details become more individualized, creating a result that can be shared with you as the facilitator as well as showcased to the rest of the class at the end of the course.

### FACILITATOR'S ROLE

This programme lets the participants explore and document their interests. It will help them identify new talents or improve existing ones. This manual provides all facilitator session plans and supporting student materials to guide participants through the entire process.

As a facilitator, you will manage this process. This is something that you are likely already doing, but the Life Skills curriculum is designed with a workbook so as to provide both standard instructional lessons as well as practical applications where they are able to note things like their own personal strengths, CV, and budget. Additionally, the process is formalized with an end of program pitch and assessment. As a facilitator, your role will be to:

- Help students identify and clarify their interests
- Deliver classes to support participants' process of investigating those interests
- Build upon self-esteem by recognizing skills they already possess and building upon them
- Monitor and give regular feedback to students

- Demonstrate good goal setting techniques and help participants to work towards these
- Build up participants' financial literacy
- Be a resource to students when they need guidance on documenting their personal experiences
- Assist in organizing class, school or community activities to share the results
- Mentor participants as they decide between continuing on with an employability or entrepreneurship path
- Give final feedback on the final showcase

The Life Skills curriculum is broken up into 12 lessons, each building upon the next to guide students toward an independent financial future. In this curriculum, you will find class lesson plans as well as corresponding student activities to be completed in their workbooks.

### PARTICIPANT'S ROLE

The Life Skills curriculum will assist participants in developing skills that will help them in and out of school both now and in the future. Through the Life Skills portion of the programme, participants will take initiative by deciding on their interests, formulating their own pathway goals and identifying the resources needed to pursue those goals. This process will help them to be more successful in their personal, professional and academic lives.

The following are key personal competencies that will be gained during the programme:

1. Personal Understanding
2. Identify Attributes of Success
3. Setting and Achieving Goals
4. Critical Thinking
5. Gender and Employability Rights
6. Conflict Management and Problem Resolution
7. Effective Communication
8. Financial Literacy

Practical Applications that will be employed throughout the program are:

1. Discovering the Next Step
2. CV and Motivation Letter Writing Exercise
3. Pitch Preparation
4. Giving a Pitch (end of programme showcase)

Participants will engage in activities and reflection outside of class as well and will eventually choose and present on their decision to follow either the Employability or Entrepreneurship programme next. All of the activities guiding them to this final presentation and decision will be documented in the Life Skills workbook, and participants will be expected to commit to continuing their progress through the programme.

In addition to the practical exercises in the Life Skills curriculum workbook, participants are also encouraged to add other material and notes on a regular basis documenting their personal and academic interests throughout the course of the programme. Examples of such additions are presented at the end of each session under the Setting a Target section.

### **ASSESSMENT**

The Life Skills Curriculum should be an exciting and interesting experience for both facilitators and participants. A component of that experience is reflection. One aspect of that reflection is the assessment of each student's progress through the curriculum. The student and teacher assessment forms provide a structure for this reflection.

For students, they will be asked to think back about all that was covered and determine what they realized about themselves and what sorts of skills they developed as a result.

This is complimented by two assessments from the teacher reflecting on each student's growth and engagement throughout the Life Skills activities. These assessments should be shared through an individual consultation with each student as a means of giving feedback on their personal development.

We hope that this shared assessment leads to more discussions about how to improve skills and how to follow up on interests. These interests may be pursued in a post-secondary course or a career opportunity in the future. Your assessment is meant to help participants see how this Life Skills programme might continue to be meaningful to them going forward.

### **FINAL NOTE**

As a facilitator, you are helping students make important decisions about pursuing their interests and how those interests can relate to their personal, academic and vocational aspirations. This is a great opportunity for them to grow and you should trust your instincts in supporting your students. This should be a fulfilling experience for you as well as for the participants whom you work with. We hope you will have fun facilitating this learning experience.

## **HOW TO USE THIS MANUAL**

This curriculum is divided into 11 sessions:

1. What Brings Us Here? Introduction and Overviews
2. Personal Understanding and Exploration
3. Motivational Speaker(s)
4. Setting My Own Goals
5. Critical Thinking and Problem Solving
6. Communication Skills
7. Enterprise or Employment
8. Put yourself out there
9. The Pitch
10. Conflict Management & Decent Work
11. Financial literacy

### **CLASSROOM CONTENT**

The facilitator content is designed for activities that can be done in the class with all participants. These classroom sessions are broken up into a schedule of activities that are designed to get students active, interested and engaged. The overall format is:

- Overall Session Objectives: main goals for the entire session
- Schedule of Activities: a suggested set of activities with their own specifications
- Setting a Target: a goal for work outside of class or to prepare for the next session

The Schedule of Activities is broken down into:

- Exercise: providing the name of the activity
- Objectives: identifying the main goal of the activity
- Materials: details what materials are needed
- Time: suggested amount of time to spend on this activity

Each activity usually follows this format:

- Presentation and/or Energizer
- Recap or Review
- Series of new activities covering topic
- Summary or Wrap Up

If a supplemental document or activity is referenced, this will be located in the coordinating session of the workbook.

## SESSION ONE:

# WHAT BRINGS US HERE? INTRODUCTIONS AND OVERVIEWS



### OVERALL OUTCOME

To introduce the programme and Life Skills component and familiarize participants with each other, the curriculum and what to expect by beginning to explore their professional opportunities.



### LESSON OBJECTIVES

1. Participants will understand the programme, the Life Skills component as well as be introduced to what is expected of them and how the active lessons will be carried out
2. Participants will start the process of growing comfortable with one another, exchanging personal information and learning about each other.



### MATERIALS NEEDED

- Ball or light object for throwing
- Flipchart and marker/pen



### METHODOLOGY

- Group discussion
- Icebreakers
- Group rule setting
- Guest speakers
- Small group and whole group discussion and goal setting



### DURATION

3 hours



### KEY WORDS

- inspiration, goals, conduct, professionalism



## INFORMATION FOR THE FACILITATOR

Prepare a good introduction to not only Core Life Skills, but to the entire programme. You can find resources in the Coaches Training Manual and in the introduction to the curricula. Participants should understand what topics they will and won't be covering.

Gather as much information on your participants as you can so that you can better contextualize and modify future sessions to fit their needs. This Life Skills component is more general and basic, but it can be useful and tailored to young professionals or those with higher academic qualifications. To prepare for each and every session, it is necessary to read it fully a few days before giving the training and take time to modify it to fit your group. You may need to adjust exercises or change scenarios or examples. You may need to elevate or simplify based on their level. Depending on your space and group size, you may want to increase or decrease the amount of movement expected, however, it is recommended to retain the interactive nature of the exercises to avoid boredom and disinterest. Be aware that some participants will get involved more easily than others. Use pair and group work to get participants talking more. Assign specific tasks to each group member or give enough time for all to speak and contribute to ensure no one is being left out.

For the Guest Speakers exercise, find one young professional who has a decent job and one young professional who is an entrepreneur. Invite them to come and speak during the middle of this session. Communicate clearly with them on what you want them to wear, where they should go and at what time. They will each have 15 minutes to present and 5 minutes to take questions. They need to cover who they are, what they do, what actions they took to get where they are now, what motivated them to take the job/start the business and what continuing goals they have. They can also discuss what other opportunities have been available to them and explain a bit on their experience with finding and getting a job or starting a business. This will give participants insight into the current labour market. The idea is for participants to be inspired by these guests.



## SCHEDULE OF ACTIVITIES

- |                              |       |
|------------------------------|-------|
| 1. Programme Introduction    | 20min |
| 2. Icebreaker game           | 30min |
| 3. Learning About Each Other | 20min |
| 4. Code of Conduct           | 20min |
| 5. Guest Speakers            | 45min |
| 6. Inspiration and Goals     | 20min |
| 7. Summarizing               | 25min |

<b>EXERCISE</b>	1. Programme Introduction
<b>OBJECTIVES</b>	To quickly welcome participants, thank them and give them an idea of the activity-based nature of the workshop and an overview of what Core Life Skills is about.
<b>MATERIALS</b>	None
<b>TIME</b>	20min

1. Give participants an overview of the curriculum by explaining the three components: Core Life Skills, Employability and Coaching. Explain the time commitment and the active style learning which they will experience.
2. If applicable, introduce the role of the coaches and the workbook as extra resources.
3. Follow the notes in the Information for the Facilitator section by giving a brief introduction to each session's topic, how many in total there are, the amount of time they will be in training, the amount of time they will be expected to work on tasks outside of training, and what the goal of the Life Skills programme is: to prepare them for the labour market in a more personal way.
4. Remind them that you will all be working together over many weeks. In that time the group is going to think about who each individual is, where they want to go in life, what skills and talents they already possesses that might help them, what skills they need to learn or possess and how being financially smart can help. Reassure them that this is a process that will take time, that you are all embarking on a journey together and that as well as learning many valuable skills they will also have great fun. Now move on straight away and lead an icebreaker.

<b>EXERCISE</b>	2. It's On Me- Icebreaker Game
<b>OBJECTIVES</b>	To relax participants and demonstrate that the workshop will be active.
<b>MATERIALS</b>	None
<b>TIME</b>	30min

1. Give participants a few minutes to think about something they are wearing, carrying, or have with them that represents something important about themselves. For example, this can be a book they have in their bag which represents a special interest they have. It can be anything. Let them be creative.
2. You should start the activity by first presenting on your own item. You should show it, say what it is, where it came from, and why it's important: you always carry/wear it because... or it represents a certain moral or value that is important to you because.... or it is about or related to a special skill or hobby you have.
3. Then let each participant do the same for the group. They should say their name and then present their item in the same way you did. Give each a few minutes. After each presentation, encourage two questions to be asked of the presenter. It can be related to their item or it can be a general 'get to know you' question, such as 'where do you live?'
4. If you have a very large group, then divide into two smaller groups. Carry out the activity in the same way but when finished, bring the entire group back together and see who can remember the name and item of another participant. Do this until everyone has been briefly introduced.
5. When finished, explain that this exercise was to remind them that anything can have special meaning or representation for different people. It is good for participants to start reflecting on how they present themselves and what sets them apart.

<b>EXERCISE</b>	3. Learning About Each Other
<b>OBJECTIVES</b>	To help people to learn each others' names and to continue the process of trust and team-building.
<b>MATERIALS</b>	A ball or light object for throwing and catching
<b>TIME</b>	20min

This is a game that could be useful for further acquainting participants with one another and learning about each participant's current work/study situation.

*'Catch the ball'.*

1. Ask participants to stand in a circle.
2. One participant throws the ball to another.
3. When they catch the ball, they must say the name of the participant who threw it. If they can't remember their name, they can ask. You should be the one to start the game and before you throw the ball, first say your current profession. After a participant catches the ball and says the name of the person who threw it, they should then very briefly say what they do: they have a small business, they work as a \_\_\_\_\_ at \_\_\_\_\_, they are looking for work, they just finished studying, they are currently studying, etc.
4. Keep throwing the ball around the circle like this until everyone has tested their knowledge of other participants' names and shared their own current employment situation.

<b>EXERCISE</b>	4. Code of Conduct
<b>OBJECTIVES</b>	To empower the participants by having them establish guidelines for the conduct of the workshop. To encourage a feeling of equal ownership of the workshop.
<b>MATERIALS</b>	A flipchart and a marker pen
<b>TIME</b>	20min

1. Place a flipchart and pen on the floor in the middle of a circle of tables or desks.
2. Ask them to suggest rules governing behaviour and time-keeping for the workshop sessions. They will often begin by thinking of rules to govern their own behaviour. If they do not offer them, you might suggest guidelines regarding time-keeping, rudeness, aggressiveness, swearing, and mobile phones. Try not to put words in their mouths.
3. Encourage them to suggest guidelines governing the behaviour of you and the other facilitators too. The participants need to feel from the beginning that the workshop will be based on dialogue between equals. Ask them to reflect on what would be professional behaviour from them, you, in this course and also in general.
4. As participants 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 participants draw the guideline rather than write it, for example, by making a picture of a mobile phone or cigarette with a line through it.

<b>EXERCISE</b>	5. Guest Speakers
<b>OBJECTIVES</b>	To introduce the participants to young professionals and to learn from their story.
<b>MATERIALS</b>	None
<b>TIME</b>	45min

1. Invite the first guest speaker up. They should already be prepped with how long to speak and in general what to talk about. (Follow the instructions in the Information for the Facilitator at the beginning of this session). Have the employed person present before the entrepreneurial one.
2. Each guest should present for just 15 minutes. Remind participants that they need to give full attention and there will be 5 minutes for questions and answers at the end of each presentation.
3. After both guests have spoken and answered questions, thank them for coming. They can then leave. After they've gone, ask a few volunteers to share anything new which they learned.

<b>EXERCISE</b>	6. Inspiration and Goals
<b>OBJECTIVES</b>	To allow participants to state what they hope to achieve and to suggest possible barriers to these objectives.
<b>MATERIALS</b>	Flipchart
<b>TIME</b>	20min

1. Remind the participants briefly what the objectives of the training sessions for Core Life Skills are i.e. to help them believe in themselves as individuals and to learn how to provide for themselves and their futures by developing good habits and skills which they will use in a professional context, either for the first time or as a way to improve their current situation.
2. Ask participants to form groups of five to share why they are here. Why did they join this programme? What is their current employment situation? What are they hoping to achieve? What motivates them to achieve this? Give them 10 minutes for these discussions, with each person sharing for a few minutes. Then give groups another 5 minutes to discuss what challenges they might face in achieving their goal for this programme: a personal reason, a time commitment reason, a location issue, etc.
3. Ask participants to share some of the challenges they discussed. Ask others to give advice and solutions. Then ask for a few volunteers to define the word "goal". Write this word and the subsequent ideas you receive from participants about what a goal is onto a flipchart.
4. Explain that goal setting, if not already, should be an important part of their life as they approach any new task, direction, or decision. Setting goals will help keep them focused so that they can more easily see a good opportunity.

<b>EXERCISE</b>	7. Summarizing
<b>OBJECTIVES</b>	To summarize the day's learning and challenge the participants to apply it to their own lives.
<b>MATERIALS</b>	A ball
<b>TIME</b>	25min

1. Take out your ball again and begin to throw it around the room.
2. Explain that when someone catches it, they should share one thing they learned, discovered or found useful during today's session.
3. Try and keep the ball moving until every participant has shared something.
4. Summarize the day's key messages below and then ask the participants to get their Workbook.
5. Explain the purpose of the workbook in a bit more detail to the participants
6. Explain that 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.
7. Look together at the front page and tell the participants they can personalize the front page with their name.
8. Ask them to open up their copy of the workbook to Session One.
9. Read from below what all they must do for this session.
10. If time, allow them to go ahead and complete the page, especially the three goals.
11. Before closing the session some of the participants can share one of their goals.

### Key Messages

- Core Life Skills is more of a personal reflection and skill building course which will prepare participants for joining an Employability or Entrepreneurship track in the next component
- Learning to think critically about themselves and their current situation is easily applicable to a professional setting
- Setting, checking and revising goals should become a regular habit
- Participants might come from a variety of backgrounds and have a variety of experience but we will see how similar each person's basic goals are.

### Workbook Assignment

- Fill out the personal information into your workbook from Session 1
- Complete the section on "What do you want to gain from this course?" By writing down three goals for the Core Life Skills component of the programme

## SESSION TWO: PERSONAL UNDERSTANDING AND EXPLORATION



### OVERALL OUTCOME

To further explore their own traits and skills as well as motivating factors in their lives.



### LESSON OBJECTIVES

1. Participants will reflect on their identities as a step towards enhancing self-esteem and agency.
2. Participants will realize the wealth of attributes they already possess which can assist them in defining their own futures.
3. Participants will begin to reflect on internal and external factors which will affect their decisions.



### MATERIALS NEEDED

- Pieces of paper, pens and markers
- Flipchart with list for energizer written out "Lost at Sea- Items on Board"
- Flipchart with your Tree of Life completed in advance to show
- Flipchart with Employee or Entrepreneur Test questions and answer options



### METHODOLOGY

- Team problem-solving energizer
- Pair work
- Individual projects and presentations
- Individual test with group discussion



### DURATION

3 hours



### KEY WORDS

- priorities, traits and skills, support, employee, entrepreneur



### INFORMATION FOR THE FACILITATOR

For the Energizer: Lost at Sea, prepare on a flipchart the list of 10 items which participants can choose from during the exercise. They will need to be able to see this as they work in their teams.

For the Tree of Life activity, take time to make a full and complete version of your own story.

Preferably do this on a flipchart paper so that it's easy to show. Be prepared to explain it to participants.

For the Personal Trait Reflection exercise, write up or print out the test found within the exercise instructions in advance so that they can read along and mark their answers. Review this section in advance so that you understand all of the questions, answer options and how to read the results. All of the information is provided within the exercise instructions.

This session is intended to continue building up the participants' sense of team and reflection. They need to be able to see how they are affected by and interact with others in a variety of contexts and how that affects their own choices, behaviour and confidence.



## SCHEDULE OF ACTIVITIES

- |                              |       |
|------------------------------|-------|
| 1. Energizer                 | 45min |
| 2. Tree of Life              | 85min |
| 3. Personal Trait Reflection | 35min |
| 4. Learning from Others      | 15min |

<b>EXERCISE</b>	1. Energizer: Lost at Sea
<b>OBJECTIVES</b>	Liven up the atmosphere and work on a critical thinking/ team building exercise
<b>MATERIALS</b>	Piece of paper and pen for each group, list of items on the ship
<b>TIME</b>	45min

- Welcome participants to the session and if you haven't already, have everyone/remaining participants share one programme goal which they wrote down in their workbook in the previous session.
- Guide participants in the following problem solving/ team building icebreaker.
- Divide participants into groups of 5 or 10 depending on your entire group size.
- Give each team a piece of paper and pen. Then show or hand out the list of 10 items which they will be working from (see chart below).
- Explain that they are on a ship which has had an accident and has caught on fire. They only have time to grab 4 items from the list of 10 items which were not burned. Teams can assume that there will be some remaining floating wood and sails from the fire. They cannot see land, other people, or another boat anywhere. They don't know where they are or how long it will take to swim or float ashore or to be found by a rescue crew.
- When you call 'Go', each team has to start talking and strategizing on which 4 items they think are most important from the list and would grab. Then they must also prioritize (or rank) those four items to put them in order from most important to least important.
- Give the teams 15 minutes to think, choose, prioritize and give reasons for their decisions. They only need to write down their four items in the order of importance but they should have a clear explanation in mind of why those are most important. This is a problem solving and team building exercise, so walk around the teams to make sure everyone is participating and

everyone's opinion is being heard. Watch out for dominant group members who just decide on items and disregard the input from others. Encourage all participants to really speak up and argue for the items they think are important.

- After 15 minutes, bring the group back together and have each team stand and present. Circle or tally the items each team states to see how many different choices were made by the teams. Allow for friendly debate amongst the groups as they explain their answers.
- Quickly give the whole group the "expert" answers provided by the U.S. Coast Guard: 1) Matches, 2) Can of oil, 3) Fresh water, 4) Mirror. The matches, can of oil, and mirror are all important ways of signaling for help. The matches of course need to be kept dry however. The water is more critical than the food in this case. The experts say that although the radio could be a good idea, it is very unlikely to work if you are far from land or other ships. These expert answers will probably vary greatly from the answers you received from participants.
- At the end, ask these reflection questions:
  - How many different items were selected amongst the teams?
  - Which item was chosen the most?
  - Were you surprised to hear the expert answers? Why might they have been very different from your answers [possible answer: the expert answers were focused on signalling for help immediately and to be rescued as soon as possible whereas the team may have chosen more survival items like food, water, fishing pole, and the rope.]
  - Why do they think it was necessary or important to prioritize the four items?
  - How do they think this could apply to a work situation? [possible answers: problems will arise at work and you need to act as a team to have a better result, sometimes you have even less time than you think, so you need to prioritize, different people have different solutions for problems, it is good to listen to everyone, it is important to be able to understand and explain your reasons behind decisions you make]

### LOST AT SEA: 10 ITEMS ON BOARD, CHOOSE 4

One Very long rope

Matches

Fresh water

Basket of food

Can of oil/gasoline/petrol

Mosquito net

Radio

Fishing pole w/ line and hook

Mirror

Floating ring/cushion

<b>EXERCISE</b>	2. Tree of Life
<b>OBJECTIVES</b>	Enable participants to speak about their own lives in a way that makes them more confident.
<b>MATERIALS</b>	You will need to have prepared your own Tree of Life to model to the group. Each participant will then need a flipchart. There should be enough coloured marker pens for the whole group.
<b>TIME</b>	85min

### WARM UP CHAT (10MIN)

- Gather participants and introduce the concept of storytelling.
- Ask first what sorts of stories they were told when they were growing up.
- Next ask what sorts of stories they enjoy hearing nowadays (e.g. radio soap operas, radio program).
- Ask the participants if any of them tell stories to others. Who do they tell them to? What are they about?
- Ask the participants if they ever tell stories about themselves? When and why? How does it feel? OR, Why not? What stops us from telling stories about ourselves?
- Explain that today they are going to start telling stories about themselves and their own lives.
- Gather the participants close enough so that they can see your Tree of Life and talk them through it.

### TREE OF LIFE (10MIN)

- Next give each participant a flipchart and pen and ask her to draw the outline of a tree. Reassure those who are not confident at drawing that this is not an art exercise – that the tree just provides a basis for their storytelling. Give them five minutes.

#### ROOTS - FORMATIVE INFLUENCES (5MIN).

- Explain that on the roots they should write down where they come from and all the factors that helped to form them or make them who they are today. Ask them to think about what has shaped them so far.
  - where they come from: district, hometown, etc.
  - their culture; language, religion
  - organizations they have belonged to e.g. scouts

#### GROUND – ROUTINES AND BEHAVIOUR (5MIN)

- After a few minutes direct their attention to the ground. On it they should write down the things they choose to do on a weekly basis (not things they are forced to do). Place no restrictions on their answers but encourage them to say at least one thing to do with earning a living/making money.

#### TRUNK – TALENTS AND SKILLS (5MIN)

- Next, ask the participants to write on the trunk all their talents and skills. Walk around and encourage the participants to be open. Reassure them that they can write down things they think they might be good at if given time to develop.

#### BRANCHES - ASPIRATIONS (5MIN)

- Ask the participants to write down all their hopes, dreams and wishes on the branches. These

can be personal, communal or for all mankind. Encourage the participants to be imaginative and optimistic. They can think both long-term and short-term. Ask them to dedicate at least one branch to hopes, dreams and wishes that relate to their future ability to start an enterprise or otherwise generate income and earn a living.

#### LEAVES – SUPPORT AND ALLIES (5MIN)

- Here the participants should write down the names of all those who are significant to them in a positive way e.g. friends, community members, family, etc. Encourage them to devote one leaf to someone who might be able to help them start an enterprise or offer them helpful advice.

#### FRUIT – INNER STRENGTHS (5MIN)

- Write down all the inner strengths they possess which might help them succeed in life, either socially or economically, for example, courage, generosity, kindness, hard work, etc. Give some examples if participants are struggling here.

#### SUN AND RAIN – MAKES GROW (5MIN)

- The last step will be the sun and rain. Without these 9 (external) factors the tree won't grow. Let the participants identify (external) factors which make them grow in their personal and professional life.

### SHARING (30MIN)

- Encourage each participant to come up tell her/his story using The Tree of Life. If the group is large and there are two facilitators it might be more efficient to work in two groups. Or shuffle between the two groups as people present.

<b>EXERCISE</b>	3. Personal Trait Reflection
<b>OBJECTIVES</b>	To challenge the participants to think critically about their own preferences as they consider which component track to follow.
<b>MATERIALS</b>	Piece of paper and pen or workbooks, pre-prepared flipchart with Test questions
<b>TIME</b>	35min

- The previous exercise had participants consider what has impacted their personality and way of thinking as well as consider what motivates them. Depending on if your programme has assigned each participant a coach, they may carry out a series of exercises which will help participants to reflect more on their motivations and personal attributes before making the decision to choose the employability or entrepreneurship track. Explain this to participants.
- Regardless of if you have coaches or not, this following exercise will continue personal reflection of participants and indicate where they stand on the scale of employee to entrepreneur. Participants might already be sure of their path, but encourage them to be open minded and take these personal reflection assessments seriously. They should answer honestly.
- Show the test below and have participants simply write down number 1-10 and then a, b, or c for their answer for each. When finished, they should count up how many As, how many Bs, and how many Cs they have for answers and write that down.

## EMPLOYEE OR ENTREPRENEUR TEST

## 1. ARE YOU A SELF-STARTER?

- If someone shows me how to do something, I will work hard and finish on my own.
- I do things my own way. No one needs to tell me how to start a task/project.
- I like to have clear instructions and be motivated to start and finish a task/project.

## 2. HOW DO YOU FEEL ABOUT OTHER PEOPLE?

- I am friendly but I don't seek out new connections often.
- I like people and can get along with just about anybody.
- Many people irritate me.

## 3. CAN YOU LEAD OTHERS?

- I can motivate some people.
- I can get most people to go along with my ideas/plans with little difficulty.
- I have trouble leading others or I usually let others take the lead.

## 4. CAN YOU TAKE RESPONSIBILITY?

- I take over if I have to, but I'd rather let someone else be responsible.
- I like to take charge and see that things get done.
- I feel that there is always someone who take the lead and responsibility before I have a chance and that is okay with me.

## 5. HOW GOOD OF AN ORGANIZER ARE YOU?

- I am good until things get too complicated, then I feel unmotivated or I lose track of what I am doing.
- I like to have a plan before I start. I'm usually the one who coordinates and prioritizes.
- I do things as they come up without a lot of planning.

## 6. HOW GOOD OF A WORKER ARE YOU?

- I will work hard sometimes and take it easy other times.
- I can work as hard as necessary for as long as I need to complete something. I don't mind.
- I don't always see the benefit in hard work. It doesn't always have a benefit for you.

## 7. CAN YOU MAKE DECISIONS?

- I can but I take time to make a decision. I don't like to rush because I regret it when I make a fast decision.
- I can make quick decisions and in general it usually turns out okay.
- I don't like being the decision maker.

## 8. CAN PEOPLE TRUST WHAT YOU SAY?

- I'm usually honest, but sometimes I just say what's easier or what people want to hear. But I follow through on promises.
- People can trust what I say. I say what I mean. I always follow through and do what I say I'm going to do.
- I think people should be more flexible and sometimes you need to withhold information. I don't think it should matter if I don't always tell the truth or if things change.

## 9. ARE YOU ABLE TO COMPLETE TASKS?

- I usually finish what I start.
- Once I decide to do something, I always finish it.
- If a task/project isn't going well, I don't feel bad to end it or stop early. It's too stressful.

## 10. HOW DO YOU SAVE INFORMATION?

- For really important things, I write it down and save it, but when I'm busy, I think it's more important to do the work and not do extra work documenting, calculating, or writing and saving events and information.
- I know that keeping all records is really important so I take the time to document most things.
- I don't find keeping records very important. I generally know what I need to do or what has happened and I don't need to write it down.

- Results:** Once they've counted up their scores, interpret the results with them. If they have mostly As, then being an entrepreneur or business manager could be a great idea for them as they have a strong, intrinsic sense of motivation and leadership. If they have more Bs, then an employability track is probably the best course for them at this time. However, if they have a strong mix of As and Bs, then they may want to consider employability for now with the goal of being a manager for a company and later start a business of their own. If any participant has mostly or many Cs, then they will benefit most from the course by improving their general professional skills. The employability track is right for them to build up their experience.
- Ask participants:
  - Were you surprised by your results? Why or why not?
  - Were there some questions that you didn't really understand or you aren't sure about because you don't have much experience?
  - Do your results match what you were already thinking you might like to do?

<b>EXERCISE</b>	4. Learning from Others
<b>OBJECTIVES</b>	To summarize day's learning and prepare for next session's motivational speakers
<b>MATERIALS</b>	Workbook, pen
<b>TIME</b>	15min

- To summarize part of the exercises, ask the participants to share a thought about how some of the skills or characteristics they mentioned in the Tree of Life exercise might help them generate income or create an enterprise. Give them a few minutes to think about this and then ask them to share this with a partner. Then choose 5 or 6 volunteers to share with the whole group.
- Emphasize that in this session participants have worked with their peers, look inwardly at their own personal strengths and skills and thought about people close to them who have

helped shape who they are and who give them support. Ask them where else they could turn to get information and help as they continue forward with their career. This should lead to a discussion on finding places or events where they could speak with professionals who are in positions that participants admire. Use this to introduce the next session's topic where you will have a few motivational speakers coming with a great deal of work experience.

3. Ask participants to open their workbooks to Session 2 and in the notes section, write down three questions they would want to ask an experienced professional whom they respect. These are questions they will have the chance to ask in the following session. If time, have a few participants share some of their questions. They should not be basic questions, but should be seen as an opportunity to learn from an experienced professional. One example question could be: What steps did you take to get where you are today?
4. Finally, have someone read the day's key messages and workbook assignment.

### Key Messages

- Confident and motivation need to first come from within.
- Even entrepreneurs need to work with others and be able to solve problems as a team and listen to other people's ideas.
- If we speak clearly and with confidence, people will take us more seriously
- Each of us is full of talents and skills which will help us reach our goals in life and it's important to be aware of our strengths and challenges, to evaluate ourselves in a critical way.

### Workbook Assignment

- Before the next session, complete the following:
- Consider how others would describe yourself and write it down.
- Write your educational experience
- Add to your questions that you would want to ask the professionals who will be speaking in the next session. Remember it is someone having a successful career.

## SESSION THREE:

# MOTIVATIONAL SPEAKER- WHAT ARE MY EXPERIENCES AND HOW CAN THEY HELP YOU?



### OVERALL OUTCOME

To gain helpful information, inspiration and insight from professionals who are guest speakers.



### LESSON OBJECTIVES

1. Participants will be able to identify attributes of success
2. Participants will understand there will be obstacles setting up a business or finding a job
3. Participants will learn more about the steps to take to find a job or start a business



### MATERIALS NEEDED

- Workbook
- Flipchart, pen/marker



### METHODOLOGY

- Review and Summary
- Partner sharing
- Guest speakers
- Group discussion, list making



### DURATION

2.5 to 3 hours depending on number of motivational speakers



### KEY WORDS

- motivation, inspiration, attributes



### INFORMATION FOR THE FACILITATOR

Prepare well in advance to find at least 2 outside professionals who have significant work experience and invite them to come as a guest/motivational speaker. Ideally, you want to contact local businesses who may have a specific interest in helping youth and a mix of male and female,

types of jobs or companies, and different paths. You can always start by looking at your own center's network and then search for NGO partners or inquire at employment agencies for further help.

- Make sure to prepare the guest speakers in advance. Confirm the date and exact timing with them. Let them know in which order they will be speaking and what they can expect. Based on how many speakers you have, let them know the time allotted. A general recommendation is about 20 minutes per speaker and then an additional 5 to 10 minutes for questions. Inform them on the programme, who the participants are and what they are trying to learn. Ask them to speak about:
  - Please tell the participants your experiences and how you got where you are today.
  - What are the challenges and what barriers could there be in meeting goals or dreams?
  - Can you please tell the participants about how you planned to achieve your goals?
  - What were the steps you took to get to this job or to start this enterprise?
  - Can you explain what you think youth can do to achieve their goals?
  - Can you share the attributes you possessed?

For the Career Steps exercise, set up the flipcharts in advance following the instructions within the exercise.



## SCHEDULE OF ACTIVITIES

- |                                  |          |
|----------------------------------|----------|
| 1. Recap workbook                | 10min    |
| 2. Preparation for guest speaker | 20min    |
| 3. Motivational Speakers         | 75-90min |
| 4. Career Steps                  | 45min    |
| 5. Key Messages                  | 15min    |

<b>EXERCISE</b>	1. Recap last session and workbook exercise
<b>OBJECTIVES</b>	Participants share information from workbook
<b>MATERIALS</b>	Workbook
<b>TIME</b>	10min

1. Ask the participants the following questions:
  - What have they gained from last session?
  - How can they use the information throughout the rest of the programme?
2. Participants share the information they have filled in in their exercise handbook except for their questions for the guest speaker. Do that during the next exercise.

<b>EXERCISE</b>	2. Preparation for and Introductions of Motivational Speakers
<b>OBJECTIVES</b>	To prepare questions for the guest speaker.
<b>MATERIALS</b>	Workbook
<b>TIME</b>	20min

1. In pairs, have the participants share all of their questions with each other that they intend to ask the guest speakers. Encourage them to give feedback to each other to help to develop their questions more fully. The goal is really to learn valuable information and insight from the speakers. Walk around so that you can also hear and give feedback on some of the questions.
2. Ask for volunteers to define what a "motivational speaker" is. There are not necessarily any wrong answers, but it is good to get participants in the mind set that these people are really there for them to learn from and to inspire them as they work towards employability or entrepreneurship.
3. Introduce briefly who the speakers will be and how the format of the presentations will go. Also, let them know the timing of the session. If you have more than 2 speakers, you may need to give a short break in between. Explain what you expect from them as participants and if for example, questions should wait until the end or if they are able to ask questions throughout. Let them know that there won't be time for everyone to ask questions or all questions for each speaker. They should focus on what is more relevant, useful and interesting to them. When they do ask a question, they should write it down along with the speaker's answer (briefly) into Session 3 of their workbook.
4. Be clear that these are presentations and will not be interactive exercises. Encourage them to take notes in their workbooks and write down additional questions that come to mind as they listen.

<b>EXERCISE</b>	3. Motivational Speakers
<b>OBJECTIVES</b>	To learn from the guest speaker about the attributes for success and lessons learned
<b>MATERIALS</b>	Workbooks
<b>TIME</b>	75-90min

1. Welcome the guests and repeat the introductions if necessary. Confirm with the speakers how they want to handle questions during their presentation.
2. Have the participants sit in a semi-circle facing the guest speaker. You may choose to do this outside or inside.
3. Invite the first guest and have him/her facing the participants.
4. Allow them their allotted time and facilitate questions. Questions that participants are hopefully asking are:
  - Did your goals/dreams change over time?
  - How/why did you pick this path?
  - What advice would you give to youth?

- Continue on like this for each speaker and presentation. Allow for short breaks in between if necessary. After all speakers have left, ask the participants to thank them for coming and then you can dismiss the speaker.
- In small groups, have the participants discuss what was the most important thing they learned and from which speaker.
- After 10 minutes, ask volunteers to share what they talked about with their groups.

<b>EXERCISE</b>	4. Career Steps
<b>OBJECTIVES</b>	To help participants to review the steps to take to find a job or starting an enterprise.
<b>MATERIALS</b>	Flipcharts and markers
<b>TIME</b>	45min

- Continue reviewing the lessons learned from the speakers.
- Explain to the participants they are going to summarize the steps they need to take to find a job or start an enterprise based on the information shared by the speakers.
- Set up 3 flipcharts. One with the phrase: Start a New Business on it, one with: Find a Job and the third with: Advance in my Career.
- Based on individual situations and preferences, invite participants to come up and write on any of the flipcharts the different steps they need to take to achieve the goal of what is written on the paper. They can write anywhere on the paper but make sure they are written neatly and not too close together. Encourage all participants to get involved, with each person only writing one step at a time. Ideally, this is happening simultaneously on each paper but you can also have them work on one paper at a time. It will take a bit longer this way.
- After approximately 10 minutes, review and correct or ask for clarification on any of the steps listed on all the charts. Encourage a group discussion to add items which might be missing.
- Finally, go one by one through the three scenarios and ask participants help you to mark the steps in a good order by writing 1, 2, 3, .... next to each one. Encourage them to record the steps in order into the notes section of their workbook based on the flipchart that most reflects their current goals.

<b>EXERCISE</b>	5. Key Messages
<b>OBJECTIVES</b>	To summarize the day's learning and challenge the participants to apply it to their own lives.
<b>MATERIALS</b>	Flipchart, pen, workbooks
<b>TIME</b>	15min

- Explain that they will be reflecting on the steps they came up with today in the next session as they work on goal setting.
- At this point, participants should be familiar with the system of key messages that you have

been ending each session with. Today, ask the group to come up with their own set of 3 key messages.

- Clarify that everyone understands and remembers what key messages are (you can have them read the Session 2 key messages again). Then, ask for several volunteers to offer what they think the take away messages were from today's session. A good goal would be to have 6 or 7 people give ideas. If you feel that the same participants are always speaking, instead of asking for volunteers, call on specific participants who are quieter to share their ideas.
- Write each one on the flipchart. Then have participants vote to come up with the top three. Do this by telling everyone they can vote for 3 of the answers. Read one then take a vote. Write down the number next to that point. Continue like this, reminding them they can vote for only 3, until all have been voted on. The top three are the winners and those will become today's key messages. Have them copy this into their workbooks.
- Finally, ask someone to read the workbook assignment.

### *Key Messages* (to be given by participants this session)

- 
- 
- 

### *Workbook Assignment*

- Fill in what your previous work experiences are
- Write down three professional attributes you have

# SESSION FOUR: SETTING MY OWN GOALS



## OVERALL OUTCOME

To learn how to identify steps to achieving realistic goals.



## LESSON OBJECTIVES

1. Participants will identify realistic goals based on career path steps
2. Participants will further learn to create steps to achieve that goal
3. Participants will assess ability to achieve goals by completing personal analysis
4. Participants will prepare for community project



## MATERIALS NEEDED

- Workbook
- Flipchart, pen/marker
- Paper, pen



## METHODOLOGY

- Review
- Group discussion
- Workbooks or individual writing papers



## DURATION

3 hours



## KEY WORDS

- goals, threats, strengths, weaknesses



## INFORMATION FOR THE FACILITATOR

Review the Goal Setting and SWOT Analysis exercises fully in advance and prepare your own examples to share with the group. This session is focused on moving from what they learned from the speakers into further steps and goal setting. The SWOT analysis is a good tool for them to become comfortable with as they can use it again and again in their future.

Some of this material will be gone over with a coach if that is part of the programme and in the following employability and entrepreneurship components. This is to be used as an introduction

into getting them thinking strategically about their plans and will help them as they work up to pitching their preferred track.

It is important to not skip the last exercise of this session as they need to start preparing for the community project that will be carried out in Session 5.



## SCHEDULE OF ACTIVITIES

- |   |       |
|---|-------|
| 1. Recap Workbook                             | 10min |
| 2. Transitions                                | 25min |
| 3. Goal Setting                               | 60min |
| 4. SWOT Analysis                              | 60min |
| 5. Summarizing and Preparing for Next Session | 25min |

<b>EXERCISE</b>	1. Recap Workbook exercise
<b>OBJECTIVES</b>	Participants share information from their workbooks
<b>MATERIALS</b>	Workbook
<b>TIME</b>	10min

- Participants share the information they have filled in in their workbook from the previous session. Ask a few participants who would like to share their professional attributes.

<b>EXERCISE</b>	2. Transitions
<b>OBJECTIVES</b>	To introduce the connection between Session 3's steps and today's goal setting activities
<b>MATERIALS</b>	Workbook
<b>TIME</b>	25min

- Ask participants to share their own definition for the word "transition". What does this word mean? What meaning does it have to them personally? Do they currently feel like they are in a transition period of their life? Why?
- Check for how many of their answers are career related and encourage more work related answers if they are listing things which are more personal.

### Facilitator's Note:

Depending on the age of your participants, you may want to read the following statement and get their reactions on it:

Adolescence or youth is a time when we shift from childhood to adulthood - a transition that is not easy for anyone. It is, however, an exciting time because you feel like you are to 'start your life' as you slowly gain more responsibilities and make more decisions about your future. Although no one expects us to plan out everything in our lives, we need to do as much as we can to establish goals and steps to achieve these goals. We also need to start thinking about money, work and entrepreneurship. It is up to us to take control of our lives and try to steer them in the direction we want to go. Nobody is going to do that for us. We need to do it for ourselves and we need to start doing it today.

- Next ask them to think about their future. They can close their eyes, and tell them to create a picture in their mind of the following:
  - An image of how they might be generating income in one year's time.
  - An image of something personal they want to achieve within one year.
- Quickly place them into pairs and have them share these visualizations with each other. Their image of how they might be generating income could be an ideal situation. At this point, it does not necessarily have to be entirely practical.
- Bring the group back together and hear what some of their income ideas are. Explain that they are going to be transitioning today from the steps which they gathered from the previous session's guest speakers into achievable goals for their plan.
- Ask participants to get out their workbooks to review the steps. In the notes section or on a separate piece of paper, they may need to rewrite the steps in Session 4 of the workbook (notes section) in order to give themselves more room to brainstorm goals that can be associated with these.

<b>EXERCISE</b>	3. Goal setting
<b>OBJECTIVES</b>	To enable participants to see that goals are unlikely to be achieved without careful planning.
<b>MATERIALS</b>	Your own Goal Mapping Sheet with one line fully complete and workbooks and/or paper
<b>TIME</b>	60min

- Ask participants now for their definition of a goal. Try and elicit something similar to the following definition. *A goal is what we hope to achieve in relation to work, education, health or family.*
- Elicit from the group a few examples of goals they might have, ensuring some answers related

to enterprise and some to personal or social life. Encourage the participants to reflect back on some of their own images from the previous exercise.

3. Explain that careful planning is required to achieve our goals. We need to set realistic goals and identify the steps required to achieve them.
4. Explain that we also need to identify how money affects our goals, and start planning how we will be able to acquire the money necessary to attain our goals.
5. Instruct them to look at their workbooks and the steps to be taken in order to achieve their career goal. They need to come up with an achievable goal or two for each step. For example, if Step 1 was "get a university degree" and that is something they have not already done, then they should write:
  - Goal 1: Apply to and be accepted into an appropriate university OR Complete my university degree within three years.
6. Make sure they have at least one goal listed for each of the steps. If they have already completed a certain step, then of course they don't need a goal for that one. Give them 15 minutes to do this.
7. Next help them to complete the Goal Mapping sheet:

### GOAL MAPPING SHEET

Show the group your prepared Goal Mapping sheet as an example. The illustration below is merely an example.

ENTERPRISE OR EMPLOYMENT GOAL	STEPS TO TAKE TO REACH GOAL	AMOUNT OF MONEY NEEDED?
1.		
2.		
3.		
4.		

Allow participants time to copy in their goals and then create further steps to take to achieve these goals. To continue with the previous example, if they chose: Complete university degree within three years, a few steps they may list could be: take one extra course per semester, set aside more time to study to improve grades, get a part time job to be able to pay for more courses, etc.

They should also consider what kind of financial needs they have to achieve goals. This is just a guess but it's important for them to think about it.

The above chart only has room for 2 steps per goal, but if they copy this into their own workbooks, they can leave room for as many steps as they need per goal.

Walk around as they work to help give guidance or encourage them to think deeper. When complete, you can have them share some of their goals and steps in pairs or in front of the group.

8. End this exercise with a group discussion:
  - *What does it mean to set a 'realistic' goal?*
  - *What steps can you take immediately to help you reach your goal? What steps can you take in one year? Which steps require money?*
  - *How will you earn or save enough money to reach your goal?*
  - *Where will you borrow money from or invest money to achieve your goal?*
  - *What are some obstacles you may face in achieving your goal? How will you deal with these obstacles?*
  - *Who are the people that can help you reach your goal? Who are the people that can prevent you from reaching your goal?*
  - *What other resources are available to help you achieve your goal?*
  - *What sacrifices can you make in order to achieve your goal?*

<b>EXERCISE</b>	4. SWOT Analysis
<b>OBJECTIVES</b>	Building participants awareness of opportunities and challenges associated with their goals
<b>MATERIALS</b>	Workbook, optional: your SWOT analysis example
<b>TIME</b>	60min

1. Have participants turn to the beginning of the Session 4 section of the workbook.
2. Explain that they are going to create a SWOT analysis for a few of their goals they have now identified. Explain basically what a SWOT analysis is.

### *Facilitator's Note:*

If you have coaches as part of your programme, this is something they may have done already in general with participants. In that case, ask participants to review and explain what a SWOT analysis is. However, also let them know they are creating another one which is more specific to these 'small step' goals they have written down today. With coaches, they did one over their overarching goal of getting a job, a better job, or starting a business; therefore, much more generic.

- Choose different volunteers to read through the various sections of the analysis from the workbook. It is copied again for you here:

#### STRENGTHS

- What are the skills talents and abilities that I have and which will help me achieve my goal?
- What resources do I have to help me achieve my goal?
- Do I have any prior knowledge or experience in this area?

#### WEAKNESSES

- What skills talents and abilities do I need to acquire or improve to achieve my goal?
- Do I lack knowledge or experience?
- What am I not good at yet and how can I improve it?

**OPPORTUNITIES:** resources outside of yourself that can help you achieve your goal.

- Who can I ask for help and support?
- What other resources might become available to me?

**THREATS:** risks that could prevent me from achieving my goal.

- What obstacles are blocking my goal?
- What other threats might happen to prevent me from achieving my goal?

- Next point out the example to everyone and read through it. The example is about a man who wants to open a bicycle shop. You may want to show your own example.
- Check that they understand and remind them to use the guiding questions to then complete their own. Above their own example in the workbook, they need to list just one or two of their goals (if they list more than one, they need to be related with similar attributes). They are completing their own chart based on that goal.

<b>EXERCISE</b>	5. Summarizing and Preparing for Next Session
<b>OBJECTIVES</b>	To summarize the day's learning and set up the community project for the next session
<b>MATERIALS</b>	Workbook
<b>TIME</b>	25min

- Reassure the participants that today's session was just one in a long process. Nobody expects them to choose their exact goals today. Today was simply an exercise to help them focus on the issue.
- However, they should take as much time as they can during the coming week to think about a concrete enterprise or income generating goal that they want to explore and develop for the rest of the course.
- Important Step:** Set them up for the next session by explaining that they have now been discussing where they can get support and find opportunities, as well as focus in on their own

goals and strengths/weaknesses. By the next session, they need to do some research by going online or asking around to identify a problem or issue of the community where the training center is located. This can be any social issue. Are there many people on the street with no work? Is there pollution in the street or water? Is the traffic terrible? Are there many young people dropping out of school? Do young people know where to look for work? These are just a few guiding points, but encourage them to think hard and get creative. It's okay if the issues they think of are not necessarily something they could personally work to change. The goal is to have everyone return the following week with two or three concrete ideas.

- Let them know that the group will be discussing and voting on the issues at the beginning of the next session and will be getting out in the community to work on setting some goals toward solving the problem.
- Finally, direct their attention back to their workbooks and have them read the Key Messages and Workbook Assignment:

### Key messages

- A goal is what we hope to achieve in relation to work, education, health or family.
- Careful planning is required to achieve our goals. We need to set realistic goals and identify the steps required to achieve our goals.
- We need to identify how money affects our goals, and start planning how we will be able to acquire the money necessary to attain our goals.

### Workbook Assignment

- Looking at the SWOT analysis completed, they should finish the page by listing concrete ways they can use their strengths and opportunities and how they can overcome their weakness and the threats in order to achieve the goal

# SESSION FIVE:

## CRITICAL THINKING AND PROBLEM SOLVING



### OVERALL OUTCOME

To apply critical thinking as a first step towards designing solutions with an emphasis on gaining a deeper understanding of a problem rather than rushing to find a solution.



### LESSON OBJECTIVES

1. Participants will learn various ways to approach a problem and problem solving
2. Participants will apply these to a community problem
3. Participants will understand how to apply new problem seeking and solving methods, and work towards a presentation



### MATERIALS NEEDED

- Flipchart paper and markers
- Paper and pens
- Workbooks



### METHODOLOGY

- Energizer
- Group project: problem diagramming
- Group project: get out of the room- community observing and interviewing
- Class discussion



### DURATION

3 hours



### KEY WORDS

- problem, solution, critical thinking



### INFORMATION FOR THE FACILITATOR

The ability to analyse problems or complex issues is as important to our personal lives as it is to the sphere of enterprise or employment. In the first instance we want participants to get to grips with the methods. We will help them apply those methods to themes arising from their personal lives,

and from the fields of enterprise and employability. But the project of this session will focus on a group effort to identify and come up with solutions for a community problem.

For the problem diagramming, you may need to create one example of your own to show so that they understand what to do. Prepare well in advance for the community project and be clear about what you want them to do and the final goals of the project (the presentation in Session 6). Be clear and do a lot of checking before they leave the room to observe and interview locals. You need to ensure that they are following the rules, being appropriate, and are coming back in time. You also need to motivate them to take it seriously.



## SCHEDULE OF ACTIVITIES

- |   |       |
|---|-------|
| 1. Who started the movement?            | 10min |
| 2. Community Problem Project            | 60min |
| 3. Community Observation and Interviews | 90min |
| 4. Personal Problem Solving Scenario    | 20min |

<b>EXERCISE</b>	1. Who started the movement?
<b>OBJECTIVES</b>	A quick warm up game to highlight being observant in a fun way
<b>MATERIALS</b>	None
<b>TIME</b>	10min

- Gather the participants in a circle and ask for a volunteer to leave the room.
- Choose a participant in the room to start any kind of movement sequence.
- This person begins a movement e.g. clapping hands, waving arms, stepping in place, nodding head, etc. and everyone else copies trying to be in unison. Every so often, the leader changes the movement and the others must immediately switch to the new movement. Explain to this group that in a minute you will bring in the person from outside the room. Their task is going to be to observe the group and figure out who the leader is who is guiding the movements. The trick is that the group should try to follow the leader quickly without looking at him or her so as to confuse the volunteer. Let the leader know that they can simply repeat a series of movements and don't have to come up with too many different ones.
- The volunteer is called back in to watch. He or she tries to identify the person who is leading the movements. Give them a few chances to guess the right person.
- Repeat by asking another volunteer to leave the room and assign a new leader.
- The whole activity only takes a few minutes, even with two rounds.
- When finished, ask everyone to take a seat and ask those volunteers who went outside the room to explain the strategy they used for attempting to figure out who the leader was. This is a good moment to talk about strategies for observation. Let participants give you their ideas to formulate a list. This will tie into the next exercise as you begin to work on problem-solving and their community problems.

<b>EXERCISE</b>	2. Community Problem Project
<b>OBJECTIVES</b>	Following up on their homework, this activity helps participants think analytically about the causes and effects of the community problem they have chosen
<b>MATERIALS</b>	Flipchart, marker, large piece of paper, pens
<b>TIME</b>	60min

- The participants all should have thought about or looked for a problem in their community as part of the homework from the previous session. Run a group roundtable session to hear everyone's ideas and have them explain them in more detail. Write these issues onto a flipchart. Ask participants to consider which issue interests them most. As you go around, start moving participants around so that they are grouped by their preference for a community problem. A good goal is to end up with at least three to four groups.
  - If anyone is alone at the end of the discussion because they have a preference for an idea that no one else chose, you have a few options. You can group together all individuals and have them vote on their favorite idea. You can ask each individual to choose a group to join. Or you can give them the option to work alone on the project, which is also a great exercise for anyone wanting to be an entrepreneur.
- Now that you have groups and a specific problem each group is going to tackle, lead them in a problem diagramming activity. Give each group a large piece of paper and pen.
- Ask them to draw a large tree and write their problem (in one sentence) into the trunk of the tree.
- The next step is to identify the causes of the problem. Ask the participants to identify causes ("Why is the problem there? What are the causes of this problem?" Why do you think that is?") and write down five to six causes below the trunk of the tree as the roots. Clarify with the groups that they understand the significance of writing the causes of the problem as the roots of a tree (roots are the reason the tree grows and the foundation for the tree).
- Now repeat the process by asking them to identify the effects of the problem. "What happens as a result of this problem?". Again, they should try to think of four to five items and these will be written onto the branches of the tree.
- Once the diagram is ready, ask them to explain the whole thing to the rest of the group. Also ask: 'What effect does the problem have on our ability to start or improve small enterprises?' Encourage other groups to suggest other ideas to them which they can add to their diagram if they agree.
- Once every group has presented, send them back to their workspace, still in the same groups.
- Explain that the next part of the exercise will be to get out of the room and onto the street to observe and interview local people regarding their issue.

<b>EXERCISE</b>	3. Community Observation and Interviews
<b>OBJECTIVES</b>	Prepare and carry out a 'get out of the room' lesson where participants find out more information about their community problem and work towards finding solutions.
<b>MATERIALS</b>	Problem diagrams from previous exercise, paper, pen
<b>TIME</b>	90min

1. In these same groups, or as individuals if some participants prefer to work alone, instruct participants to formulate a game plan for getting out of the room and onto the streets to observe and investigate more about their community problem. Remind them they are working on critical thinking and problem solving, meaning that they should be working toward a solution. Allow them 10-15 minutes to work on this.
2. For their plan, encourage them to think of where they will go once they get outside, what they will be looking for, analysing or observing, how many people they will try to speak to, what kind of questions they will ask, and any other relevant activities. Be sure to review all interview questions before they leave the room to control for appropriateness.
3. Give clear instructions of exactly how long they should be gone (45 minutes maximum), the parameters of where or how far they can go, make sure that no one is required to spend any money and preferably to drive or give anyone a ride for the exercise. Depending on the location of your centre, you may need to make modifications to this activity.
4. Check if participants have any questions and review their questionnaires as needed.
5. In order to prepare them for interviewing and engaging with others, have them play a quick role playing exercise first.
6. Have participants quickly pair up into groups of 2-3 and have them take turns approaching each other and asking the interview questions they had compiled in their questionnaire. Remind them that they should be observant and analytical.
7. After allowing them to role play until they feel confident and comfortable, send them out.

### *Facilitator's Note:*

As the facilitator, you will have to determine on your own whether this activity is feasible with the youth you have in your group. If going on the street is dangerous, this activity can be modified to interview people in offices/businesses within the same building. If interviewing people is not accessible in the area where sessions are taking place, participants can carry out this activity as homework, in which they interview their neighbours.

When participants return, take a few minutes to hear the experiences of each group/person. This should be a quick round of sharing as their real presentation will take place in the following session. Still in their groups, or working on their own, refer them back to the diagram of their problem. Based on what they learned, give them 10 minutes to draw in a large sun and add three solutions

that they believe they have identified for their problem. Remind them that the idea of the solutions is to identify actions that people might take.

Finally, groups should take the remaining time available to do some work on a presentation they will give to the entire group in the following session. They need to be able to clearly explain their problem, the causes, effects (all updated to include information they gathered from the interviews), and a good explanation of one more potential solutions with clear steps. They do not have to complete the entire preparation today. If working in groups, they should divide up the tasks for preparing so that each person can work on it as homework. They will also have some time to work together in the next session before presenting. They should specifically consider:

What changes need to happen to create the solution?  
 What are some things we would need to do to create the solution in real life?  
 Who could help us in our efforts to create the solution?

<b>EXERCISE</b>	4. Personal Problem Solving Scenario
<b>OBJECTIVES</b>	To give participants the opportunity to reflect personally on a life choice/work related problem
<b>MATERIALS</b>	Anna's scenario
<b>TIME</b>	20min

1. To the whole group, ask: "Why is it important to be able to identify the causes of problems? Why is it important to identify the effects? Why is it important to take time to analyse a problem and do research/ask others before coming up with solutions?" "How can this apply in a work situation?"
2. To end today's session, finish with this work-related personal problem scenario. Read Anna's situation as described in the box below. There is a lot of information provided and more than one problem. There is also not just one solution or piece of advice.

Anna is 21 years old and lives in Luhansk. She is looking forward to her wedding in two months, and moving to Kiev to live with her husband's family. She was living on a farm before, so now she is excited about the opportunities that will be available to her in the city. Her husband runs a kiosk and she is really looking forward to working with him there for the first few months. Despite dropping out of school at an early age, Anna has the skills and ideas needed to be entrepreneurial. Once she learns the business, she will be free to look for other work opportunities. She has many ideas on how to make the kiosk more profitable. She knows that in order to make and save more money, it will be better for to find another job outside of the kiosk, but she has always had a dream to launch her own business. Her friends and family have told her though that she should be practical and not get into a rush. She should just be satisfied with working at her husband's kiosk or should look for a sensible job.

3. Ask participants to form small groups of three or four, and to:
  - Identify two problems that Anna is facing
  - Identify the causes of those problems
  - Identify the effects of those problems
  - Identify one to two solutions or pieces of advice for Anna
4. Have the small groups share the *problems* and *solutions* with the rest of the group. Discuss the similarities and differences in what they identified.
5. Ask them now to think about the problem/solution from a goal setting perspective.
6. Emphasize that, as with the case of Anna, some goals can be accomplished in a short period of time, while others require more time. Goal setting is a form of problem solving. This is important to highlight as problems don't just have one solution and most solutions do not happen immediately or quickly.
7. Ask them:
  - Which of her problems/your solutions could be dealt with in a short amount of time?
  - Which will take the longest time to achieve?
8. Finally, ask if anyone has personally had a similar experience to Anna? How did they solve it or work to solve it?
9. Read out the following key messages:

### Key Messages

- It is critical to observe ourselves and our surroundings to identify problems or potential problems
- We should critically think about the effects and causes of problems before we engage in problem solving
- We shouldn't rush into solutions, and should remember that there are often multiple solutions possible. We find these by taking time to investigate the issue, ask others, and consider it carefully
- Solutions are often going to be aligned with goal setting, which means many problems are not solved overnight. We should look to others for help and support.

### Workbook Assignment/ Group Assignment

- Continue with the work from Session 4, they should continue working on completing the personal information in their workbook for Session 5.
- They should also complete any task assigned to them by their group to prepare for the group presentation in the following session.

## SESSION SIX: COMMUNICATION SKILLS



### OVERALL OUTCOME

To acquire and apply appropriate communication skills primarily as a means to cultivating assertive behaviour.



### LESSON OBJECTIVES

1. Participants will distinguish between passive, aggressive and assertive communication styles. They can identify their own dominant mode of communication.
2. Participants will demonstrate their ability to concisely describe a problem and give solutions through the communication medium of a presentation.



### MATERIALS NEEDED

- Flipchart paper and markers
- Paper and pens
- Workbooks



### METHODOLOGY

- Group review
- Role Play, Surveys
- Presentations
- Group discussion



### DURATION

3 hours



### KEY WORDS

- communication, passive, aggressive, assertive, presentation



### INFORMATION FOR THE FACILITATOR

This session continues to prepare participants for the workplace as well as for their upcoming pitch presentation. In a later session, they will need to do individual presentations to pitch to the group their choice for continuing on with Employability or Entrepreneurship. It is recommended to keep ahead of the workbook assignments so that you are aware of the connections and where each session is heading.

There are several scenarios and questions for the groups in this session, so prepare flip charts in advance to avoid having to read out instructions several times. If you're able to show slides or print out materials, that would also be ideal.

Saving time to give feedback on their presentations is a critical part of their learning process. Remember that it's important to give both positive (what they did well) along with constructive (what they need to work on or could have done better) comments.



## SCHEDULE OF ACTIVITIES

- |   |        |
|---|--------|
| 1. Workbook Review                              | 15min  |
| 2. Communication Styles                         | 105min |
| 3. Community Problem and Solution Presentations | 50min  |
| 4. Wrap Up                                      | 10min  |

<b>EXERCISE</b>	1. Workbook Review
<b>OBJECTIVES</b>	Participants share personal reflection work done in the workbook from the previous session's assignment
<b>MATERIALS</b>	Workbook
<b>TIME</b>	15min

- Recap the exercises they had to fill in in their workbook.
- Ask the following questions:
  - Could they find somebody to talk with and help them to fill in the questions?
  - How did they experience the task to fill in their questions?
  - Can you share some talents/ aspects you are good at?
- Remind participants that today they will learn about good communication strategies and will specifically focus on presenting. They will have time to complete and present their group presentation over their community problem project and will also learn how this will help them for a later presentation they must give: their pitch on choosing employability or entrepreneurship.
- But first, set their expectations by explaining you will go through some communication exercises.

<b>EXERCISE</b>	2. Communication Styles
<b>OBJECTIVES</b>	To illustrate different communication styles and to enable participants to reflect on their own dominant communication style. Enable participants to put into practice skills gained and see the connection to the community problem project.
<b>MATERIALS</b>	Flipchart, marker, paper/pens or workbooks
<b>TIME</b>	105min

- Choose six people to role play the three situations outlined below. They just provide some basic information, so it is up to the pairs as to how they interpret and act out the scenarios. Each pair will only have one to two minutes to act it out. They can talk, walk around, do actions- whatever they find fitting. It may be a good idea to pair two of your most outgoing participants together and have them to go first in order to demonstrate a good example.

### *Facilitator's Note:*

In the following scenarios, adjust and use actual, local names where Person A and Person B are indicated.

- Scenario 1: Person A is a teacher and Person B is a 17 year old student in their class. They are having a discussion about Person's B future. Person B does not really want to study or look for a job. They do not agree on what Person B should do with their future.
  - Scenario 2: Person A owns a small business. He or she meets Person B at a wedding party. Person B has just started looking for jobs, his or her first job. Person A is not hiring new employees, but Person B really likes their business and would like to work there.
  - Scenario 3: Person A and B met 6 months ago and have become friends. They are both studying business and have a strong interest in cooking. They are talking about what they could do when they finish their business degree. Person B is not very interested in working with Person A.
- After each of the three pairs have completed their role play, ask all participants to discuss the three scenes, and to share their views on what took place. Allow them to discuss any aspect of the role play. Maybe they identify with one of the situations. Maybe they have had a similar experience. Maybe they found one of the interactions to be very uncomfortable or can offer ways that the interaction could have gone better. Encourage discussion for about ten minutes, and slowly guide them into focusing on the relationship between the communication and the behaviour that was shown. Towards the end of the discussion, ask: *"What type of behaviour or approach did each person show in each of the situations?"*
  - On a flipchart, make a chart to separate Person A and B from each scenario. Next to each role, write the adjectives that you hear participants using to describe the behaviour that was demonstrated in the role play. For example, they may say that Person A from Scenario 2 was rude to Person B, so you would write down "rude", "dismissive", etc. Another example, they may like how Person B handled the situation in Scenario 3 and you may hear and write down "polite" or "considerate".
  - Ask a few volunteers to tell you how they respond when they are pressured to do something that they do not want to do or like. Try and elicit a variety of responses, perhaps by asking, 'Who would have dealt with that situation differently?' Encourage them to answer honestly.
  - Give or ask participants to use a piece of paper to answer the following survey questions. Explain that you will read out five different questions. After each question you will give them 30 seconds to reflect before they make a note of their answer which will be either a, b or c. Reassure them that this is not a test and that there are no 'right' or 'wrong' answers, it is simply a survey to help them to further determine their communication preferences. They are working on their own to answer.

1. Three months ago your neighbour mentioned that they had some work for you to do, but you haven't heard anything from him since then. You have called once to check on it but he was busy and said he would call you back. He didn't. Do you:

- Decide to forget about it and not ask again?
- Call him again, once or twice, until you can get a real answer about the potential work opportunity?
- Call him again once and tell him that he was inconsiderate to not have followed through on his offer?

2. A classmate or co-worker who was rude to you while working together on a previous project has asked to work with you again on a new project because the head teacher/boss gave you public credit for doing a great job before. Do you:

- Say yes to them and partner again on a new project because, who knows, maybe they have changed?
- Explain that you are uncomfortable working with them again because you feel it did not go very well the last time?
- Tell them: "no."?

3. You have decided that you want to further your studies. Your mother says that you must find a job to earn money. Do you:

- Give up on your studies and look for a job because she says you must?
- Talk to her about why it is important to get an education?
- Argue with your mother?

4. You and a friend had both been trying to get a job at the same place. They got the job and you didn't. They are having a small party to celebrate and they asked you to organize the party. Do you:

- Say yes and plan the party because you do not want to disappoint your friend?
- Explain to your friend why you do not want to plan the party but explain that you are happy to attend?
- Tell them how rude and insensitive they are to even ask you to do this?

5. Your classmate/co-worker is always late on a specific day that you are both always responsible for an important task. This means you always start alone and do a lot of the preparation before he or she arrives. No one but you is aware of this problem. Do you:

- Ignore it or start coming in very late yourself?
- Talk to her/him about this problem the next time it happens and explain why it is frustrating for you?
- Call and confront them later in the day telling them how disrespectful they are?

- Make sure that all participants have chosen just one answer per question. Use the notes below to explain what behaviours a, b and c represent. To do this, participants will have to first check to see which letter answer they gave the most.

**If you answered mostly 'a';**

You respond to situations in a passive way. You do not assert your own rights and needs. You put others before you and give in to what they want. You also remain silent when something bothers you.

**If you answered mostly 'b':**

You respond to situations in an assertive way. You stand up for your rights without putting down others. You respect yourself as well as other people. You are confident but not pushy. You talk about your feelings. You are able to communicate well.

**If you responded mostly 'c':**

You respond to situations in an aggressive way. You stand up for your rights without thinking about the other person. You hurt others and you often do not talk about your feelings.

#### THE PAA BEHAVIOURS

**Passive:** Not active. A passive person rarely expresses or shows her or his feelings and wishes.

**Assertive:** Strong and confident. An assertive person says what s/he wants and feels in a respectful way.

**Aggressive:** Rude and forceful. An aggressive person shouts and puts others down. S/he is someone verbally or physically violent.

- Get the participants to say if they recognize any of the above tendencies in what they saw during the role plays. Did someone demonstrate a specific style from above?
- Suggest that most people behave either aggressively or passively, but seldom assertively. Although there are situations where we all react in different ways, and potentially can react in any of the three listed above, it is important that we are aware of our own communication behaviour tendencies and practice assertive behaviour so that we can negotiate for things that we want, and not be bullied or influenced by others.
- Now transition into connecting this exercise with their community problem project. Explain that you will put them in groups of three to do one last role play. This role play will have them consider these different communication style behaviours as they navigate a community problem/conflict.
- Put participants into groups of three and assign the following roles.
  - Person A in conflict
  - Person B in conflict
  - Peacebuilder
- Read out or show the below scenario. Then give participants five minutes to prepare a role play. In the role play the Peacebuilder must try to find a solution or compromise that satisfies Person A and Person B and all should attempt to use Assertive Behaviour.
- Explain that the role play should still be like a conversation where each person says one or two

things at a time. It shouldn't be that each person in the role play only speaks once to make their entire argument. It should look like a calm but assertive debate.

- Depending on your group size, have each group act it out for the group sitting next to them as you walk around watching and indicating when it is the other group's turn to act it out. Each group can do their role play for 5 minutes.

**SCENARIO:**

**Person A:** You are in a classroom with your peers and have your backpack by your desk. You move away from your desk for some time and when you return your bag is missing from its spot. There is a classmate that you do not usually get along with that you suspect stole your bag. You begin to accuse them of taking your bag and hiding it. You start projecting your voice so everyone in the class hears you!

**Person B:** You are being accused of stealing the bag of your classmate. You generally don't get along with this classmate, but you know that you didn't steal the bag. You begin to become defensive as you are assaulted by the accusation and know that you are innocent. You start projecting your voice so that your peers in class can hear your point of view.

**Peacebuilder:** It is your job to try and make peace between the two parties. Are you able to find a solution to the problem of the backpack? Throughout the role play focus on demonstrating calm but authoritative body language, but the classroom is growing noisy so be sure to project your voice well so everyone hears you!

- When they are finished, ask for a few volunteers to share what they learned. How can they use this to help them with their own community problem project? Did it help them to be aware of how difficult problem solving and conflict resolution can be? Did it help them to consider how to better frame the argument for their solution?

<b>EXERCISE</b>	3. Community Problem and Solution Presentations
<b>OBJECTIVES</b>	To finish preparing and present on group projects.
<b>MATERIALS</b>	None
<b>TIME</b>	50min

- Now ask participants to get into their same community problem project groups. Give them 15 minutes to finish and practice for their presentation. Guide them through the following template so that they have a clear idea on what the format should be for their presentation:

**PRESENTATION GUIDE**

- Presentation can/should last for 5-10 minutes
- Every group member should have a speaking part (if working in groups)
- During the presentation, group members should try to speak clearly and confidently.
- Talking more is not always better, saying something direct and simple can be more effective. However, they should give lots of information and evidence to support ideas.
- Presentation should cover:
  - A. Clearly state the community problem: what it is and why it is a problem.
  - B. Clearly explain the causes of the problem: use as much information from the community interviews as possible.
  - C. Clearly explain the effects of the problem: use as much information from the community interviews as possible.
  - D. Why you/your group cares about this problem?
  - E. One, two or three potential solutions including the following information:
    - I. What changes need to happen to create this solution?
    - II. What are some things we would need to do to create the solution in reality?
    - III. Who could help in the effort to create the solution?
    - IV. How could we assertively present this problem to those people?

- Invite each group up for their presentation. The amount of time you allow them to present for and the amount of time you have for questions or feedback depends on your session limitations. It is encouraged to give each group at least 5 minutes to speak and to allow for a few questions. It is also ideal that you take notes and give three points of feedback on a variety of aspects of their presentation, both positive and constructive. This can be on how they communicated the idea, how prepared they seemed, or the content.
- Ask if anyone has felt inspired by this project. These are the kinds of activities we can easily do in our own time to see what other opportunities are available to us and to understand our own interests and skills better.

<b>EXERCISE</b>	4. Wrap Up
<b>OBJECTIVES</b>	To tie together the last few sessions to upcoming ones. Review the workbook assignment and key messages.
<b>MATERIALS</b>	Workbooks
<b>TIME</b>	10min

- Remind them again that they will do a similar type of presentation later in the programme to pitch their idea on which track they want to follow. They will approach this in a similar way, by stating their preference, explaining why, examining advantages and challenges they have, outlining their goals, etc.
- Have them open their workbooks to Session 6. If time, read through each section that they must complete before the next session as they prepare for their pitch presentation. Clearly explain that they still have a few more sessions before they will be presenting this pitch however.
- Review the key messages and confirm that they understand the workbook assignment.

### Key Messages

- Self-reflection is important so that we know our own strengths and challenges
- Being assertive is a better way to ensure you are taken seriously but are also considerate. Our communication style says a lot about who we are and what opportunities will be available to us
- This includes when we speak in front of others
- A good presentation is clear and direct, identifying the reasons, outcomes and possibilities

### Workbook Assignment

Complete all sections seen in Session 6 of the workbook

## SESSION SEVEN: ENTERPRISE OR EMPLOYMENT



### OVERALL OUTCOME

To look beyond the Life skills module and consider future career paths; enterprise or employment. A variety of tools are introduced to participants to help them clarify their thinking so that they might make an informed decision. The session is about facilitating the decision-making process rather than delivering advice. They will have to interview a community member to continue their search for the right path.



### LESSON OBJECTIVES

1. Participants will learn that they possess qualities they might need to foster in order to succeed as entrepreneurs or employees.
2. Participants will understand the similarities and differences between the two career paths. It is important to see which differences matter most to them or suits them the best.
3. Participants will seek information and advice from people they trust and admire in order to make good decisions.



### MATERIALS NEEDED

- Flipcharts and markers
- Chairs
- Workbooks



### METHODOLOGY

- Role Play
- Venn Diagram
- Partner Analysis
- Small group discussion, interview preparation



### DURATION

3 hours



### KEY WORDS

- enterprise, employment, decision



## INFORMATION FOR THE FACILITATOR

- One point of the Venn Diagram exercise is to try and guide participants to the understanding that an entrepreneurial mindset or an employment mindset is something that can be of benefit to them even if they choose the other path.
- With the role play exercise, we begin by allowing students to reflect on how influential family members might frame the enterprise or employability argument. In the second playing participants get a chance to intervene in the role play to express their own views.
- For the SWOT Analysis Review, it may be necessary to point out that they have done this in the workbooks already, but they are now doing it with a different idea and perspective. They will also be getting to hear other perspectives from other participants. Prepare these four charts in advance so that you can begin the exercise immediately.
- For the final exercise, the interview, you may need to give more advice on who participants should talk to or on how to find someone.



## SCHEDULE OF ACTIVITIES

- |  |       |
|--|-------|
| 1. Yourself at three different ages        | 20min |
| 2. Enterprise vs. Employment               | 75min |
| 3. SWOT Review                             | 35min |
| 4. Portrait of an Employee or Entrepreneur | 50min |

<b>EXERCISE</b>	1. Yourself at three different ages
<b>OBJECTIVES</b>	Help participants appreciate their past and present strengths and skills, then focus on what they want to achieve in the future.
<b>MATERIALS</b>	Chairs
<b>TIME</b>	20min

1. Begin the day by reassuring participants that this session aims to help them decide which module they would subsequently like to focus on: employment or enterprise. They will most likely have their final decision today, but there is still one more session before the pitches if they want to change their mind. Let them know that the workbook assignment from Session 6's workbook is something they will continue to work on/edit before the pitch in Session 9.
2. For the exercise, explain to the participants that they are going to play themselves in the past, the present and the future.
3. Place three chairs in front of the group and explain that each represents a period in their life.
4. Tell them, 'The first chair represents who you were five years ago, the second represents the person you are today and the third represents the person you hope to be five years in the future.' If there are no chairs, simply put three markers (such as stones) in a row on the ground to symbolize each phase.
5. One participant comes up and sits in the first chair. She talks for no more than one minute about her life at that time (five years ago) emphasizing things she liked doing and was good at, then moves to the second chair doing the same for the present – explaining what she likes doing these days and what she is currently good at. In the third chair she describes the person she hopes to be in five years' time, emphasizing the skills and/or achievements she would ideally have gained by that time.

6. If you are working with a big group, divide participants into smaller groups for this exercise. Do your best to monitor and observe.
7. Bring the participants into a big circle quickly and have each person quickly shout out at least one concrete step they would need to take to in order to achieve whatever they mentioned at the third 'chair' in the previous game. For example, if a participant said in the third chair, 'In five years' time I would like to have a successful small enterprise, he might now shout out 'Start saving!' If another participant said in the third chair said 'I'd like to get a job book-keeping' she might now shout out, 'Go back to school' or 'Look for a special training course.'
8. Once you have heard from everyone, ask participants to reflect for a moment on their image of themselves in five years' time. Draw an imaginary line down the middle of the room and ask those whose future image involved being employed by someone else to stand to the left of it, and those whose image involved having their own enterprise to stand to the right.
9. Did this match the idea of which track they thought they wanted to take?

<b>EXERCISE</b>	2. Enterprise vs. Employment
<b>OBJECTIVES</b>	To help participants identify the crucial similarities and distinguishing features of the two career paths. To encourage students to articulate the relative merits of each career path.
<b>MATERIALS</b>	Flipchart and markers
<b>TIME</b>	75min

If you need to, do a quick demonstration on the board of how a venn diagram works. To do this, draw a venn diagram (two large circles which overlap in the middle) and write the name of your country above one circle and a neighbouring country above the other. Encourage participants to brainstorm the defining features of the one country (e.g. capital, population, language, food, music) vs. the other country. Anything specific to one or the other goes into the appropriate side and anything that is the same is written in the shared space.

1. Quickly draw a large Venn diagram on the board or flipchart and write Enterprise above one circle and Employment above the other. Make sure the diagram is very large so that there is plenty of room to write and for everyone to see.
2. Beginning calling volunteers to the front to add to the diagram.
3. First, have them think of and write features that the two career paths have in common – these should be placed in the intersection of the circles. Once you have several ideas contributed, have them begin to identify features that are unique, that the items don't share. These features should be included in the Venn diagram in the appropriate sections.
4. Only let volunteers write one thing at a time to get as many chance to participate as possible.
5. Review their answers and encourage participants to ask questions about the career paths as you work together, which are in their mind interesting, curious, additional, important, etc.
6. Next, divide participants into groups of three. Explain that they have five minutes to prepare a role play involving three characters. The first character is a young person of similar age and background to this group of participants. The second is an aunt who believes her relative should be considering a career in enterprise. And the third is an uncle who believes his relative should be considering finding a job.
7. The role play starts when both aunts/uncles arrive unannounced at the family home at the same time and ring the bell.

8. The youth opens the door and welcomes the two in and both aunts/uncles in turn have to try and persuade the nephew/niece to follow their advice. The youth's challenge is to stop the two interrupting each other and to find out the strengths and weaknesses of their arguments.
9. After five minutes watch some of the role plays.
10. At the end of each role play ask the person who played the youth to say, strictly based on the arguments their classmates presented to them during the role play, which decision they would make? Why?

<b>EXERCISE</b>	3. SWOT Review
<b>OBJECTIVES</b>	To give participants a chance to evaluate their career path choices.
<b>MATERIALS</b>	Four flipcharts pages prepared as described below
<b>TIME</b>	35min

1. Begin by asking students to reflect individually for five minutes on an enterprise they might like to start or a job they would like to find. Ask them to explain to you what they remember about a SWOT analysis. They can look back in their workbook if necessary.
2. Put up four flipcharts, one in each corner of the room.

#### Flipchart 1: Strengths

- a. What are our skills, talents and abilities?
- b. What resources do we have to help us set up this enterprise and run it successfully/to help us find such employment?
- c. Do we have any knowledge or experience in this area?

#### Flipchart 2: Weaknesses

- a. What skills, talents and abilities do we need that we don't have yet?
- b. What resources do we need that we currently lack?
- c. Do we lack any knowledge or experience?

#### Flipchart 3: Opportunities

- a. Who can we ask for help and support? Who do we know with expertise with this type of enterprise?
- b. What strengths can we turn into opportunities?
- c. What skills, talents and abilities can we develop?

#### Flipchart 4: Threats

- a. What are three things that could go wrong with our plan?

3. Now explain they are all going to think hard about their proposed enterprise/job choice from a different perspective. You want them to reflect on four questions.
4. Place all participants into pairs and send them to various corners. Try to make it equal so that one corner is not overwhelmed with too many participants. Tell them they have five minutes to discuss the questions they find there and to share their separate answers with one another.

5. After five minutes, clap your hands to signal that everyone runs to a different corner and at that corner also switches partners and repeats the process with this new set of questions. Repeat this until everyone has visited all four corners and discussed each question. It's okay if they end up with the same partner more than once, but ideally, they talk to a different person in each corner.
6. Bring the participants back into a circle and ask the following questions:
  - What did the exercise reveal to them about their proposed enterprises or employment hopes?
  - How confident are they of their enterprise/employment plan now that they have done the exercises today?

<b>EXERCISE</b>	4. Portrait of an Employee or Entrepreneur
<b>OBJECTIVES</b>	To look at qualities participants might need to foster in themselves if they are to succeed either as entrepreneurs or employees.
<b>MATERIALS</b>	Workbook
<b>TIME</b>	50min

1. Put participants into groups of five or six.
2. Ask someone in the group to give an example of a famous entrepreneur (business owner). This should be someone that everyone would know (so could be local or national, or could be an international person, as long as everyone in the group knows who they are).
3. Once the group has found someone they all know, give them a few minutes to discuss why they think that person has been successful.
4. For the next round, have everyone in the group share about someone they know and admire who has a good job and is good at what they do. They should say who the person is, how they know them and why they think they are successful. This round will take a little bit longer as everyone needs to participate.
5. Next bring everyone back to their regular seats.
6. Ask them to open their workbooks to the correct session and to begin to work to answer the prompt questions about what kind of jobs people in their life have, what job opportunities they know about, where to find them, etc. Give them some time to answer everything they know. Anything they don't know can be finished as a homework assignment.
7. Explain that their assignment will be to interview an older professional who reflects the track they want to follow. Then in the Notes section, they should come up with 10 interview questions they will ask this person.
8. Be clear that they will need to write down the basic personal information of the person along with the questions and answers. Encourage them to be creative and interesting in the questions they create. Give them 15 minutes to think of and write down their 10 questions.
9. Ask each person to share one question they wrote down. The goal is for each person to share a different question. Encourage participants to edit or add to their own interview list if they like someone else's question better.
10. They will need to share the results of these interviews in the next class. This is another step in the process of helping them to choose the right path for them.
11. Since much of today's session asked for input from the participants, have them determine the key messages:

### *Key Messages* (to be given by participants this session)

- 1.
- 2.
- 3.

### *Workbook Assignment*

Finish 10 interview questions and carry out interview with someone you know who is successful and reflects the career paths (employee or entrepreneur) discussed today. Take notes of their answers during the interview. Be prepared to share next session.

## SESSION EIGHT: PUT YOURSELF OUT THERE



### OVERALL OUTCOME

To feel confident about their pitches and to understand the importance of presenting themselves in a confident way in the workforce.



### LESSON OBJECTIVES

1. Participants will learn to distinguish themselves
2. Participants will learn to give a good presentation through behaviour and content
3. Participants will clarify their track choice



### MATERIALS NEEDED

- Flipcharts and marker
- Workbooks
- Several pieces of paper, pen
- Scissors
- Tape
- Small ball



### METHODOLOGY

- Small group sharing
- Interactive sharing
- On the spot presentations
- Writing practice
- Group discussion



### DURATION

3 hours



### KEY WORDS

- pitch, presentation, confidence



### INFORMATION FOR THE FACILITATOR

This is the session where participants will need to commit to the Employability or to the Entrepreneurship track. The first exercise will be to reflect and choose and then they will focus on

how to demonstrate their strengths best, through writing and speaking, which are key elements to the Pitch (following session).

Some participants might be daunted by the idea of writing a full script as some may not have had much experience in writing professionally. Based on your group, the writing exercise could take longer. Modify as necessary. Also, some participants may already be working within a field they are happy with but they are in the programme to improve themselves. Make it clear that they can still pitch on any goals they have.

This session asks for more materials, but all exercises are easily modifiable. If you have time, you may want to have participants practice the introductions to their pitches so that you can give feedback on how it is going so far and if it appears to be too short or too long.



## SCHEDULE OF ACTIVITIES

- |                                  |       |
|----------------------------------|-------|
| 1. Share Professional Interviews | 20min |
| 2. Presenting Your Best Self     | 75min |
| 3. Pitch Writing Preparation     | 75min |
| 4. Summarizing                   | 10min |

<b>EXERCISE</b>	1. Share Professional Interviews
<b>OBJECTIVES</b>	Participants share learnings from the target set the previous week
<b>MATERIALS</b>	None
<b>TIME</b>	20min

- To review what participants learned from their workbook assignment and professional interviews, tell them that they are going to do small group sharing.
- Write or share these questions with them:
  - Who did you speak with and what do they do?
  - How do you know them and how did you approach them to get the interview?
  - Did you find it easy to carry out the interview? Why or why not?
  - What is the most interesting thing you learned from him or her?
  - What is the most helpful thing you learned?
  - What is the most surprising thing you learned?
  - Did you find it useful to speak with him or her? Why or why not?
- Place participants in small groups of 3 or 4. They should do a roundtable where everyone goes around to answer the questions about their interview, one question at a time. By letting everyone only answer one question at a time, it keeps it more interesting, ensures that everyone will have time to speak and limits the possibility that one person dominates the sharing session.
- When finished bring the group back together and if time permits, you can hear from a few volunteers.
- Explain that today they are going to reflect on everything they have done and realized up to this point to make a final decision about which track to follow. They will learn what they need to do for the pitch and have some time to prepare. Most importantly, they will learn how to "sell themselves" in a good way.

<b>EXERCISE</b>	2. Presenting Your Best Self
<b>OBJECTIVES</b>	Encouraging participants to be and speak confidently about their decisions, skills and strengths. Also, preparing for the physical elements of giving a good pitch.
<b>MATERIALS</b>	Paper, pen, tape, workbook, ball
<b>TIME</b>	75min

- Ask participants what they think "putting yourself out there" means? How have they already done that in other sessions/assignments? [answers: interacting with guest speakers, interviewing locals on the street for the community problem project, interviewing a professional they admire in the previous assignment]
- Ask, in what other situations are they going to need to put themselves out there in the near future? [answers: job applications, interviews, networking and looking for work, searching for a business partner, explaining and promoting their business, searching for funding or investors, asking for a loan, applying for special courses]
- To warm participants up for this exercise on learning to communicate their strengths, do the following energizer.
  - Give each participant a piece of paper, pen and a piece of tape so that they can attach the paper to their back.
  - Ask participants to stick a piece of paper on their backs.
  - Ask participants to stand up and begin walking around the room. Give them 5 to 10 minutes and instruct each participant to write something they like, admire or appreciate about that person on the paper on their backs. They should only write one thing per paper and should try to write on as many as they can in the time.
  - When they have all finished, participants can return to their seats and take off their papers and now read what others have written about them.
  - Ask if the things people wrote align with what they thought their strengths were. Ask if there was anything surprising on their paper, maybe a strength or attribute they had never thought about?
- Next, bring out the ball and let participants know that you are going to do the activity "on the spot". Tell them that one of the hardest things about giving a presentation, especially one that is supposed to be short and is about themselves, is to keep things simple, focused and to remain confident throughout. Tell them that in a few minutes you are going to start tossing around the ball. When one participant catches the ball, they will have to stand and speak for 30 seconds without stopping. They need to speak about their strengths, their skills, what makes them unique, and what makes them a good person to work with.
  - First, give everyone two minutes to look through their notes and workbook and to briefly think about what they would say. Before beginning, remind them that the trick is to try to maintain confidence, simplicity and clarity. They should state their strengths like they are facts: I am... instead of "I think, I might be ...". They should also try to speak without stopping and not repeat themselves. It is more difficult than it sounds.
  - To make the game more interesting, you can begin tossing the ball around and choose when to pick out someone to present (for example, let them toss the ball to three or four people before you say "Present" to one of the participants).
  - Time each one and after the 30 seconds give some feedback. After a few people, other participants will be able to give feedback. Try to hear from as many as you can, but it is most likely not practical to have everyone participate if you have a large group.

- If the activity has worked well, after 6 or so participants, you could bring them up into smaller groups to let the remaining participants have a chance to speak in front of this smaller group.
  - When completely finished, ask everyone:
    - Did you find this difficult? Why?
    - Did you/do you find it difficult to talk confidently about your strengths and skills and what makes you someone that people should trust and listen to?
    - How do you think this will compare to the pitch? Why would it be similar or different?
    - What has this shown you about how you need to prepare for the pitch? What has it shown you about what you should try to do and remember during the pitch?
  - Do one final round of throwing the ball around. This time, as each person catches the ball they have to say just one statement quickly and then throw the ball to someone else. They need to say: "I'm great at \_\_\_\_\_!"
5. As a final activity in this section, explain to participants that one element of a good pitch presentation is a catchy, one line phrase that captures the main idea of their pitch or of who they are. This is a similar concept to what businesses do as the headline of their website or on their products. Give participants 5 minutes to work on their own 'one-liner'. It could be something that they will say at the very beginning or at the very end of their pitch. For example, "Hello, my name is \_\_\_\_\_ and I would be an excellent teacher because I am organized, patient and good with children." This one sentence tells us 1) it is the start of her pitch and who she is, 2) her pick of an employability track, 3) her preference for a type of job, 4) why she is motivated to make this decision, and 5) confidence about why this is the right choice for her based on her strengths.
- Walk around while they are thinking and writing to give guidance. As soon as you see one participant with a good statement, have them stand up and share it. This could inspire others.
  - After 5 minutes, ask for a few other volunteers to share.
  - Encourage participants to continue to revise this in the next exercise/while they prepare for their pitch.

<b>EXERCISE</b>	3. Pitch Writing Preparation
<b>OBJECTIVES</b>	Participants reflect on the course and their decisions and prepare to present by writing out their pitch.
<b>MATERIALS</b>	Workbook, pieces of paper, pen, scissors
<b>TIME</b>	75min

1. Back at their desks or table, ask participants to confirm their decision for which track they will be following.
2. Looking back into previous assignments in their workbooks, or working with new ideas, have them write down two goals that they have based on this decision.
3. Give them 10 minutes to do this. Remind them that it should be 2 goals with the corresponding steps that they need to take to achieve those two goals.
4. Next put the participants in pairs or groups of 3 and have them share what they've written. As each partner listens, they should think of one positive thing and one piece of advice to say to their partner about goals and the participant should adjust their goals and steps as necessary based on the feedback and advice of their partner or group members.

5. Bring participants back to their own seats and explain that their pitch will include their motivation for this decision, what they have learned so far and what their goals are. Explain that pitches will occur in the next session and there may be others besides you and their fellow trainees present that day. Each pitch should only be 3 to 5 minutes in length.
  - Use the following activity to get them started in this writing activity. First, hand out 4 pieces of paper to each participant and spread the scissors out amongst them (if available):

**WHAT TO COVER IN PITCH:**

To prepare for the presentation, participants should draw four large images (one per piece of paper) and cut them out if possible. They will draw an arrow, a car, a star and a cloud. Each participant will be expected to answer the questions below in their presentation:

• **Write this answer inside the arrow:**

*State which track they are going to follow- Employability or Entrepreneurship*



• **Write these answers inside the car:**

*Present three reasons that have motivated them to this decision*



• **Write this answer inside the star:**

*Describe in detail one goal they hope to achieve from completing the next course and explain the steps they will take to achieve it.*



• **Write these answers inside the cloud:**

*Additionally, share what they think their major strength is which will help them achieve this goal and share what they think their biggest challenge will be.*



6. Have them now turn to this session of their workbook and give them 30 minutes to work on writing out their pitch from start to finish. Again, they should use what they have already written in Session 6 and in today's exercises as a guide. Remind participants that the goal is to show their decision through selling themselves and clarifying their motivation and plan. Also remind them that they will not be reading during their pitch. It is important to write it out so that they can practice but they should use no paper or just some simple note cards during their pitch. They will not be able to read. They want their pitches to be more interesting than that.

<b>EXERCISE</b>	4. Summarizing
<b>OBJECTIVES</b>	To summarize the day's learning
<b>MATERIALS</b>	None
<b>TIME</b>	10min

1. Let participants know that it's okay to be nervous about the pitch. It is why we practice and the next tracks of the programme will give them further opportunities to develop their ideas and presentation skills.
2. An activity like this gives them skills they can use in future workplace situations. Ask participants: how can this pitch activity be something that helps you or something you can use in your future career? [possible answers: during job interviews, presenting information at work for a boss, clients or other colleagues, pitching the idea for a business to find investors or funding]
3. Read the key messages and assignment.

### Key Messages

- Being confident is not the same as being arrogant. What we have done is to reflect on and learn how to show our strengths.
- Practicing this type of presentation gives us valuable skills for our future career.

### Workbook Assignment

- Practice pitch at home, using very few notes

## SESSION NINE: THE PITCH



### OVERALL OUTCOME

To professionally present their goals and decisions.



### LESSON OBJECTIVES

1. Participants will solidify and share their plans for their next course
2. Participants will receive feedback on their presentations
3. Participants will evaluate how much they have learned and what they still want to learn in the course



### MATERIALS NEEDED

- Workbooks
- Participants' own pitch notes



### METHODOLOGY

- Energizer
- Individual preparation
- Presentations
- Evaluation



### DURATION

3 hours



### KEY WORDS

- pitch, evaluation



### INFORMATION FOR THE FACILITATOR

Decide on a schedule in advance for how the pitches should proceed, especially if you have a large group. To make pitches successful, participants need to give their full attention and participate as listeners. Questions and feedback give validity to the process. Also, it's important to give frequent breaks so that they can continue to give full attention. If you have more than 25 participants, you will need to organize a second facilitator and space so that the presentations do not take too long.

It will take preparation beginning a few weeks before, but it would be ideal to invite other members

of the center, coaches, or any professionals to come and join the session this day as other panel members who can provide feedback on the pitches. You can even schedule in a brief networking/feedback session to end the day.

Keep in mind that although this is a big part of this Core Life Skills component, there are still two more sessions to follow which are more focused on what they are/will encounter in the workplace: conflict/obstacles (including gender issues) and dealing with finances.



## SCHEDULE OF ACTIVITIES

1. Energizer 10min
2. Final Pitch Preparation 15min
3. The Pitches 60-120min
4. Evaluate and closing 15-30min

<b>EXERCISE</b>	1. Energizer
<b>OBJECTIVES</b>	Liven up the atmosphere and shake off inhibitions.
<b>MATERIALS</b>	None
<b>TIME</b>	10min

1. If you have a large class (more than 15 participants), divide them into small circles of 10 participants.
2. Explain that you will point at a person to start and then the game will progress around the circle until it comes back to the starting person.
3. Each participant has to think of a food that starts with the same letter as their first name. The trick is that they have to remember what each person before them said and on their turn, they cannot repeat a food item to say for their own answers. For example, if three girls in the circle all have a name that begins with the letter "M", then each girl will have to think of a different food item that starts with the letter "M". On each person's turn they will say "My name is Andrew" and I like to eat "apples" and then they will have to remember what each person before them said (e.g. her name is Cora and she eats corn, his name is ...).
4. The game will proceed like this around the circle. If one person completely forgets what one or more participants has said before his or her turn, the rest of the group shouldn't help them. Instead, it will be up to the next person in the circle to try to remember. There really isn't a winner of the game, but more a way to release energy and laugh at ourselves while practising memorizing and listening skills.
5. The first person who started the circle is also the last participant to speak. They have the hardest job because they have to remember what every other student said in the circle. This game should last for no more than 5 minutes.

<b>EXERCISE</b>	2. Final Pitch Preparation
<b>OBJECTIVES</b>	Participants are given a few minutes to practice and make final last minute changes to presentations with your help.
<b>MATERIALS</b>	Their own pitch notes
<b>TIME</b>	15min

1. Give participants up to 15 minutes to do a final preparation before beginning the pitches. This is a good time to let them know anything important about the schedule.
2. They may need to go outside if they want to practice out loud. Make yourself available for answering questions and giving last minute guidance and help.

<b>EXERCISE</b>	3. The pitches
<b>OBJECTIVES</b>	Participants pitch their motivation for the Employability or Entrepreneurship track. Others observe the participant who is pitching their motivation.
<b>MATERIALS</b>	Presentation images created in previous session and their notes.
<b>TIME</b>	60-120min depending on class size and number of breaks

1. Organize the classroom so that each participant pitching has a place to stand where all other participants can see and hear them well.
2. Introduce any guests and explain their role.
3. Explain what schedule and order you will use for the pitches. Usually people will need a short break between every three or four pitches. Otherwise, they will become restless. If you have a group larger than 25 participants, you will need a second facilitator with a second room or space for doing the pitches. Divide them evenly in that case so that you will have an audience for both.
4. Explain that for each participant's turn, they will come to the front with their four images (arrow, car, star, cloud) and their notes. They will have 3 to 5 minutes to clearly present their reasons for choosing their next course. They should start with the arrow, then the car, then the star, and finish with the cloud. Encourage them to speak loudly, clearly, confidently and try not to read directly off of the images or note cards (not more than a quick look once in a while).
5. Clearly instruct the rest of the group that as listeners, they also have a job. They should each think of one question to ask the presenter and you will choose two listeners to ask a question at the end of each presentation.
6. Additionally, once the pitch has finished and the two questions have been asked and answered, all listeners will choose one of their own pictures (either the arrow, car, star, or cloud) to hold up to show the speaker which section they identified with or related to the most. This provides a positive experience of support for each speaker and encourages all listeners to recognize goals, motivations, strengths or challenges in others that they themselves are experiencing.

**Facilitator's Note:**

It's important that participants also receive your feedback about their pitches but with larger class sizes, it may not be possible to do this in front of the class after each presentation. It is recommended that you and any other guests you have as a panel take a few notes during each pitch and while students are working on the final evaluation and closing. You and the guests go around the room and quietly give your brief feedback and encouragement to each participant regarding their pitch.

- Continue this process until all participants have presented.

<b>EXERCISE</b>	4. Evaluate and Closing
<b>OBJECTIVES</b>	Participants evaluate their learnings of this course
<b>MATERIALS</b>	Workbook
<b>TIME</b>	15-30min

- Congratulate participants on great pitches. Let participants know that topics they will still be covering before the course ends are: dealing with conflict/obstacles and financial literacy.
- To finish today's session though, participants will engage in some reflective writing. This can be found in the workbook. This gives you time to circulate the room providing feedback and answering any final questions.
  - Thinking back on their pitch and the sessions of this course they have already completed, ask participants to write down briefly the following, which is found in their workbook.

SELF-ASSESSMENT	
What I did well	
What I struggled with	
What I would do differently	
What I am still hoping to learn	

Depending on your time, and if you had guest professionals, you can also organize a short networking where participants and guests can mingle and give and receive feedback on their pitches.

**Workbook Assignment**

In the notes section, write a short paragraph:

**What do I want to gain from the next component?**

- Take some time now to think of what you hope to gain from this next experience.
- What do you hope to learn from it? How will it make you happy? How might it help you later in life?
- How will you know if you have succeeded?
- This next step will require effort and discipline. You need to make a personal decision to do your best. Can you make that commitment? Write down your thoughts in your booklet and try to answer all of the questions.

# SESSION TEN:

## CONFLICT MANAGEMENT AND DECENT WORK



### OVERALL OUTCOME

To encourage critical and proactive thinking to deal with anticipating challenges, dealing with conflict and promoting fair and equal opportunity in workplace settings.



### LESSON OBJECTIVES

1. Participants will learn about and improve on conflict styles and conflict management
2. Participants will analyse current perceptions and biases on gender and employment
3. Participants will understand decent work standards
4. Participants will better anticipate challenges so as to avoid conflict or bad situations at work



### MATERIALS NEEDED

- Flipchart and markers
- Paper and pens
- Tape



### METHODOLOGY

- Review and Summary
- Pair share
- Role play



### DURATION

3 hours



### KEY WORDS

- conflict, gender, equality, decent work



### INFORMATION FOR THE FACILITATOR

This session uses pair, small group and large group discussions and activities such as role play and personal reflection to highlight a few areas of potential conflict in the workplace. Gender and employment has also been included as a conflict topic. You may need to modify based on your local context.

The goal of the gender related topics is to help participants imagine what a more gender-equal society would look like and hopes to motivate them to work towards achieving that change. Some key information they should take away from this topic is:

- Your sex simply describes whether you are a male or female. It's a biological term.
- Gender refers to ways in which society and culture expect people to behave because of their sex.
- Gender roles change, even if change is slow. What was normal for men and women 500 years ago or even 50 years ago might not be normal today.
- Both men and women can do any job.
- Gender equality takes time, but you can help by committing to making your communities equal for all genders.
- Challenging gender roles can be frightening. It takes courage to make society better. It's normal to feel a bit frightened. But don't let that stop you.

Sometimes you will encounter resistance to the idea of gender equality from male participants. This may be disguised as humour. Without being authoritarian or confrontational, urge them to take the issue seriously. If needed, remind them that gender inequality is a fundamental human rights issue and one of the most serious injustices of our era, that it affects men too by restricting their thoughts, feelings and actions, and that it has a significant negative impact on a country's economic development.

You might want to conclude by giving participants the following advice;

- Women cannot overturn gender norms on their own. Men and boys also need to understand how gender relations hold girls back.
- Gender rules also restrict the ways in which men can behave and often stop them from being themselves. For example often men are discouraged from expressing emotions and this can lead to problems with stress and depression.
- Preventing women from participating fully in society has a huge economic impact on the whole country.

For the conflict and anticipating challenges part of the lesson, the goal is to help participants reflect on conflict, their own attitudes towards it and how they might mediate conflict resolution.

Important take away information is:

- Conflict affects all of us at the micro level
- Conflict is often draining and counter-productive
- People react to conflict in a variety of ways linked to their personality
- We can resolve conflict if we are creative



## SCHEDULE OF ACTIVITIES

1. Welcome	15min
2. Conflict Styles	70min
3. Gender and Employment	30min
4. Decent Job and Workplace Standards	55min
5. Summarizing	10min

<b>EXERCISE</b>	1. Welcome
<b>OBJECTIVES</b>	Participants share learnings from the previous week and find out about today and final two sessions
<b>MATERIALS</b>	Workbook
<b>TIME</b>	15min

1. For a quick review in pairs, partner up participants to share their workbook journal entry: What do I still need to learn and what do I hope to gain from the next programme component?
  - Ask a few volunteers to share.
2. Explain, last week were the pitches, so the next two and final sessions are more related to dealing with personal and workplace conflict and how to avoid it, as well as how to better manage finances. These sessions apply to employability and entrepreneurship participants.
3. Explain today's topics using the Notes for the Facilitator.

<b>EXERCISE</b>	2. Conflict Styles
<b>OBJECTIVES</b>	Begin the session by thinking of instances of conflict within our own lives. To help participants see that people tend to deal with conflict in a number of set ways and that different styles are appropriate in different situations.
<b>MATERIALS</b>	Tape
<b>TIME</b>	70min

1. Ask the participants to form groups of five or six.
2. Ask them to spend five minutes discussing instances of conflict that they themselves have been involved in during the last year. The conflict can be large or small.
3. Once they have all shared, introduce the following questions the small groups should discuss:
  - How do you feel when you are in a conflict situation with someone?
  - Do you feel the need to push your message when you are having a conflict with someone?
  - Is it a great relief when you resolve a conflict? Why?
4. After they have had 5 minutes to discuss, explain that everyone has a different conflict style, or in other words, a preference for how they approach, engage in and deal with conflict.
5. Explain to the participant that different people choose to handle conflict in different ways that match their personalities. Ask participants for some examples of how people might react differently in situations of conflict.
6. After listening to their ideas, suggest that some people might try to avoid the conflict, perhaps by ignoring it. Others might want to compromise with the other person with whom they find themselves in conflict. Each of us chooses how we want to handle conflict. Some conflict styles can be more effective than others depending on the situation.
7. Review the below four conflict styles with the group. Below are the definitions of each conflict style. Begin by reading out the name of each style and asking participants to suggest what they mean. Then read the definitions offered below.

**CONFLICT STYLES:**

**Avoid:** When you pretend the conflict is not happening, ignore it, and hope it will go away.

**Compromise:** Both people give up a little of what they want in order to reach an agreement or resolution in the conflict.

**Accommodate:** One person gives up what they need in order to allow the other person to get what they need in the conflict.

**Collaborate:** Both people in the conflict work together to come up with a resolution that is good and resolves the conflict peacefully.

8. You can relate this back to what they should remember about their personal preference for being passive, assertive or aggressive when communicating, especially in difficult communications such as conflict.
9. Tape a line down the center of the room. If you do not have a tape, point out to participants where the imaginary line runs.
10. Tell the participant that you are going to read a few statements aloud. They will need to decide if they agree or disagree with each of the statements. There are no right answers, only personal opinions. If they agree with the statement, they should step to the right side of the line. If they disagree with the statement they should step to the left side of the line. Participants can stay on that side until you read the next statement and then choose again which side to stand on. Allow time for participants to take a step to the right or left side of the line after each question.

**CONFLICT STATEMENTS**

- When I am with my friends, I sometimes have conflicts with them.
- When I have a conflict with a friend I try to avoid talking about it.
- I do not like to have conflicts with my family members.
- When I am in conflict with family members I try to agree with them so I do not have to talk about the conflict.
- Conflict is fun for me.
- I think having conflict in the workplace can be good and necessary sometimes.
- I think I can improve how I handle conflict.
- I like to resolve conflicts with others because it is better to get along with them.
- I never want to have a conflict with someone.

11. After you have read all of the statements, ask the following questions:
  - Which conflict style are you most comfortable using?
  - Why do you think you use that preferred style?
  - Is it important to you to resolve conflicts with friends, classmates and family members?
  - Are you more likely, less likely, or equally likely to argue with someone in the workplace? For example: a boss, a co-worker, a business partner, an employee, a client. How is it different for each of those people?
  - Do you think you can improve how you handle conflicts with others? How? Specifically talk about it in relation to the styles.

12. If they are not already, divide participants into 4 groups. Let participants know that you want them to come up with and present a short role play that shows one of the four conflict styles in action and also demonstrates an attempt at resolution. Explain that even with avoidance or accommodation, there is still an underlying problem that hasn't been dealt with. They should try to show a conflict from beginning to resolution within a few minutes role play. The conflict they come up with needs to be set in a workplace and all group members need to play a speaking role.
  - a. Assign each group one of the four conflict styles quietly. Indicate that this is the style they must demonstrate in a work-related conflict/resolution role play.
  - b. Give groups 15 minutes to come up with and plan out their idea.
  - c. Invite groups up at random. Once they have finished their role play, ask the rest of the participants which conflict style they saw. And ask how and if the conflict was resolved.
  - d. After all groups have presented, ask:
    - Why might it be important to adjust your conflict style when you are in a conflict situation?
    - What kind of conflicts and challenges would you expect to encounter in a work setting?

<b>EXERCISE</b>	3. Gender and Employment
<b>OBJECTIVES</b>	To make at least some of the participants aware of the depth of their own gender biases and to understand where this comes from.
<b>MATERIALS</b>	Flipchart, Marker
<b>TIME</b>	30min

1. Transition into this next set of exercises by hearing what participants had to say about conflicts they would expect to encounter at work. Explain that one of those can come from gender and probably most of their other ideas have to do with communication styles (already discussed in a previous sessions and earlier exercises today) and working conditions. Explain that you are going to talk about gender roles as well as employment working conditions.
2. To start on the topic of gender, guide them in the following story activity. Tell the story below and see the reaction and if people can produce the answer.
  - If participants were unable to answer the riddle, explore with them the reasons that prevented them from seeing the obvious. Ask them, 'Why did none of you suggest that the surgeon was the boy's mother?'

**THE SURGEON'S STORY**

A man was driving with his son when they were involved in a terrible traffic accident. The father died instantly but the son was rushed to hospital in serious condition. The surgeon in the operating room took one look at the boy and said, 'I cannot operate on him. He is my son.' How do you explain that?

**Encourage as many participants as possible to suggest explanations before finally sharing the answer below.**

The answer is that the boy's mother is the surgeon.

3. Introduce the differences between sex and gender as you go deeper into a discussion on job opportunities traditionally available for women versus men. You can start by just writing the title of each and see if the participants can produce the differences. Then lead the group discussion below the chart.

**INTRODUCE SEX AND GENDER:**

SEX	GENDER
Biological	Not Biological
Cannot be changed	Can be changed
Born with a specific sex	Socially constructed / Defined by society or community

- Are there some things that a man can do, but a woman cannot (and vice versa)? Is this because of one’s sex or one’s gender?
  - Define sex. (Male or female – biological based on physical characteristics).
  - Define gender. (Masculine or feminine – cultural and socially constructed roles, thus not determined by biology but agreed upon by society).
  - What limitations do females encounter because of their gender? How about males? What about in the workplace?
  - Where do these ideas about how women and men should behave come from? Is it something learned from school, the media, the church, the government, one’s family, etc?
  - How can we change these ideas and attitudes that are a limitation to gender?
4. In this process of discussion, you may have to demonstrate that both men and women can do any job.
  5. Ask participants to consider jobs within their own communities, and what kinds are seen as “female” jobs and “male” jobs.
  6. Explain that you will read out some job titles, and if participants feel that it is a “male” job, they should run to the left side of the room, and if it is a “female” job they should run to the right side of the room. Read from the following list:
    - Nurse
    - Secretary
    - Welder
    - Farmer
    - Carpenter
    - Hairdresser
    - Teacher
    - Engineer
  7. After each one, ask participants why they thought it was either a male or female job. Ask if anyone else had a different opinion. Why do you think so?
  8. Afterwards, ask if anyone in the group is interested in work that is typically done by the other sex?

<b>EXERCISE</b>	4. Decent Job and Workplace Standards
<b>OBJECTIVES</b>	Understanding what a decent job is, what matters to them most, and how to avoid conflict by being proactive.
<b>MATERIALS</b>	Workbook
<b>TIME</b>	55min

1. Before moving on, return to some ideas participants gave about the types of conflict gender might create in the workplace. Ask: how would you deal with conflict like that?
2. Now ask participants to give a definition of “decent work”. Write the phrase “decent work” on the flipchart board.
  - As participants give examples and ideas, write them in short form around it. Encourage them to go beyond a definition and list things that they think are characteristics of a decent job.
3. Once you have a good set of ideas, point out that they have given their own concept of standards for decent work and workplace conditions. You can clarify that the International Labour Organization has standards for decent work which is a part of the UN’s goals for sustainable development. These include things like fair hours, fair wages, safe working conditions, no discrimination and the right for workers to have a say and a choice in their work.
4. Ask participants to open their workbooks and look at the page of words and phrases in this session’s section. They should individually work to circle the 3 words/phrases that are the most important to them at their place of work and underline 2 that are the least important to them.
5. Once finished, pair up participants to compare their answers. Encourage them to ask each other “why”, especially if their answers are very different from one another.
6. As an entire group discussion, ask participants the following:
  - How can you avoid bad working conditions and difficult conflicts for the things you circled on your paper? [example: ask around about the reputation of the place, ask during an interview, try to ask someone who works there]
  - If they are entrepreneurial or a manager, ask them how they could avoid this for their employees? [example: follow the standards, follow the laws, establish working rules that everyone reads before working for you, use consideration, equality and fairness with all workers]
7. Using chairs, form two small semi-circles facing each other, as shown below. Indicate that one side will be the bosses/managers, and the other side will be the employees.



8. Have participants sit in the chairs, and assign a conflict topic. Examples can include a conflict and resolution discussion over poor working hours, or a gender related issue, such as a manager not wanting to hire someone because they have children. There will be limited seating for participants, the rest will stand around the chairs and observe (see image below). If they want to join in the discussion, they should tap on the shoulders of a seated person and take their place in the inner circle.



9. After a few minutes, provide a new conflict topic for the group to discuss, using the examples from the day as topics: gender, workplace conditions and anything else participants have mentioned.
10. When finished, ask for volunteers to talk the scenarios. Ask each partner how they felt the discussion went and if it was difficult or uncomfortable to talk about. How might they do it differently in a real situation?

<b>EXERCISE</b>	5. Summarizing
<b>OBJECTIVES</b>	Look at key messages, workbook assignment and next week's session
<b>MATERIALS</b>	Workbook
<b>TIME</b>	10min

1. Explain, this session has been as much about conflict management as it has been about adjusting our perspective and learning to anticipate and deal with obstacles.
2. One workbook assignment is to have participants write down what they anticipate their top 3 next challenges to be.
3. Explain that with going into or progressing in their careers, they will also have many financial decisions to make as well as some challenges. To prepare for next week, they should come up with two financial savings goals they have and write that into their workbooks.
4. Summarize the day's key messages and review their workbook assignments.

### Key Messages

- Conflict in our personal life and in the workplace comes in many forms.
- Just like with communication, it is usually best to be proactive, considerate of the other side and anticipate challenges or problems before they turn into conflict.
- Analysing our own biases and those of the community can help us see what change needs to happen and what to watch out for in the workplace. Decent jobs (with equal and fair employment) lead to a more sustainable community.

### Workbook Assignment

- Write down the next 3 challenges you expect to face in the near future.
- Think of and write down 2 financial savings goals you have or need to achieve for your employment or entrepreneurial goal.

# SESSION ELEVEN: FINANCIAL LITERACY



## OVERALL OUTCOME

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. Participants will explore their perceptions of money and its potential role in their lives.
2. Participants will look at different methods of saving and places they can deposit money, e.g. at home, village savings groups, schools, microfinance organizations, banks, and other financial institutions.
3. Participants will explore the links between earning money, controlling budgets and the extent to which this can give them greater voice and influence.



## MATERIALS NEEDED

- Flipchart and marker
- Paper and pens
- Small cards



## METHODOLOGY

- Small group discussion
- Group role play
- KWL Chart
- Individual goal setting
- Group discussion



## DURATION

3 hours



## KEY WORDS

- earning, spending, saving, financial goals



## INFORMATION FOR THE FACILITATOR

As with all sessions, it will be important to modify for your local context. There are some further gender topics in this session related to who is the head of household and who takes care of the finances. The best way to approach some topics is to let participants share first what their normal habits and routines are and what the expectations of their families are.

This is the last session of Core Life Skills, so you may want to consider a day or two in advance what you would like to do as a closing, final discussion or final ceremony with participants. This is a full session, so it may be that you want to spread it out over two meetings and then have more time for a proper programme closing.

Several of the exercises require preparing cards, signs and charts in advance of the session. You may need to adjust some of the activities or spend longer on certain elements depending on the level and circumstances of your participants.



## SCHEDULE OF ACTIVITIES

- |                     |       |
|---------------------|-------|
| 1. Welcome          | 15min |
| 2. Tower of Power   | 20min |
| 3. Money and Saving | 70min |
| 4. Financial Goals  | 60min |
| 5. Wrap Up          | 15min |

<b>EXERCISE</b>	1. Welcome
<b>OBJECTIVES</b>	Participants review workbook assignment from previous session and get an introduction into this last session.
<b>MATERIALS</b>	Workbook
<b>TIME</b>	15min

- Ask for some volunteers to share what they anticipate their next future challenges to be. Ask others to give them some advice.
- Explain that this session is going to focus on personal finances as well as budgeting to deal with new sources of income. Their other workbook assignment was to consider what their next 2 savings goals are. Write Savings Goals on a flipchart paper and have each person come up and write down one of theirs.
- Review the list of savings goals that everyone has shared and see if you can identify some that are commonly recurring. Remember these to use as examples for financial scenarios later on.
- You can have a discussion over their goals, but there will be other opportunities throughout today's session to talk about it. In the next exercise, they will get to develop their ideas about saving further.

<b>EXERCISE</b>	2. Tower of Power
<b>OBJECTIVES</b>	To analyse the factors that lend power within a society and to explore if the power dynamics can change based on other factors
<b>MATERIALS</b>	The roles for the six people written up on a flipchart.
<b>TIME</b>	20min

- Quickly ask the participants;
  - Who is the most powerful person you know? How can you tell?
  - What are the signs of power?
  - Who is the least powerful person you know? How can you tell?
  - What are some signs of not having power?
- Check again with the participants; 'What is the evidence that someone in a society has power?' If they don't offer the answer suggest that access to resources is one sign, and that influence or authority are others. In other words, in a discussion is there someone whose opinion or argument carries more weight than someone else's? Explain that very often, the greater a person's access to resources, the more influence that person carries.
- Ask participants to form groups of six and count each person off, 1, 2, 3, 4, 5, 6, so that each has a number.
- Tell the participants to listen while you read out a role for each number. If possible it would help if you had the following information written on a flipchart before the session began.

Number 1: You are a young girl in primary school

Number 2: You are the manager of a bank in the capital city

Number 3: You are a farmer in the village and you have a large plot of land, livestock and machinery.

Number 4: You are a seventeen-year old boy who dropped out of school after P6 and you work in the fields.

Number 5: You are fifteen and still in school. When you were young your teachers recognized that you were very bright. The school provided you with a scholarship to pay your school fees so you could stay in school.

Number 6: You are a nineteen-year-old girl who works as an esthetician.

- Make sure everyone understands their role. If necessary, read through the seven family members again.
- Now ask the participants in each group to arrange themselves in a line with their hands resting

on the shoulders of the person in front of them. The most powerful person should be at the front of the line. The least powerful person should be at the end of the line. All the other people in between should also be arranged in order of power.

7. Give the participants in each group a few minutes to form their lines. Then ask the participants in each line to 'introduce' themselves, starting with the person at the front of the line and ending with the person at the end of the line.
8. Now, tell the participants that you are going to change the information for Number 6. This role now reads as follows;

Number 6: New Information  
 You are nineteen years old and dropped out of school at a young age to work as an esthetician. Last year though you managed to start your own beauty salon and you are now earning money.

9. Ask the group to form the line again.
10. Ask participants if the position of Number 6 has changed. If so, why? If not, why not?

<b>EXERCISE</b>	3. Money and Saving
<b>OBJECTIVES</b>	Find out the level of interest and what participants already know about saving. Allow participants time and space in which to express their feelings about money. Help participants to understand savings options.
<b>MATERIALS</b>	KWL Chart prepared on flipchart. Three sheets of paper, one marked 'Agree', one marked 'Disagree' and one marked 'Undecided'. Experts cards with same information also written on three flipcharts.
<b>TIME</b>	70min

1. Explain that the financial topics on savings are applicable to everyone from those already working to entrepreneurs to those just finishing school or looking to get their first job.
2. Now open a new flipchart and draw the KWL chart.
3. A KWL session is one of the active-learning methods you practiced in training. It takes its name from the three questions it asks, as outlined below. Ask the participants:
  - *What do we **Know** about saving money and resources?* Write participants' answers on the left column of the chart. Remember – this is a brainstorming exercise. Accept all answers at this stage without correcting or evaluating responses. Encourage a fast, free-flow of ideas.
  - *What do we **Want** to know about saving money and resources?* Record participants' questions in the second column. Again, this is a brainstorming exercise. Encourage participants to say what they don't know about saving as related to their income. Maybe they have a question about taxes, or a smart amount to save, or what amount they should be saving to work towards their enterprise goal.
  - Ensure participants understand that you will return to the chart and complete the third column (*What did we **Learn**?*) at the end of the session.

<b>WHAT DO WE KNOW ABOUT SAVING MONEY AND OTHER RESOURCES?</b>	<b>WHAT DO WE WANT TO KNOW ABOUT SAVING MONEY AND OTHER RESOURCES?</b>	<b>WHAT DID WE LEARN ABOUT SAVING MONEY AND OTHER RESOURCES? (AT END OF SESSION)</b>

4. Next, stick the 'Agree' and 'Disagree' cards onto walls (or the backs of chairs) in different parts of the room and the 'Undecided' card somewhere in between.
5. Explain that you are going to read out a statement. The participants should then go and stand by the card that best summarizes their attitude to that statement. Stress that there are no right or wrong answers.
  - Read the first statement and allow the participants to gather by whichever card they wish. Ask a couple of participants from each group to explain their position. Challenge them by asking them, *'Why do you think that?'*
  - Ask the participants if any of them wish to change their positions based on what they have heard. You may prefer to only do a quick round of questioning as they hear the statements and move towards their answer, and then lead a longer discussion after they return to their chairs.
6. Continue the exercise until you have explored all of the statements. Try and ensure that every participant in the group has had an opportunity to speak.

- Money brings happiness
- Saving money is for stingy people
- Young people sometimes do dangerous things to make money
- It is not common to have enough money to save
- Money causes more problems than it solves
- People who want to start enterprises are greedy
- Saving money gives me more control over my future

**Facilitator's Note:**

Probe participants' responses to the question about why young people sometimes do dangerous things to make money. This is a chance to discuss whether or not participants are putting themselves at risk.

7. In this activity, participants will learn about different savings options, and take part in a silent debate to think about the advantages and disadvantages of each.
8. Start by dividing the group into two groups
9. Give each group a Story Card, which has information about saving at home and saving in an individual account (at a post office, bank, or credit union).

**Facilitator's Note:**

Based on the age and career level of your participants, you may want to adjust the following stories to better reflect their situations.

10. Ask one participant to read out the information on the card to his or her group, and then, together, discuss the advantages and disadvantages of saving in this way.
11. Participants decide as a team how they will present this information to the rest of the group (could be a two-minute role play, mime, news broadcast, rap or 'lesson' showing the advantages/disadvantages of each method).
12. Each group presents their savings option to the rest of the participants. Make sure participants applaud each presentation.

**STORY CARDS****FLAVIA'S STORY**

Flavia saves at home. She puts her money in a little wooden box and hides it in her bed. Flavia doesn't really trust a bank and is nervous about opening an account. She doesn't really know how it works. She would not be happy filling in forms and talking with bank staff. Also, the nearest bank is five miles away. Flavia can put money into her box and take some out anytime she likes. She always knows what is in there and she tries to save the same amount each month.

**KATY'S STORY**

Katy has a bank account. It makes her feel safer. She tried saving at home once but her brothers kept stealing her money. In the bank it is safe. Also, when it is in the bank it is harder to get out so she ends up spending less and saving more. Katy earns interest. In other words, each month the bank adds a small amount to her savings. This is like a little reward. When Katy puts money in, she has to fill in a payment slip. And when she takes money out she also has to fill in a form. A woman at the bank also writes this information into Katy's bankbook.

13. Next, play the Silent Debate activity by placing the two sheets of flip-chart paper, headed with the two savings options discussed, around the classroom.
14. Tell the participants that, using what they have heard from the presentations, they are going to share, explaining what they like or don't like about that particular option.
15. As they move from one option to another, they should respond to a comment made by someone else. For example, if on the Saving at Home sheet, someone says 'I like this method because it is convenient and I can save time', someone else might write, 'Yes, but what if you are tempted to use your savings on some soap instead of on your enterprise project?' and someone else can comment on that comment, and so on.
17. After an appropriate amount of time, draw this activity to a close.

<b>EXERCISE</b>	4. Financial Goals
<b>OBJECTIVES</b>	To develop their savings plans for their financial goals and to build up understanding of workplace financial terminology.
<b>MATERIALS</b>	Paper, Pens, Workbook
<b>TIME</b>	60min

1. Place participants in pairs and give them a piece of paper and pen.
2. Give them 5 minutes to write down all the words that they can think of related to work and

finances. You can give them one example: "salary". Clarify that the terminology is useful for both those in the employability and the entrepreneurship track.

3. The pair with the longest list of correct and non-repetitive answers is the winner.  
Possible answers are:
  - Payroll
  - Wages
  - Earnings
  - Income
  - Salary
  - Budget
  - Expenses
4. Ask participants to individually get their workbooks out. They will find three questions about why they want to save money and then place to work on their plan to reach their financial goals. Let participants work to identify the steps to take to reach these goals for the time you have remaining. Ask a few volunteers to share.
  - They should be familiar with the process for setting these goals as it has been covered in previous sessions.

<b>EXERCISE</b>	5. Wrap Up
<b>OBJECTIVES</b>	To review what was learned in this session and provide a closing to the entire Core Life Skills component.
<b>MATERIALS</b>	KWL Chart, Workbooks
<b>TIME</b>	15min

1. Return to the KWL Chart. Finish the third column of what they learned to summarize the session and determine its key messages.
2. Additionally, complete the remaining feedback questions regarding the programme in the workbook.
3. Optional: you may have a survey, ceremony, or other closing activity you wish to complete with the participants.
4. Thank everyone for participating and answer any final questions. Wish them luck in the next component.

