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# Youth Livelihoods Employability



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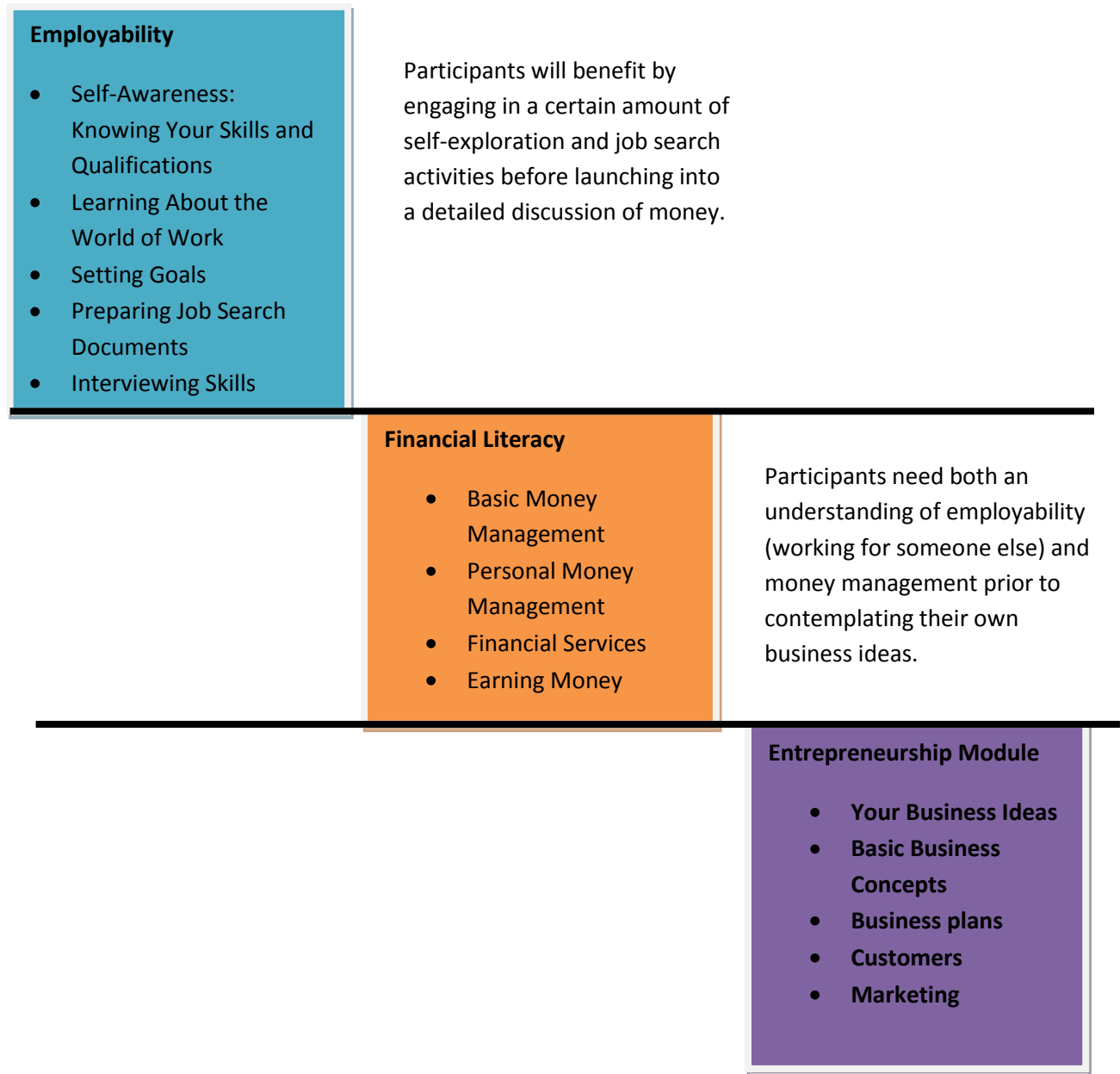
# Introduction

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## Three related youth livelihood topics

There are three manuals in the Youth Livelihoods series: Employability, Financial Literacy, and Entrepreneurship. All three of these courses are designed to be delivered by Peace Corps Volunteers and their counterparts worldwide who are helping young people develop knowledge, skills, and aptitudes for improving their financial literacy, their employability, and their economic independence.

While all three of these can be delivered as stand-alone courses, they also work together well in a series. The following diagram provides a suggested approach, should you choose to offer two or all three.



## **Using the Employability Manual**

The following sections should help you determine if the youth with whom you work can benefit from the training sessions in this manual. All training sessions need to be reviewed for suitability and modified as necessary. There are notes within the sessions to help you do that.

### **Target Audience and Prerequisites**

The audience for the course includes youth and young adults (between the ages of 16 and 30) who have little to no exposure to—or knowledge about—employability.

Another assumption about the target audience is that they have basic literacy skills, including the ability to read and write in the local language at least at the sixth-grade level.

### **Length of Training**

There are 39.5 hours of classroom-based learning in this manual. This estimate does not include time needed for homework and for the Job Shadowing Day or the experience of Practice Interviewing in the Community. Depending on the audience, trainers may choose to moderate the pace by allowing extra time for each session. See the session overview on Pages 9-11 to view the full course. Following that are several options for shorter courses.

Assessment methods are included in each session. Periodic review sessions (included within the course) help reinforce learning and allow for self-assessment and reflection. No formal testing or other evaluation method is used in this training.

### **Training Environment**

The course is a highly interactive facilitator-led training. The recommended class size is 12 to 18 participants, but the manual can be used with fewer or more participants.

To make the training accessible worldwide, the assumption was made that typical classrooms have little to no access to technology. Thus, sessions are designed for settings where only a pen and paper are needed for each participant, along with a blackboard, flip chart, or whiteboard, and colored markers or chalk for the trainer. Nevertheless, for sessions involving the preparation of a resume/CV (curriculum vitae), cover letter, and thank you letter, the use of a typewriter or computer is recommended, if one is available.

For room setup, it is preferable for participants to have worktables to conduct their small-group discussions and other activities, although the sessions can be adapted to allow for situations where this is not possible. In general, there should be ample space to configure small groups and teams around the room as needed.

### **Instructional Techniques/Methodologies**

The course is organized into four sections—Motivation sessions, Information sessions, Practice sessions, and Application sessions. The sessions are designed around a “Bridge to Employability” framework, which invites participants to first raise their own awareness about their interests, goals, skills, and abilities. Next, participants enhance their skills in getting and keeping a job, which takes them “across the bridge” to being employed. The final sessions of the course focus on key issues to help participants perform well at a job, thus improving their possibility of keeping a job once they get one.



This course uses a range of methodologies that align with the principles of the experiential learning approach. With an emphasis on interactivity among participants, the course incorporates the following techniques and methodologies:

- Stories and scenarios
- Small- and large-group discussion questions
- Activities, games, story-problems, and exercises
- Role-playing exercises
- Team projects and presentations
- Individual exercises and reflections
- Community participation

**Trainer Prerequisites.** This course assumes that trainers have some expertise in classroom management, creating effective learning environments, and facilitation skills. The following Peace Corps publications offer effective tools and advice for developing these skills:

- *Peace Corps Nonformal Education Manual*: ICE No. M0042
- *Peace Corps Classroom Management Idea Book*: ICE No. M0088

The *Employability Manual* uses the same bridge analogy as is used in the *Peace Corps Life Skills Manual*: ICE No. M0063.

While Volunteers may not have specific experience teaching Employability topics, the concepts are fairly basic. It is impossible to foresee every contingency in the classroom, but the manual is designed to provide all the necessary materials to carry out the sessions.

### Structure of the Sessions

Each session has the following:

- Cover sheet with title, rationale, trainer expertise, time, and any prerequisites
- List of trainer preparation, materials, equipment, handouts, and any trainer references
- Learning objectives of the session
- Instructional sequence written in detail within these divisions: motivation, information, practice, application, and assessment
- Any related materials
- All handouts

### Language Considerations

Although participants are not expected to have English fluency, all materials are provided in English. It is up to the instructor to provide translation or to include an interpreter, if needed.

### Other Considerations

**Course Length.** The course is designed to be delivered in the sequence provided, using all sessions. In some cases, trainers may not be able to deliver all the hours of instruction. After the overview of the full course, below, there are some suggested sequences for shortening the course.





Trainers have flexibility in configuring the course. It could be delivered as an intense full-week course or as one or more sessions per week over several weeks. The Employability course will probably be most effective if the sessions are given weekly or twice a week.

**Adaptation.** As is so often the case in any Peace Corps experience, it is critical that trainers take some time to adapt sessions to reflect the local situation. Adaptations may reflect appropriate names, scenarios, choice of language or jargon, cultural expectations, gender considerations, formats, and protocol for resumes and CVs, cover letters, thank you notes, and so on. In addition, trainers may choose to emphasize certain topics or examples, and de-emphasize others.

It is also important to adapt the materials to the developmental and cultural needs and priorities of the participants. If the facilitators have not already done so, it is recommended that they conduct some sort of participatory assessment method, such as using the PACA tools, with the participants prior to implementing the course. This will enable the scenarios to be adapted to the realities and context of the young people with whom the facilitators are working. While each young person is unique, factors that may influence the relevance of the course may include gender, educational or school status, whether they are from an urban or rural context, parental expectations, whether they would be considered “highly vulnerable,” and cultural norms.



## Youth Livelihoods: Employability Module

### Session Overview

Sessions	Session Number	Learning Objectives	Time
1. Crossing the Bridge: An Introduction to Employability		By the end of this session, participants will be able to 1. List at least three types of jobs in the local community. 2. Explain at least two training norms established by the group. 3. Analyze what it means to be “employable.” 4. List at least four skills needed to be employable. 5. Describe two personal goals for the training, as identified in a self-assessment.	2 hours, 30 minutes
<b>Unit 1: Motivation Sessions: Imagining Your Life and Work</b>			
2. Imagining Your Ideal Future		By the end of this session, participants will be able to 1. Imagine an ideal future. 2. Create a personal “ideal future” board, using local materials. 3. Communicate a two- or three-sentence personal “ideal future” statement to a group of peers.	2 hours
3. What Do I Bring to the World of Work?		By the end of this session, participants will be able to 1. List at least five personal skills, talents, and interests. 2. Explain the difference between observable facts and assumptions and state at least one example of each. 3. Communicate their skills, talents, and interests in a short interview with a peer. 4. Practice basic interview skills.	2 hours
4. Keeping the Goal in Sight: Jobs Available in the Community		By the end of this session, participants will be able to 1. Describe at least three different types of paid or unpaid work. 2. Articulate at least two lessons learned from the guest speakers about working in the community. 3. Communicate their skills, talents, and interests in a short discussion with a guest speaker.	2 hours, 20 minutes
5. Imagining Your Ideal Job		By the end of this session, participants will be able to 1. Articulate the importance of having a goal in mind when searching for a job. 2. Describe at least three features of their ideal jobs, using prompts from a guided visualization. 3. Compare their ideal jobs to the talents, skills, interests, and strengths they have already identified.	1 hour, 40 minutes



6. Overcoming Challenges to Our Goals	By the end of this session, participants will be able to 1. Explain the concepts of “helpful” and “opposing” forces as they relate to problem solving and overcoming challenges. 2. Analyze job goals using “helpful” and “opposing” forces. 3. Develop strategies to overcome challenges to their goals. 4. Summarize a potential challenge to their goals and identify at least one strategy for addressing the challenge.	2 hours
7. Planning for the Future	By the end of this session, participants will be able to 1. Understand the value of developing a plan toward reaching a goal. 2. Develop a “road map” as a planning tool for their job search. 3. Develop strategies for overcoming challenges to their plans.	2 hours
<b>Unit 2: Information Sessions: Preparing for the World of Work</b>		
8. Presenting Yourself: Appropriate Dress and Body Language	By the end of this session, participants will be able to 1. Practice positive body language for the work environment. 2. Describe appropriate dress for a variety of occupations. 3. Describe appropriate dress for the job they seek. 4. Develop a plan for dressing and acting appropriately for the job they seek.	2 hours
9. Presenting Yourself: Developing a Resume/CV, Part 1	By the end of this session, participants will be able to 1. Define the term “resume” or “CV” and its association to employability. 2. Describe the components of a resume/CV using culturally appropriate examples. 3. Draft a resume/CV that includes basic information about their education, experience, skills, and any other information typically included in their country.	2 hours
10. Presenting Yourself: Developing a Resume/CV, Part 2	By the end of this session, participants will be able to 1. Use at least two action words in their resumes/CVs. 2. Develop a resume/CV that positively showcases their skills and abilities, with no spelling or grammatical errors.	2 hours
11. Presenting Yourself: The Job Interview	By the end of this session, participants will be able to 1. Describe appropriate and inappropriate behavior for a job interview in the local context. 2. Present themselves well in a job interview role-play.	3 hours



<b>Unit 3: Practice Sessions</b>		
12. Let's Review	By the end of this session, participants will be able to 1. Measure their progress in written and oral form, based on insights they get from completing review activities. 2. List two personal learning goals for the remainder of the training.	2 hours
13. Let's Practice: Interviews in the Community	By the end of this session, participants will be able to 1. Demonstrate effective interviewing skills, including the presentation of a well-developed, error-free resume/CV.	Up to 45 minutes in class, plus outside interview time
<b>Unit 4: Application Sessions: Getting and Keeping a Job</b>		
14. Job Shadowing	By the end of this session, participants will be able to 1. Explain the purpose of job shadowing. 2. Prepare at least four questions to ask while job shadowing. 3. Prepare a professional thank you note for job interviews and job shadowing.	2 hours in class, plus job shadowing time
15. Job Leads	By the end of this session, participants will be able to 1. Describe three avenues for finding job leads. 2. Identify at least two people in their own network who may have information about job leads. 3. Identify at least one job vacancy that they would like to apply for. 4. Plan the steps they will take to apply for that job.	2 hours
16. Applying for a Job	By the end of this session, participants will be able to 1. Complete a written job application with no spelling or grammatical errors. 2. Explain the purpose of a cover letter. 3. Write a cover letter for the job they are interested in.	2 hours
17. Effective Listening at Work	By the end of this session, participants will be able to 1. Express the importance of listening effectively at work. 2. Employ an active listening model.	2 hours
18. Managing Priorities at Work	By the end of this session, participants will be able to 1. Use an "A-B-C" Priorities model for setting priorities on the job. 2. Determine when to ask one's supervisor for guidance in setting priorities and managing time.	2 hours
19. Addressing Common Challenges at Work	By the end of this session, participants will be able to 1. Anticipate common workplace challenges. 2. Develop strategies to address common workplace challenges.	2 hours
20. Crossing the Bridge: Course Wrap-Up	By the end of this session, participants will be able to 1. Review key lessons from the course. 2. Assess their progress since starting the course.	2 hours



## Schedule Variations

Following are some training sequences based on the time available. The following scenarios are only suggestions. The decision to use any of these training scenarios or any combination of sessions of this module should result from an analysis of the training needs of participants, and an informed judgment on their existing competencies. The use of any of these scenarios will require a slight adaptation of content or timing, or both.

Note that a number of these sessions can also be adapted as stand-alone modules. Be sure to remove any references to other sessions when adapting a topic for stand-alone delivery.

### 16 hours of training

Sessions	No.	Learning objectives	Time
Crossing the Bridge: An Introduction to Employability	1	By the end of this session, participants will be able to <ol style="list-style-type: none"><li>1. List at least three types of jobs in the local community.</li><li>2. Explain at least two training norms established by the group.</li><li>3. Analyze what it means to be “employable.”</li><li>4. List at least four skills needed to be employable.</li><li>5. Describe two personal goals for the training, as identified in a self-assessment.</li></ol>	2 hours, 30 minutes
Keeping the Goal in Sight: Jobs Available in the Community	4	By the end of this session, participants will be able to <ol style="list-style-type: none"><li>1. Describe at least three different types of paid or unpaid work.</li><li>2. Articulate at least two lessons learned from the guest speakers about working in the community.</li><li>3. Communicate their skills, talents, and interests in a short discussion with a guest speaker.</li></ol>	2 hours, 20 minutes
Presenting Yourself: Appropriate Dress and Body Language	8	By the end of this session, participants will be able to <ol style="list-style-type: none"><li>1. Practice positive body language for the work environment.</li><li>2. Describe appropriate dress for a variety of occupations.</li><li>3. Describe appropriate dress for the job they seek.</li><li>4. Develop a plan for dressing and acting appropriately for the job they seek.</li></ol>	2 hours
Presenting Yourself: Developing a Resume/CV, Part 1	9	By the end of this session, participants will be able to <ol style="list-style-type: none"><li>1. Define the term “resume” or “CV” and its association to employability.</li><li>2. Describe the components of a resume/CV using culturally appropriate examples.</li><li>3. Draft a resume/CV that includes basic information</li></ol>	2 hours



Sessions	No.	Learning objectives	Time
		about their education, experience, skills, and any other information typically included in their country.	
Presenting Yourself: The Job Interview	11	By the end of this session, participants will be able to 1. Describe appropriate and inappropriate behavior for a job interview in the local context. 2. Present themselves well in a job interview role-play.	3 hours
Job Leads	15	By the end of this session, participants will be able to 1. Describe three avenues for finding job leads. 2. Identify at least two people in their own network who may have information about job leads. 3. Identify at least one job vacancy that they would like to apply for. 4. Plan the steps they will take to apply for that job.	2 hours
Applying for a Job	16	By the end of this session, participants will be able to 1. Complete a written job application with no spelling or grammatical errors. 2. Explain the purpose of a cover letter. 3. Write a cover letter for the job they are interested in.	2 hours
		<b>TOTAL HOURS</b>	<b>15 hours, 50 minutes</b>

## 9 hours of training

Session	No.	Learning objectives	Time
Presenting Yourself: Developing a Resume/CV, Part 1	9	By the end of this session, participants will be able to 1. Define the term “resume” or “CV” and its association to employability. 2. Describe the components of a resume/CV using culturally appropriate examples. 3. Draft a resume/CV that includes basic information about their education, experience, skills, and any other information typically included in their country.	2 hours
Presenting Yourself: The Job Interview	11	By the end of this session, participants will be able to 1. Describe appropriate and inappropriate behavior for a job interview in the local context. 2. Present themselves well in a job interview role-play.	3 hours



Session	No.	Learning objectives	Time
Job Leads	15	<p>By the end of this session, participants will be able to</p> <ol style="list-style-type: none"> <li>1. Describe three avenues for finding job leads.</li> <li>2. Identify at least two people in their own network who may have information about job leads.</li> <li>3. Identify at least one job vacancy that they would like to apply for.</li> <li>4. Plan the steps they will take to apply for that job.</li> </ol>	2 hours
Applying for a Job	16	<p>By the end of this session, participants will be able to</p> <ol style="list-style-type: none"> <li>1. Complete a written job application with no spelling or grammatical errors.</li> <li>2. Explain the purpose of a cover letter.</li> <li>3. Write a cover letter for the job they are interested in.</li> </ol>	2 hours
		<b>TOTAL HOURS</b>	<b>9 hours</b>



## Weeklong Session

If you would like to adapt this workshop to deliver it all in one week, you will need to make modifications to the sessions that ask participants for outside-of-class inputs like homework. You might also change the timing a bit for some of the sessions to ensure smooth delivery. Finally, it is recommended that you drop the job shadowing session altogether, as two outside-of-the-classroom activities will be impossible in one week. You might just mention job shadowing as something for participants to consider in their job search.

Timing	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
First 2 hours	Session 1: Crossing the Bridge: An Introduction to Employability  (If an extra 30 minutes is needed for this session, push the rest of the day back by 30 minutes)	Session 4: Keeping the Goal in Sight: Jobs Available in the Community  (If an extra 20 minutes is needed for this session, push the rest of the day back by 20 minutes)	Session 9: Presenting Yourself: Developing a Resume/CV: Part 1	Session 13: Let's Practice: Job Interviews in the Community (optional)	Session 15: Job Leads	Session 19: Addressing Common Challenges at Work
15 minutes	Break	Break	Break		Break	Break
Next 2 hours	Session 2: Imagining Your Ideal Future	Session 6: Overcoming Challenges to Our Goals	Session 10: Presenting Yourself: Developing a Resume/CV, Part 2		Session 16: Applying for a Job	Session 20: Crossing the Bridge: Course Wrap-up
45 minutes	Lunch	Lunch	Lunch		Lunch	
Next 2 hours	Session 3: What Do I Bring to the World of Work?	Session 7: Planning for the Future	Session 11: Presenting Yourself: The Job Interview (shorten this session a bit)		Session 17: Effective Listening at Work	
15 minutes	Break	Break	Break		Break	
Next 2 hours	Session 5: Imagining Your Ideal Job	Session 8: Presenting Yourself: Appropriate Dress and Body Language	Session 12: Let's Review		Session 18: Managing Priorities at Work	





## Reference to the Other Livelihood Manuals

The overviews of the other two livelihood manuals are provided here for your reference. It may help you locate sessions that you would like to incorporate into a modification of the Employability course.

### Financial Literacy Session Overview

Sessions	Learning Objectives	Time
1. Introduction: Getting Ready!	By the end of this session, participants will have 1. Introduced themselves to the group. 2. Described in their own words the overall goal of the training. 3. Listed at least two rules of behavior to adopt during the sessions. 4. Listed at least one thing they would like to learn during the training.	1 hour
<b>Unit 1: BASIC MONEY MANAGEMENT</b>		
2. Functions of Money	By the end of this session, participants will have 1. Identified four functions of money. 2. Listed at least three ways money can be used in their lives. 3. Given at least two examples of situations that show the limits of money.	2 hours
3. Sources of Income	By the end of this session, participants will have 1. Distinguished between gross and net income, and monetary and non-monetary income. 2. Identified at least two sources of personal income. 3. Calculated their personal income using simple addition and subtraction.	1 hour, 30 minutes
4. Time Value of Money	By the end of this session, participants will have 1. Made money decisions related to time (when to receive or make a payment). 2. Analyzed consequences of making or receiving a payment on time or late.	2 hours
5. Spending: My Needs and My Wants!	By the end of this session, participants will have 1. Identified the difference between needs and wants. 2. Developed a list of prioritized expenses.	1 hour, 30 minutes
6. Assessment Game 1: Tell Me What You Know! (optional)	By the end of this session, participants will have 1. Answered questions related to basic money management. 2. Identified what they still need to learn regarding topics covered in the module.	1 hour



<b>Unit 2: PERSONAL MONEY MANAGEMENT</b>		
7. Setting Financial Goals	By the end of this session, participants will have <ol style="list-style-type: none"> <li>1. Developed small steps needed to realize a personal dream.</li> <li>2. Identified the financial implications and costs of each step.</li> <li>3. Organized these steps in terms of the short, medium, and long term.</li> </ol>	1 hour, 45 minutes
8. Developing a Personal Budget	By the end of this session, participants will have <ol style="list-style-type: none"> <li>1. Listed at least two reasons for using a budget.</li> <li>2. Created a personal weekly budget (with fixed or variable income).</li> </ol>	2 hours, 30 minutes
9. Savings: Pay Yourself!	By the end of this session, participants will have <ol style="list-style-type: none"> <li>1. Listed at least two reasons to save.</li> <li>2. Set savings goals.</li> <li>3. Developed a savings plan.</li> </ol>	2 hours
10. Wise Use of Loans—It Is Not My Money!	By the end of this session, participants will have <ol style="list-style-type: none"> <li>1. Analyzed a situation to determine when a loan is needed.</li> <li>2. Analyzed advantages and constraints associated with using a loan.</li> <li>3. Developed a personal loan repayment plan.</li> <li>4. Differentiated between loans and savings.</li> </ol>	2 hours, 30 minutes
11. Record It! Keeping Financial Records	By the end of this session, participants will have <ol style="list-style-type: none"> <li>1. Listed at least two reasons for tracking and keeping financial records.</li> <li>2. Identified at least two types of financial documents to keep.</li> <li>3. Developed a practical system for tracking their income and expenses.</li> </ol>	1 hour, 30 minutes
12. Things Happen! Dealing With Life Cycle Events	By the end of this session, participants will have <ol style="list-style-type: none"> <li>1. Identified at least three unexpected life events that might affect their financial situation.</li> <li>2. Evaluated financial implications of these life events.</li> <li>3. Developed ways to address financial aspects of unexpected life events.</li> </ol>	1 hour, 15 minutes
13. Assessment 2: Tell Me What You Know! (Optional)	By the end of this session, participants will have <ol style="list-style-type: none"> <li>1. Answered correctly at least two questions related to personal money management.</li> <li>2. Identified what they still need to learn regarding topics covered in the module.</li> </ol>	1 hour
<b>Unit 3: FINANCIAL SERVICES</b>		



14. Let's Meet Financial Institutions!	By the end of this session, participants will have 1. Mapped out basic financial services, financial institutions, and associations that exist in their community. 2. Selected the types of financial institutions that are best suited to help them reach their financial goals.	2 hours, 30 minutes
15. Where to Save—My Bed or the Bank?	By the end of this session, participants will have 1. Compared savings options. 2. Given at least three reasons for choosing where to save.	1 hour, 45 minutes
16. Where to Borrow?	By the end of this session, participants will have 1. Compared and evaluated terms and conditions of loan options available.	2 hours
17. Financial Negotiations	By the end of this session, participants will have 1. Listed at least two situations where financial negotiations are needed. 2. Created a negotiation plan.	2 hours, 30 minutes
18. How to Use Money Effectively	By the end of this session, participants will have 1. Listed at least three practices of effective use of money. 2. Assessed the consequences of different ways of using money.	1 hour
19. Assessment 3: Tell Me What You Know! (optional)	By the end of this session, participants will have 1. Answered correctly at least two questions related to financial services. 2. Identified what they still need to learn regarding topics covered in the module.	1 hour
20. The Money Management Game	By the end of this session, participants will have 1. Assessed and determined effective ways of using money.	3 hours

## Entrepreneurship Manual

Entrepreneurship manual overview will be added when it is available.



# Session 1: Crossing the Bridge: An Introduction to Employability

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Communicate ideas effectively, listen actively, understand steps to becoming employable
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, and to engage in deeper self-awareness.

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<b>Session Rationale:</b>	Agreeing on the purpose and objectives of the training is important to creating learner buy-in. Establishing norms and rules of conduct will foster a safe and productive learning environment.
<b>Target Audience:</b>	In-school and out-of-school youth who have completed at least primary education.
<b>Trainer Expertise:</b>	Basic understanding of employability, and what it takes to get and keep a job in the local environment.
<b>Time:</b>	2 hours, 30 minutes
<b>Prerequisites:</b>	Participants have basic knowledge of jobs available in the area.
<b>Version:</b>	Oct-2012



<b>Session 1: Crossing the Bridge: An Introduction to Employability</b>		
<b>Date:</b>	<b>Time:</b> 2 hours, 30 minutes	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Review this session plan and adapt it appropriately for your local context. Be sure to change the names of the characters in the skit to local names, and to rework the skit so it fits with local realities. It may be helpful to create a trainer guide with the entire training design (session titles, time frames, breaks, etc.) as it will be delivered in your location.</li> <li>2. If it is possible, solicit two volunteers to perform a 10-minute skit for this session, and work with them to rehearse the skit before the session begins. See Trainer Material 1.</li> <li>3. If it is not possible to have a skit, make enough copies of Handout 1 for all participants. Also, make copies of Handout 2. Where copying is not available, you will need to read aloud Handout 1, and you can write the contents of Handout 2 on the flip chart or board.</li> <li>4. Create a wall-sized “Bridge to Employability” flip chart. See Prepared Flip chart 1.</li> <li>5. Purchase a small, inexpensive, locally available notebook as a sample “action journal.”</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, easel, and paper or board</li> <li>2. Markers or chalk</li> <li>3. Tape</li> <li>4. One small red card and one small yellow card to use during one-minute presentations</li> <li>5. Timer or watch</li> <li>6. Ball (can be a real ball, or just a balled up piece of paper or clothing)</li> <li>7. Props for skit (optional—use whatever is locally available)</li> <li>8. Small cards or paper for session assessment</li> <li>9. Pen or pencil for each participant</li> <li>10. Sample “action journal”</li> </ol> </li> <li>• <b>Handouts</b> <p>Handout 1: Crossing the Bridge: The Story of Lucy and Gladys</p> <p>Handout 2: I Can Do It! Self-Assessment</p> </li> <li>• <b>Prepared Flip charts</b> <p>Flip chart 1: The Bridge to Employability</p> <p>Flip chart 2: Discussion Questions on Self-Assessment</p> </li> <li>• <b>Trainer Materials</b> <p>Trainer Material 1: Preparing the Skit</p> <p>Trainer Material 2: Session Assessment</p> </li> </ul> <p><b>Session Learning Objectives:</b></p> <p>Participants will</p> <ol style="list-style-type: none"> <li>1. List at least three types of jobs in the local community.</li> <li>2. Explain at least two training norms established by the group.</li> <li>3. Analyze what it means to be “employable.”</li> <li>4. List at least four skills needed to be employable.</li> <li>5. Describe two personal goals for the training, as identified in a self-assessment.</li> </ol>		



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>Up to 15 minutes</p> <p>Ball</p>	<p><b>A. Jobs—Ball Toss</b></p> <p>This activity will begin the training with some laughter and a bit of fun, so participants will feel more relaxed and at ease.</p> <ol style="list-style-type: none"> <li>1. Welcome the group to the Employability training and briefly introduce yourself. Indicate that we want to begin our session with a bit of fun.</li> <li>2. Invite participants to join you in a circle. Give instructions for the short warm-up: <ol style="list-style-type: none"> <li>a. <i>“Since we’ll be working together on the topic of employability, we’d like to start right away in thinking about the types of work people do when they are employed.”</i></li> <li>b. <i>“We will toss the ball around the circle. When you catch the ball, name one type of work you have seen in the community or that you know about.”</i></li> <li>c. <i>“The next person to catch the ball will say all of the types of work he or she has heard so far, and then will add another type of work to the list.”</i></li> </ol> </li> <li>3. Begin the activity, and continue until every participant has had a turn. Be sure to keep the atmosphere light and lively.</li> <li>4. Invite participants to return to their seats. Suggest that the group has gathered in this training to better prepare for and achieve the types of work they just named, so it is helpful to keep that end result in mind as they begin their work together.</li> <li>5. Transition to the next activity.</li> </ol> <p><u>Note:</u> This activity serves as an assessment of Learning Objective 1.</p> <p><b>B. Getting to Know You: Individual Introductions</b></p> <p>This activity will help participants begin to get to know one another and develop a healthy group dynamic. It also introduces the communication skills and group norms that will be used throughout the training.</p> <ol style="list-style-type: none"> <li>1. Introduce the activity, perhaps by using some of the following language: <i>“We’re going to be together a lot over the coming days [or weeks], so it’s important that we feel comfortable together. In this activity you’ll have a chance to tell us about yourself and learn about the other people in the training. Why is it important to get to know some things about people you are working with?”</i></li> </ol> <p>Possible answers: helps us feel comfortable, makes it easier to work together, helps build</p>
<p>Up to 25 minutes</p> <p>Ball</p> <p>Timer or watch</p> <p>Red card</p> <p>Yellow card</p>	



Phase/Time/Trainer Materials	Instructional Sequence
	<p>trust, and makes learning interesting.</p> <p><u>Post Adaptation:</u> It is possible that all participants know each other but the facilitator does not know them. If this is the case, ask them to introduce themselves so you can begin to get to know them.</p> <p>2. Give instructions for the introductions activity:</p> <ul style="list-style-type: none"> <li>• Participants will have one minute to introduce themselves and to tell the group a bit about themselves.</li> <li>• Remind participants that they will have only one minute to speak, and encourage them to share whatever they can about themselves during that time: name, where they are from, favorite activities, type of job they might be interested in, and so on.</li> <li>• Remind the group how important it was in the warm-up to listen to what everyone in the room was saying in order to be successful at the activity. In the same way, in order to be successful in the world of work, they must listen attentively and respectfully to those they work with. Suggest they begin practicing those skills now, and listen attentively as each member of the group introduces himself or herself.</li> <li>• Indicate that when the minute is almost up, you will hold up the yellow card. (Show the yellow card.) When time is up, you will hold up the red card (show the red card) and it will be time to move on to the next introduction.</li> <li>• Check for understanding of the instructions and begin the activity.</li> </ul> <p><u>Note:</u> These guidelines establish the need to be mindful of time; to emphasize respectful participation; to show it can be easy, fun and quick; and to set the expectation that everyone will actively participate.</p> <p><u>Note:</u> You could also ask a member of the group to serve as the timekeeper.</p> <p>3. Model the activity by introducing yourself. Be sure to have the ball from the last activity in your hands when you begin.</p> <p><u>Note:</u> Have fun with your introduction so the group is encouraged to have fun and relax. Make sure you adhere to the time limit!</p> <p>4. Toss the ball to a participant and begin the activity. Use the yellow and red cards</p>



Phase/Time/Trainer Materials	Instructional Sequence
<p>Up to 20 minutes</p> <p>Flip chart or board markers or chalk</p>	<p>to show the time. Ask the participant to toss the ball to another participant, and continue with the activity until all participants have introduced themselves.</p> <p>5. Summarize the activity and segue to the next one, perhaps using some of the following language:</p> <p><i>“Thanks so much for your introductions. We learned a lot about each other. It’s important to feel comfortable talking about yourself when you are looking for a job, so we’ll have plenty of chances to keep practicing this skill during the training. In just a few minutes, we are going to talk much more deeply about the course, and what we will share and learn together. Before that, let’s spend a few minutes talking about how we’ll work together throughout the training.”</i></p> <p><b>C. Working Together in Harmony: Setting Group Norms</b></p> <p>This short exercise to establish group norms and rules of conduct helps to ensure a more productive, cooperative learning environment. It also sets the stage for sessions on teamwork, communication, and other skills that come later in the training.</p> <p>1. Introduce the activity, perhaps by using some of the following language: <i>“It is important for us to create an environment in which we can all learn and work together well. In this next activity, I’d like for us to identify the things we need to do so we can all be comfortable and have a productive training time. For example, I feel it is important to start and end on time, so I was happy you were on time today and that we kept to the time limit in our introductions. Is being on time important to you?”</i> (If participants agree, start the “Group Norms” list with “Be on time,” as an example.)</p> <p>2. Standing in front of the flip chart or board, facilitate a brainstorm, using some of the questions below to help the group come up with training norms and rules. Jot down the group’s ideas as you go along. Here are some suggestions for questions you might ask to prompt responses from participants:</p> <p>a. <i>“Now let’s talk about other things we can do and ways we can act that will help us work well together. Think about a class and a teacher who you really liked. What did the teacher do that made you feel good about yourself and that class?”</i></p> <p>Possible answers: gave students praise, called on different people, asked good questions, gave students time to think.</p> <p>b. <i>“Now think about the students in that class. What did they do to make it a</i></p>





Phase/Time/Trainer Materials	Instructional Sequence
Sample action journal	<p><i>good class?”</i></p> <p>Possible answers: listen when others speak, pay attention, show respect for other people and their ideas, no whispering while someone is speaking, participate, stay focused on the topic and task, help each other.</p> <p>c. <i>“What about questions? Is it OK to ask questions? How about mistakes?”</i></p> <p>Possible answers: It’s OK to ask questions. Someone else may have the same question. It’s also OK to make a mistake. Mistakes are also part of learning.</p> <p>d. <i>“What about how you treat your classmates? What are some good ways to act toward them? Think about our introductions earlier in the day.”</i></p> <p>Possible answers: give positive feedback, encourage the person, applaud, ask a question to show you’re interested in what they are saying.</p> <p>3. Review the material together, and use it to come up with a short, clear list of acceptable training norms with the group. Guide the group so they are listing tangible, measurable, and observable behaviors, not just concepts. For example, if a participant says, “Be polite,” ask for specifics. “What does ‘being polite’ look like in your culture? What do I need to say and do so you will know that I’m polite?”</p> <p><u>Note:</u> For more ideas, see Chapter 3: Strategies for Classroom Management, <i>Classroom Management Idea Book</i>, ICE No. M0088.</p> <p>4. Finally, suggest that you have one last norm to request. Indicate that you think it is a good idea for each participant to have his or her own “action journal.” Hold up the sample action journal. Suggest that participants purchase an inexpensive book like this one, or bring in one that they might have at home that has enough extra pages in it (25–30 pages). Then, in each session, they should use these action journals to record important things they learn during the session, ideas they have for their job search, specific notes for actions they will take after the sessions, and so on. Participants should bring their action journals to every class.</p> <p>5. After the list is finished, ask for the group’s commitment to follow these behaviors.</p> <p>6. Segue to the next half of the session, perhaps by saying some of the following:</p> <p>a. <i>“Now that we have gotten to know each other better and decided how best to work together, let’s spend the rest of our time together today talking about this Employability course, and thinking together about what it means to be ‘employable.’”</i></p>



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Information</b></p> <p>Up to 45 minutes</p> <p>Handout 1: Crossing the Bridge: The Story of Lucy and Gladys</p> <p>Trainer Material 1: Preparing the Skit</p> <p>Trainer Material 2: Examples of the “Bridge”</p> <p>Flip chart 1: The Bridge to Employability</p> <p>Markers</p> <p>Tape</p> <p>Props for the skit (optional)</p>	<p>A. Crossing the Bridge Skit</p> <p>This short skit introduces participants to some of the skills, values, attitudes, and actions necessary to get and keep a job. It will be used to help build the bridge to being employed.</p> <p><u>Note:</u> It can be challenging to have a skit prepared on the first day. If it is impossible, you can present the story as a vignette that you or participants read aloud together.</p> <ol style="list-style-type: none"> <li>1. Invite participants to direct their attention to the front of the room.</li> <li>2. The two volunteers will act out the skit. Be sure to thank them and invite the group to give them a round of applause.</li> </ol> <p><u>Note:</u> You may wish to come up with a fun clap that you’ll begin in this session and use every time you want to reward someone or the group. Some countries use a local clap in schools that you might learn and use here.</p> <p>B. How can we cross the bridge from unemployed to employable or employed?</p> <p>This debriefing and co-construction of the “bridge to employability” will help participants understand the key elements needed to be employable, as well as the steps to a successful job search. The bridge will serve as a framework and overall approach for the remainder of the course.</p> <p><u>Note:</u> The following co-construction of the bridge to employability echoes the “bridge model” from the <i>Life Skills Manual</i> [ICE No. M0063]. In some cases, the group of participants may have participated in life skills workshops and may recognize the bridge. You will want to refer to these earlier life skills sessions on the bridge, if that is the case.</p> <ol style="list-style-type: none"> <li>1. Debrief participants after the skit by using some of the following questions: <ul style="list-style-type: none"> <li>• “Think about the ‘Story of Lucy and Gladys.’ What stands out for you? What especially strikes you?”</li> <li>• “Why do you think Lucy has been more successful than Gladys in getting a job?”</li> <li>• “What steps did Lucy take to become employed?”</li> </ul> </li> <li>2. “What sources for finding a job did Lucy and Gladys mention? Which would you be most likely to pursue? Why?”</li> <li>3. Unroll “The Bridge to Employability” flip chart on the wall in full view of all participants. Begin to construct the bridge with participants, perhaps by using some of the following language:</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<ul style="list-style-type: none"> <li>• <i>“Let’s take a look at this model of a bridge. You can think of your job search as crossing the bridge from being unemployed to being employable, or getting and keeping a job.”</i></li> <li>• <i>“Think of yourself as standing on one end of the bridge.”</i> (Sketch or point to images of people at one end of the bridge.) <i>“Here you are, and you come to the bridge with many different skills, knowledge, talents, and values.”</i> (Write these words on that side of the bridge.)</li> </ul> <p><u>Note:</u> If time allows, you may wish to construct even this side of the bridge with participants, by asking them to call out the types of skills, talents, abilities, and values they may already bring to the search for a job. But as time is an issue for this session, it may be enough to build the bridge together.</p> <ul style="list-style-type: none"> <li>• <i>“You are here, and your ultimate goal is to be employed with a decent, safe job.”</i> (Move to the other side of the flip chart and point at the other side of the bridge, where “Employed” is written.) <i>“Maybe it is working for a wage or a salary, or maybe it is self-employment, but the goal of everyone in this room is to be able to get and keep a job—to be employable, and to become employed.”</i></li> <li>• <i>“What does it take to be employable? What does it take to get a job?”</i> (Note that these questions are rhetorical, and lead into the next brainstorm.)</li> </ul> <p>4. Guide a group brainstorm to co-construct the bridge, using the ‘Story of Lucy and Gladys’ as a prompt for participants. For example:</p> <ul style="list-style-type: none"> <li>• <i>“Let’s revisit the ‘Story of Lucy and Gladys.’ What steps did Lucy take that helped her get the job?”</i></li> </ul> <p><u>Note:</u> As participants call out answers, be sure to rephrase them to make them generally applicable. For example, if someone says, “Lucy practiced interview questions with her father,” you might write “Good interview skills,” or “Practicing good communication.” For “She borrowed an outfit from her aunt,” you might suggest, “Appropriate dress for job.”</p> <ul style="list-style-type: none"> <li>• <i>“What else did Lucy do to make herself more employable or to help herself get the job?”</i></li> </ul> <p><u>Note:</u> The construction of the bridge will vary a bit from group to group, but will basically contain the topics of upcoming sessions, including understanding one’s own skills and talents; good communication skills; good listening skills; ability to present oneself well; appropriate dress for the job; decision-making skills; understanding the types of employment—from paid employment to internships, and volunteer opportunities to self employment; working well with one’s peers; understanding your personal values; having a clear goal; making the right contacts; knowing where to look for a job; writing a resume/CV and cover letter; understanding behavior appropriate in the workplace; and so on. Be sure to define “internship”—a period of supervised training to build skills for a particular job; can be paid or unpaid, but is usually temporary.</p> <p>5. Summarize the brainstorm by going back to the first part of the flip chart and</p>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>pointing at the figures. Suggest that we begin with all of the knowledge, talent, skills, and values we currently possess. We will work on these skills and elements (move your hand along the bridge to the other side as you speak), in order to become employed.</p> <p>6. Continue the brainstorm, perhaps by using some of the following language:</p> <ul style="list-style-type: none"> <li>• <i>“These are skills you need to get a job with an employer who might not know you very well. What if your job was working with your aunt, or even your father? Do you think you would still need to have these skills to be successful in your work and in your career? Why?”</i></li> <li>• <i>“Sometimes it’s not enough to have all these skills. I’m sure you know someone—maybe you, yourself—who hasn’t been able to find or keep a job, even though he or she seems to have all these skills. Maybe that’s because, in addition to those skills, you may need something else in order to get the job you seek. Can you think what else you might need?”</i></li> </ul> <p><u>Note:</u> Ideas may include knowledge or abilities related to a particular job; a particular degree or type of schooling; more opportunities in the community for paid work.</p> <ul style="list-style-type: none"> <li>• Agree that sometimes there are larger forces at work in getting a job—like the number or types of jobs available in the community or your need for a certain university degree—that may not be covered in this course specifically. This course will help participants become skilled in what it takes to be employed, and will help them identify if there are additional skills or knowledge needed in order to achieve the job they really desire, or if they might need to live in another area in order to get such a job.</li> </ul> <p>7. Transition into a presentation of the course design and overall framework.</p> <ul style="list-style-type: none"> <li>• <i>“In our course we are going to be working together on many of these. [Gesture to the steps on the bridge.] Each of our sessions will touch on these different topics, and hopefully by the end, you’ll be feeling confident in your ability to ‘cross the bridge’ to employability.”</i></li> </ul>
<p><b>Practice</b></p> <p>15 minutes</p> <p>Handout 2: I Can Do It! Self-Assessment</p>	<p><b>Assessing Your Assets and Capabilities</b></p> <p>Participants will assess their current knowledge of the course content so that they can a) set personal goals for the course, and b) have a baseline that they can use to measure their achievement in the middle and at the end of the training.</p> <p>1. Introduce activity, perhaps by using some of the following language:</p>



Phase/Time/Trainer Materials	Instructional Sequence
<p>questionnaire</p> <p>Pen or pencil for each participant</p>	<ul style="list-style-type: none"> <li>• <i>“We’ve talked a lot about what it means to be ‘employable’—what you need to know and what you need to know how to do in order to get and keep a job. Now let’s look at you.” (Move your hand back to the left side of the “bridge,” where the figures are standing.)</i></li> <li>• <i>“When you are looking for a job, it is important to really understand yourself and the unique skills, talents, abilities, motivation, and values you have. You need to understand yourself well and be able to talk about yourself, in order to be successful in becoming employable.”</i></li> <li>• <i>“The next exercise will help you become more aware of the skills and capabilities you currently bring to the job search, and will help you to be clearer on what you need to work on the most in this course, in order to become more employable.”</i></li> </ul> <p>2. Provide instructions for the activity, perhaps by using some of the following language:</p> <ul style="list-style-type: none"> <li>• <i>“I am distributing a short ‘self-assessment.’ It lists skills and capabilities that make you more employable. Think about each line, and check the box in the first column, ‘at the start of the course,’ if you believe that statement is true about you today.”</i></li> <li>• <i>“Feel free to ask me if there is a word you do not understand.”</i></li> </ul> <p>3. Check for understanding of the instructions and begin the activity. Circulate among the participants to clarify the exercise and to answer any questions. Remind the group when there are only a few minutes left to complete the activity.</p>
<p><b>Application</b></p> <p>Up to 20 minutes</p> <p>Flip chart 2: Discussion Questions on Self-Assessment</p>	<p><b>Discussing the Self-Assessment and Sharing Goals</b></p> <p>Participants will discuss results of the self-assessment and identify personal goals for the training.</p> <ol style="list-style-type: none"> <li>1. Invite participants to turn to a partner and to discuss the self-assessment, using the questions on the flip chart or board. (Reveal Flip chart 2.)</li> <li>2. Reconvene group and process the exercise, using questions similar to those on the flip chart. Take some time to hear the specific skills participants wish to focus on.</li> </ol> <p><u>Note:</u> This serves as an assessment of Learning Objective 5 and also provides insight for you as the trainer on which sessions require the most emphasis.</p>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>3. Invite group members to share their insights, then ask them to hand in their assessments. Indicate that you will keep the assessments. Periodically during the course, you will return them and give participants an opportunity to complete them again. This will help participants to be clear about how well they are meeting their course goals, and to assess how close each of them feels to being “employable.”</p>
<p><b>Assessment</b> Up to 10 minutes</p> <p>Small cards or papers Pen or pencil for all participants</p> <p>Trainer Material 3: Session Assessment</p>	<p><b>Summary and Assessment</b> The session is summarized and a brief assessment of three learning objectives is conducted.</p> <ol style="list-style-type: none"> <li>1. Briefly summarize the session and look ahead to the topic in the upcoming session.</li> <li>2. Indicate that before moving on, you’d like to have a quick check on what the group has learned together this day.</li> <li>3. Distribute a small card or piece of paper to each participant.</li> <li>4. Provide instructions for the assessment. <ul style="list-style-type: none"> <li>• “There is no need to put your name on the card [or paper]. Number your paper from 1 to 3.</li> <li>• “I will ask a question. Each of you will write your answer on your card [or paper].”</li> </ul> </li> <li>5. Read aloud each of the three questions from Trainer Materials 3, and allow a few minutes for participants to silently answer each question.</li> <li>6. Collect the cards or papers, thank participants for their great work today, and close the session.</li> </ol>
<p><b>Trainer Notes for Future Improvement</b></p>	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:

Chapter 3: Strategies for Classroom Management, *Classroom Management Idea Book*, ICE No. M0088.  
*Life Skills Manual*, ICE No. M0063.



## Handout 1: Crossing the Bridge: The Story of Lucy and Gladys

Lucy and Gladys are good friends who grew up in the same (village/neighborhood/area). They went to primary school together, and both have been looking for a job for over a year with no success. They see each other while walking.

Lucy sees Gladys and rushes up to her, throwing her arms around her friend in excitement. “I got a job! I got a job!” she exclaims, while jumping up and down. Gladys looks pleased for her and immediately congratulates her friend. Lucy asks Gladys the results of her own job search. Gladys looks a bit sad and says she still hasn’t had any luck. The two compare notes about looking for a job.

Gladys: “I don’t know what I’m doing wrong. I just can’t seem to find work. I’ve asked my friends and relatives, but there are no jobs available.”

Lucy: “I started by asking friends and relatives, and people in the community, too. After all, my brother got a job that way. But I had better success once I started looking in [insert all that are relevant in your area: the ‘wanted’ section of the newspaper; the jobs board at the community center, school, or local university; a job search engine on the Internet; a company specializing in finding jobs for people]. I found some great leads, and sent my resume/CV out to several different places.”

Gladys: “What’s a resume/CV?”

Lucy: “Oh dear! Haven’t you been sending a written resume/CV to people, to show on paper what skills and abilities you might bring to the job?”

Gladys: “No, I’ve been showing up and trying to speak with someone, and sometimes I just phone.”

Lucy: “Well, after I sent the resume/CV, I got a call inviting me to an interview. It took me a while to find the right clothes to wear so I’d look right for the job—I ended up borrowing an outfit from my auntie. I was so nervous the day of the interview, but I just kept telling myself that I would really be good for the job—after all, I had the right skills and I’m so motivated. And I really tried to practice beforehand—I asked my father to pretend he was giving me the interview, and I practiced answering the questions.”

Gladys, quietly: “I didn’t realize you needed to wear certain clothes at a job.”

Lucy continues: “I was so worried because the bus was running late, but I had left extra early so I would arrive in plenty of time for the interview.”

Gladys: “I guess I didn’t realize how important that was.”

Lucy: “The interview went so well. Even though I was nervous, I tried to be friendly and I spoke clearly about what I could bring to the job. And now, they’ve just called to offer me the job. My family is so proud of me!”

Gladys: “Congratulations, Lucy. My friend, I wonder if you might help me with my own job search?”

The two embrace and walk off together.



## Handout 2: I Can Do It! Self-Assessment

Name: \_\_\_\_\_

Read each of the statements written below and put a check next to each statement that is true today.  
Periodically during the training, you'll complete this assessment again so you can measure your progress.

	At Start of Course	Mid-Course	End of Course
I have a personal vision for the future and goals for my life.			
I know what my personal values are.			
I can describe my ideal job.			
I can list my work-related skills and abilities.			
I know how to find information about job opportunities.			
I know how to dress appropriately for a job interview.			
I know how to dress appropriately for the job I seek.			
I can prepare a written resume/CV.			
I know how to complete a job application.			
I know how to interview for a job.			
I can speak confidently to a group of people about myself.			
I know how to listen.			
I know how to give someone feedback.			
I know how to ask for feedback.			
I am able to work well with other people.			





	At Start of Course	Mid-Course	End of Course
I know how to communicate my ideas and opinions.			
I know how to disagree politely.			
I know how to manage my time.			
I know how to make good decisions.			



## Trainer Material 1 : Preparing the Skit

“Crossing the Bridge: The Story of Lucy and Gladys” is most effective when performed as a skit for the group. This can be challenging in the first session, as you may not have had time to ask for volunteers from this participant group beforehand, and to rehearse the session. Here are some ideas for how to organize a skit, even though it is your first session.

- If you happen to know any of the participants coming to your course, ask two of them to work with you beforehand to prepare and deliver a skit for this session. Participants love to watch skits, and having two fellow participants stand up in the middle of the session to deliver a skit can be especially interesting, even more so when it is on the first day. This extra investment to involve participants in the skit will be rewarding.
- If that is not possible, you might ask two girls you know from the community or from your work to join you just to perform the skit. (If you do, you might want to provide a small gift as a thank-you.)
- Consider serving in the Lucy role yourself and asking someone from the participant group to be Gladys with little or no preparation. You’ll get a sense for which participant is the most outgoing and able to handle this kind of pressure from the warm-up and introductions.
- Of course, if getting a skit together is prohibitively difficult, you can make copies and have participants read the vignette, or you can read the vignette aloud, instead.

Once you have two volunteer actors in place, here are some ideas for preparing them for the skit.

- Ask each volunteer to read the entire vignette.
- Bring the volunteers together at least an hour before the session, and ideally, a day before the session, to rehearse.
- Talk to the volunteers about the skit, and make the right adaptations to it so it will resonate with participants. You may wish to change the names of the characters, how they look for jobs, and other elements that add texture to the skit and make it realistic. You might also decide upon simple props that will aid in the effectiveness of the skit.
- Act out the skit once with the volunteers, providing clear direction as they go. Be sure you understand the specific content elements so the skit delivers the right messages for developing the bridge later. But once that is in place, let the two volunteers add their own adaptations, as this will make the skit more locally appropriate.
- Rehearse the skit again, without direction from you—just as it would be performed in the session. If it is fine, tell them so. If you need to make suggestions after the skit, do that and have them practice one more time.



## Trainer Material 2: Session Assessment

Read the following instructions to participants during the assessment at the end of this session:

1. List two of the training norms we agreed upon as a group.
2. Describe what it means to be “employable.”
3. List four skills needed to “cross the bridge” to being employable.



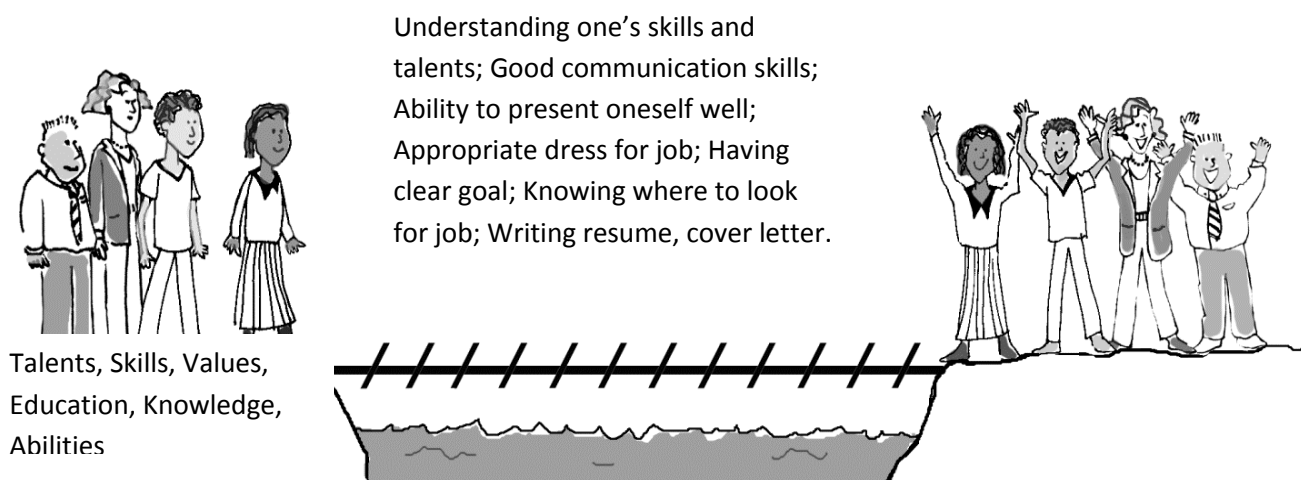
## Prepared Flip chart 1: “The Bridge to Employability”

In order to develop the “Bridge to Employability” flip chart, you will need to tape together two or three flip charts to create a large wall-sized flip chart. When you begin the session, your flip chart will look like No. 1. Tape one side to the wall, and fold the other over or roll it up to cover it until the appropriate time in the session.

1.



2.

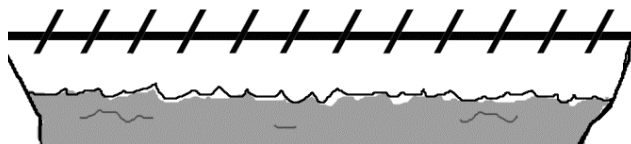


3.





Talents, Skills, Values,  
Education, Knowledge,  
Abilities



Employable, Employed

Paid Work (Wage Work), Self-  
Employment, Internships,  
Apprenticeship, Volunteer  
Work

## Prepared Flip chart 2: Discussion Questions on Self-Assessment

1. What did you learn about yourself by taking this self-assessment?
2. In what areas do you already feel confident?
3. Which two skills do you want to focus on the most during this training?  
(Draw a star (\*) next to these two goals for the training.)



## Session 2: Imagining Your Ideal Future

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Self-awareness, goal-setting, communicate ideas effectively
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, to plan for the future, and to engage in deeper self-awareness.

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**Session Rationale:** Understanding one's overall life goals helps learners to contextualize their job search into the bigger picture of their lives. Holding an ideal vision of the future in one's mind assists learners in focusing on their goals and keeps them from getting sidetracked or caught up in everyday challenges.

**Target Audience:** In-school and out-of-school youth who have completed at least primary education.

**Trainer Expertise:** Basic understanding of employability; basic skills in conducting a visioning exercise.

**Time:** 2 hours

**Prerequisites:** Participants have participated in *Session 1: Crossing the Bridge: Introduction to Employability* and understand the employability bridge model.

**Version:** Oct-2012



<b>Session 2: Imagining Your Ideal Future</b>		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Create a sample “ideal future” board.</li> <li>3. Write out sample “ideal future” statement on board or flip chart.</li> <li>4. Collect old magazines, newspapers, and other materials for participants to use in their vision boards. Be creative and use colorful materials available in the community—scraps of fabric, beads, feathers, and so on.</li> <li>5. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Sticky notes or small cards with tape or pins to attach name cards for Motivation activity</li> <li>4. One sheet of flip chart paper or cardboard per participant</li> <li>5. Materials for creating “ideal future” boards</li> <li>6. Scissors, enough for sharing</li> <li>7. Glue or tape</li> <li>8. Timer or watch</li> </ol> </li> <li>• <b>Prepared Flip charts</b> <p>Flip chart 1: The Bridge to Employability (see Session 1)</p> <p>Flip chart 2: Personal “Ideal Future” Statements</p> </li> <li>• <b>Trainer Materials</b> <p>Trainer Material 1: Sample “Ideal Future” board</p> </li> </ul>		
<p><b>Session Learning Objectives:</b></p> <p>Participants will</p> <ol style="list-style-type: none"> <li>1. Imagine an ideal future.</li> <li>2. Create a personal “ideal future” board, using local materials.</li> <li>3. Communicate a two- or three-sentence personal “ideal future” statement to a group of peers.</li> </ol>		





Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>15 minutes</p> <p>Sticky notes or small cards with tape or pins</p> <p>Markers</p>	<p><b>A. Great People in the Community and the World</b></p> <p>This activity is an energetic start to the session that previews the discussion of a life well lived, an ideal future.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back and indicate that you will begin the session with a quick warm-up activity.</li> <li>2. Provide instructions for the activity: <ol style="list-style-type: none"> <li>a. <i>"Take a sticky note [or card with tape or pin]."</i></li> <li>b. <i>"Think about the many great, memorable people in the community, the country, the world."</i></li> </ol> <p><u>Note:</u> Provide two or three examples for participants—one drawn from the local community, one from the country or region, and another known globally.</p> <ol style="list-style-type: none"> <li>c. <i>"Choose one person you admire that you are sure everyone else in the room would also know. Write that person's name on your sticky note [or card]. Take care not to let anyone else see what name you write on your paper."</i></li> </ol> </li> <li>3. Allow three or four minutes for participants to think and write. Then collect the notes.</li> <li>4. Provide further instructions: <ol style="list-style-type: none"> <li>a. The cards have been shuffled and will be randomly taped onto participants' backs.</li> <li>b. When the exercise starts, participants will circulate around the room, asking each other questions about the person written on their cards. The goal of the activity is to guess who is written on the card on the participant's own back.</li> <li>c. <i>"You may ask only 'yes' or 'no' questions. For example, you may ask 'Is this person female?' but you may not ask, 'Is it a man or a woman?' You may ask only questions that have an answer of yes or no."</i></li> <li>d. <i>"You must discover the name on your back before the facilitator says that time is up. You'll have only about seven minutes."</i></li> </ol> </li> <li>5. Check for participants' understanding of the instructions and clarify any questions.</li> <li>6. Circulate around the room, placing name notes on each participant's back.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p>5 minutes</p> <p>Flip chart 1: The Bridge to Employability</p>	<ol style="list-style-type: none"> <li>7. Begin the activity. Let participants circulate, asking and answering questions for about seven minutes. Indicate when there is only one minute left, and then when time is up.</li> <li>8. Invite participants to take the cards off of their backs and read off the names written there so everyone can hear all of the names.</li> <li>9. Briefly process the activity, using some of the following questions: <ol style="list-style-type: none"> <li>a. <i>"Who was able to guess their mystery person's name?"</i></li> <li>b. <i>"Think about all of the names you heard. What do these people have in common?"</i></li> </ol> <p><u>Note:</u> Potential answers might include: They are well respected. They are successful. They are famous. They are known for their good deeds.</p> <ol style="list-style-type: none"> <li>c. <i>"What lessons might we learn from the lives of these people?"</i></li> <li>d. <i>"Imagine each of these people when they were your age. What do you think they hoped for? Do you think they had any idea where life would take them? Do you think they knew what they would do with their lives?"</i></li> </ol> </li> <li>10. Summarize the activity and transition to the brief review. Indicate that all of these people are well known for what they have done with their lives, whether that was becoming famous, doing good deeds, living well and becoming well respected in their communities, and so forth. In many ways, these are role models for us, and we can look to them for some lessons about how to live our own lives.</li> </ol> <p><b>B. Brief Review of Bridge to Employability</b></p> <p>This brief review will remind participants of the framework presented in the last session and help them to contextualize this "ideal future" session into the bridge to employability model.</p> <ol style="list-style-type: none"> <li>1. Move to the flip chart of the bridge to employability, and say, <i>"In the last session, we talked about moving along this bridge to being employable or getting and keeping a job."</i> (Move your hand along the bridge as you speak.) <i>"We discussed all of the skills, talents, interests, and values you bring [refer to the left-hand side of the bridge], about our need to build on those skills during these sessions [move your hand along the 'planks' of the bridge], and to reach our goal of employability [touch the right-hand side of the bridge]."</i></li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p><u>Note:</u> Alternatively, you might ask a volunteer to come up and describe the bridge model.</p> <ol style="list-style-type: none"> <li>Continue: <i>“But today, before moving on with our focus on employability, I would like for us to stop and think about what lies beyond this bridge.”</i> Gesture to the space beyond the right side of the bridge model. <i>“In 40 years, if young people in the community were to do today’s warm-up activity and mention you, what story would they tell about your life? About the choices you made? About what you achieved? And how does your current quest to become employable fit into that overall image of the future for you? That’s what we will be talking about in today’s session.”</i></li> <li>Review the agenda and objectives for the day, and transition to the next activity.</li> </ol>
<p><b>Information</b></p> <p>Up to 15 minutes</p>	<p><b>A. Imagining Your Future—60th Birthday Exercise</b></p> <p>This short visioning exercise invites participants to imagine their ideal futures as a beginning to exploring goal-setting for their distant, and then more immediate, futures. This visioning will later be linked back to their current focus on employability.</p> <ol style="list-style-type: none"> <li>Suggest that in order for us to have a clear understanding of what kind of work we are looking for, what we are qualified to do, what will make us happy and fulfill our needs best, it is helpful first to “zoom out,” and take a look at the bigger picture of our lives.</li> <li>Indicate that the group is going to spend the next 15 minutes or so imagining their ideal future.</li> <li>Invite participants to get completely relaxed, and to close their eyes if they are comfortable doing that.</li> <li>Say, <i>“I want you to imagine that you are at your 60th birthday party. All of the people you have known throughout the years have gathered together to honor you and to celebrate the life you have lived. You are so happy to see everyone. As you take your seat in front of the birthday cake, you look around at the many different people sitting there, smiling at you and ready to celebrate. You see family and friends, co-workers, teachers, people you knew at school and at former jobs. Before the candles are lit on the cake, everyone in the room, one by one, states how you have affected their lives, how proud they are of who you are and what you have accomplished.”</i></li> </ol> <p><u>Post adaptation:</u> Describe a locally appropriate birthday setting for someone this age.</p> <ol style="list-style-type: none"> <li>Pause for several seconds, and then continue, <i>“What do they say?”</i></li> <li>Pause again, and then probe further. <i>“What do your children say about you? Your husband or wife, or life partner? What do they say about you in the community?”</i></li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p><i>What do your co-workers or employees say about you? Your former teachers or mentors? Your friends?"</i></p> <p>7. Say, <i>"You have been so touched by the warm expressions of love, admiration, and gratitude you have heard around the room. As you bend to blow out the candles, you think, 'My life has been filled with ...' What? How would you complete the sentence? What is the summary of your life, as you sit with loved ones at your 60th birthday party?"</i></p> <p>8. Allow a few more minutes of silent reflection before transitioning to the practice activity. Say, <i>"Take a few more moments to imagine this birthday gathering. Think about the images you see, and hold these pictures in your head. Think about how you are feeling as you look around the room, and hold these feelings in your heart. Think about the words that are coming to mind as you look around the room, and keep these words in mind as you open your eyes."</i></p>
<p><b>Practice</b></p> <p>40 minutes</p> <p>Flip chart paper or cardboard, glue, tape, magazines, newspapers, scissors, markers, various other creative elements for the "ideal future" boards</p> <p>Trainer Material 1: Sample "Ideal Future" board</p>	<p><b>Creating a Personal "Ideal Future" Board</b></p> <p>Participants create "ideal future" boards that will help them to imagine the life they want to live, to begin to set goals, and to focus their job search. They will use the "ideal future" board to develop an "ideal future" statement during the next part of the session.</p> <ol style="list-style-type: none"> <li>1. Say, <i>"I want you to keep these images, feelings, and words in mind as we do the next activity."</i></li> <li>2. Provide instructions for the activity, using some of the following ideas: <ol style="list-style-type: none"> <li>a. Indicate that they are going to take the next 40 minutes to capture the many images, words, and emotions they just had in imagining their ideal futures.</li> <li>b. Suggest that they are going to create "ideal future" boards. Each of them will create a personal ideal future board to represent their vision of their ideal future.</li> <li>c. Tell participants that they should feel free to use any of the materials provided to create their boards. Say, <i>"Be as creative as possible. You may use the materials, draw pictures, write words, cut and paste images from magazines—whatever you want to use to showcase some of the images, feelings, and words that came to you about your ideal future."</i></li> <li>d. Give them about 20 minutes to create their board.</li> <li>e. Say, <i>"When you have finished, we will take some time to have a look at everyone else's ideal future boards."</i></li> </ol> </li> <li>3. As the trainer, reveal your own "Ideal Future" board as an example. Briefly discuss your board and how it relates to your own vision of the future.</li> <li>4. Check for understanding of the instructions and start the activity.</li> <li>5. Circulate among participants as they work individually to create their ideal future boards. Assist where necessary.</li> </ol>





Phase/Time/Trainer Materials	Instructional Sequence
	<p><u>Note:</u> For example, if you had images about parenting on your board, one of your sentences might be: “I am a loved and respected parent, who has raised well-educated and happy children.” If you had images about a specific job, reflect that in one of your sentences: “I am a creative entrepreneur who founded my own successful business.”</p> <ol style="list-style-type: none"> <li>3. Check for participants’ understanding of the instructions. Ask them to write in their action journals. Begin the activity. Indicate that participants have only 10 minutes to write their two or three sentences.</li> <li>4. Remind participants when only five minutes remain, and again when the time is up.</li> </ol>
<p><b>Assessment</b></p> <p>15 minutes</p>	<p><b>Sharing our “ideal future” statements</b></p> <p>This activity celebrates participants’ images of the future and provides another opportunity to practice talking about themselves with others.</p> <ol style="list-style-type: none"> <li>1. Reconvene the group and indicate that for the remainder of the session, they will share their “ideal future” statements.</li> <li>2. Invite participants, in turn, to read aloud their statements. After each statement is read, lead a group clap to celebrate that person’s statement.</li> <li>3. Summarize the session, and thank participants for sharing these personal ideas and visions. Remind the group that a vision of the future is something that may change over time, and that one’s “ideal future” statement may change a bit, too. It is important to do this exercise periodically—imagining ourselves at our 60th birthday party, thinking about the words, images, and feelings associated with that, and coming up with a statement to summarize what we want for our lives. These ideas keep us thinking about the important goals we have set for ourselves.</li> <li>4. Suggest that the group will continue to discuss these ideas, and will also review these ideal images of the future when exploring their ideal jobs in upcoming sessions.</li> <li>5. Close the session.</li> </ol> <p><u>Note:</u> This activity serves as an assessment of Learning Objective 3.</p> <p><u>Note:</u> Facilitator may want to collect and keep the Ideal Future boards for use in Session 5.</p>



Phase/Time/Trainer Materials	Instructional Sequence
<b>Trainer Notes for Future Improvement</b>	Date & Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]

Resources:



## Trainer Material 1 : Sample “Ideal Future” Board

Using a flip chart or large piece of cardboard, develop your own “Ideal Future” board as a sample for participants. “Ideal Future” boards may look something like this.

(Insert 2 graphics of sample “Ideal Future” boards. These should be rectangular collages filled with various artwork—images, words, drawings, and so on. Words should relate to positive images of the future, for example: love, respect, family, successful business, great job, and so on. Images might include family, symbols for peace or money, and so on.)





## Flip chart 2: Personal “Ideal Future” Statements

Develop two or three statements that directly link to the “Ideal Future” board you created as a sample. Some sample statements might be:

“I am a loved and respected parent, who has raised well-educated and happy children.”

“I am a creative entrepreneur who founded my own successful business.”



## Session 3: What Do I Bring to the World of Work?

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Self-awareness; communicating effectively about oneself; basic interviewing skills, active listening
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, and to engage in deeper self-awareness.

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<b>Session Rationale:</b>	Identifying one's skills, talents, and interests and being able to speak about them is critical to any job search.
<b>Target Audience:</b>	In-school and out-of-school youth who have completed at least primary education.
<b>Trainer Expertise:</b>	Basic understanding of employability; basic skills in interviewing.
<b>Time:</b>	2 hours
<b>Prerequisites:</b>	Participants have completed Session 1: Crossing the Bridge: Introduction to Employability and understand the employability bridge model. Participants should also have completed Session 2: Imagining Your Ideal Future.
<b>Version:</b>	Oct-2012



<b>Session 3: What Do I Bring to the World of Work?</b>		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Bring a large onion to the session. If that is impossible, draw one on a flip chart.</li> <li>3. Draw outline of human body on a flip chart.</li> <li>4. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, chalk</li> <li>3. Noisemaker, such as a bell, drum, or chime (optional)</li> <li>4. Onion (preferably large)</li> <li>5. Knife (to cut onion)</li> <li>6. Extra paper and pens (in case participants forget their action journals)</li> <li>7. Timer or watch</li> </ol> </li> <li>• <b>Prepared Flip charts</b> <ul style="list-style-type: none"> <li>Flip chart 1: The Bridge to Employability (see Session 1)</li> <li>Flip chart 2: Layers of an Onion (optional)</li> <li>Flip chart 3: The Real You outline</li> </ul> </li> <li>• <b>Trainer Material</b> <ul style="list-style-type: none"> <li>Trainer Material 1: “More About Me” Circle-to-Circle Exercise</li> </ul> </li> </ul>		
<p><b>Session Learning Objectives:</b></p> <p>Participants will</p> <ol style="list-style-type: none"> <li>1. List at least five personal skills, talents, and interests.</li> <li>2. Explain the difference between observable facts and assumptions and state at least one example of each.</li> <li>3. Communicate their skills, talents, and interests in a short interview with a peer.</li> <li>4. Practice basic interview skills.</li> </ol>		



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>15 minutes</p> <p>5 minutes</p> <p>Flip chart 1: The</p>	<p><b>“More about Me”— Circle-to-Circle Exercise</b></p> <p>This activity is an energetic start to the session that previews the session’s focus on sharing more about oneself in conversation.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back and indicate that you will begin the session with a quick warm-up activity.</li> <li>2. Ask the group to count off by twos and to form two groups (all ones in one group, all twos in the other).</li> <li>3. Ask Group 1 to stand up and form a large circle. Ask Group 2 to go inside Group 1’s circle and form a smaller circle.</li> <li>4. Ask everyone in Group 2 to face outward toward the participants in Group 1. Instruct everyone to choose a partner from the other group and stand across from that person.  <u>Note:</u> If there is an uneven number, you should join the exercise yourself.</li> <li>5. Provide instructions for the activity: <ol style="list-style-type: none"> <li>a. The facilitator will read out a question.</li> <li>b. The partners will have two minutes to answer the question—one minute for one person to speak, one minute for the other person to speak.</li> <li>c. When two minutes have passed, you will clap (or ring bell, bang drum, etc.), and the inner circle will move one person to the left.</li> <li>d. The group then does the activity again with a new question.</li> </ol> </li> <li>6. Practice the process once before beginning the activity.</li> <li>7. Begin the exercise—asking one question, instructing the group to talk about it for two minutes, clapping to indicate movement, and then reading the next question.</li> <li>8. Continue in this way for about 10 minutes and then invite participants to have a seat.</li> <li>9. Briefly process the exercise, using some of the following ideas: <ol style="list-style-type: none"> <li>a. <i>“What might you share from this warm-up?”</i></li> <li>b. <i>“What do you have in common with your peers?”</i></li> <li>c. You might ask for a quick roundup of answers to a specific question or two.</li> </ol> </li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p>Bridge to Employability</p>	<p>10. Transition to the next part of the session.</p> <p><b>B. Brief Review of Bridge to Employability</b></p> <p>This brief review will remind participants of the framework presented in earlier sessions and orient them to today's focus on the right side of the bridge to employability model.</p> <ol style="list-style-type: none"> <li>1. Invite a volunteer to come up to the bridge model flip chart and briefly describe it to the group.</li> <li>2. Invite another volunteer to come up to the model and describe what the group did during the last session on "our ideal futures," and how that fits into the bridge model.</li> <li>3. Invite a final volunteer to come up to the model and suggest where the brief warm-up activity might fit into the bridge.</li> </ol> <p><u>Note:</u> Correct answers would include the right-hand side of the bridge (understanding ourselves better), and also a plank on the bridge (talking about oneself).</p> <ol style="list-style-type: none"> <li>4. Thank the volunteers, and agree that today's warm-up fits into the right side of the bridge (gesture to the cliff on the right side of the flip chart). Indicate that throughout this course it will be important to clarify our own awareness of ourselves and what we bring to the world of work—our skills, interests, talents, abilities, and gifts. And once we understand these issues better about ourselves, it is equally important to be able to communicate these ideas effectively—to potential employers, co-workers, customers, and so on. That is what the group will talk about today.</li> <li>5. Review the agenda and objectives for today and transition to the next activity.</li> </ol>
<p><b>Information</b></p> <p>20 minutes</p> <p>Onion Knife (or Flip chart 2: Layers of an Onion)</p>	<p><b>Facts vs. Assumptions—Lecturette</b></p> <p>Participants will learn to distinguish between facts and assumptions. They will also begin to identify their transferable talents and skills.</p> <ol style="list-style-type: none"> <li>1. Indicate that to get the group started in discussion about what we all bring to the world of work, participants will begin with ... [reveal the onion].</li> <li>2. Invite participants to describe the object to you.</li> </ol> <p><u>Note:</u> Potential responses will include "onion," or "brown/ red/tan ball," and so on. Reframe any answer that goes beyond what can be seen. For example, if someone says, "It is a white vegetable that we eat," look curiously at it and ask, "Is it white?" Make sure</p>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>participants are describing only what they can see.</p> <p>3. Next, peel the first layer off the onion—the part that is brown, tan, or red—leaving the whole white outer layer intact. Invite participants to describe it again. Peel another layer, and repeat.</p> <p>4. Next, cut the onion in two and invite participants to describe it one final time.</p> <p><u>Note:</u> This time, you should hear more about the layers within, the juice, the various sections, and so on.</p> <p>5. Ask, <i>“How might you summarize our descriptions of this onion?”</i></p> <p>6. <i>“How does this onion relate to people, to all of us here in this room?”</i></p> <p><u>Note:</u> Answers might include: there are many layers to us, there is more to us than you can see, you have to work a bit to find out what’s inside us.</p> <p>7. Agree with participants, indicating that this symbol of an onion can represent each of us. At first glance, people see one part of us, just as we saw the outside layer of the onion. But in order to fully understand each other, we need to show others the many things that lie inside us—the talents, skills, abilities, personality traits, likes and dislikes, and so on. In that sense, getting to know each other is like peeling away the layers of an onion.</p> <p>8. Suggest an example. <i>“What do you know about me just by looking at me?”</i></p> <p><u>Note:</u> You will likely get responses like “You speak English fluently. You’re tall/short. You have brown hair. You’re young. You’re a man/woman. You’re American. You’re funny.” Use questions to point out observations that are actually assumptions. For example, <i>“You said that I’m American. How do you know for sure? Is that something you can observe or are you guessing?”</i></p>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>9. Continue the conversation, using some of the following ideas:</p> <ol style="list-style-type: none"> <li><i>“What are some things you can’t tell just by looking at me? For example, you know I speak English but what about other languages?”</i></li> <li><i>“And do you know what my hobbies are? No, but if I told you I was on a soccer team, then you could assume that I like to play soccer. And if I told you I made five goals in my last game, then you could assume I’m a good player.”</i></li> <li><i>“You know I’m a Peace Corps Volunteer so it’s probably safe to say that I like being of service and that I’m good at working with people. What other ‘people’ skills do you think I have?”</i></li> <li><i>“How about any special talents, like knowing how to cook or type or drive a car? Can I do any of those? You can guess but you don’t know for sure, do you?”</i></li> <li><i>“Things like these—a person’s interests, talents, passions, and motivations—we can’t see these. You have to ‘peel the onion’ to get to that information. But even though we can’t see them directly, they are all still very important to each of us.”</i></li> </ol> <p>10. To check for understanding, invite each participant, in turn, to make one statement that can be made about him or her just from looking, and then one hidden characteristic that could only be learned by talking with him or her.</p> <p>11. Invite participants to suggest why this discussion might be so important to employability, to finding and keeping the right job.</p> <p><u>Note:</u> Responses might include being able to talk to an employer about oneself, being able to describe oneself on a resume/CV or job application, being able to represent oneself in an interview or on the job, being able to engage co-workers in conversation, and so on.</p> <p>12. Summarize the lecturette and transition to the practice activity.</p> <p><u>Note:</u> Point 10 serves as an assessment of Learning Objective 2.</p>



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Practice</b></p> <p>30 minutes</p> <p>Flip chart 3: The Real You outline</p> <p>Markers</p> <p>Paper and pens, in case some participants forget their action journals.</p>	<p><b>The Real You—Interactive Assessment</b></p> <p>Identifying one’s abilities, interests, skills, and talents is the first stage in finding and keeping the right job.</p> <ol style="list-style-type: none"> <li>1. Indicate that the group is going to engage in a short activity to help capture the aspects of ourselves that people cannot see just by looking at us.</li> <li>2. Reveal Flip chart 3: The Real You outline, and invite participants to sketch a similar outline of a person in their action journals. As they are sketching, say, <i>“This quickly-sketched outline of a human body will represent you—the you we cannot see just by looking at you.”</i> <p><u>Note:</u> It is possible that some cultures may be uncomfortable working with an image of a human body. Check with a counterpart to see if this image is appropriate for your group. If it is not appropriate, use a different image (an onion, for example).</p> </li> <li>3. Conclude the quick sketching and draw participants’ attention to the flip chart. Indicate that in a moment, they will each write and draw images into their outline that will better describe the skills, abilities, talents, and interests that people cannot see just by looking at the individual.</li> <li>4. Provide a quick example on the flip chart, revealing facts about your own skills, abilities, interests, and talents that may not be visible to others and writing them or drawing images of them on the flip chart. Use some of the following ideas for further probing: <ol style="list-style-type: none"> <li>a. <i>“If you get stuck, start to think about each part of you and what it reminds you of. For example, your hands. What can you do with your hands that we don’t know about? Are you a good cook? Can you draw well? Do you know how to plant and harvest? Can you play a musical instrument?”</i></li> <li>b. <i>“What about your mouth? Are you a good singer? Good at speaking or making people laugh? Can you speak other languages?”</i></li> </ol> </li> <li>5. Check for understanding of the instructions and begin the activity.</li> <li>6. Participants work individually for about 20 minutes to fill in their outline with words and images that represent their skills, interests, talents, and abilities. Circulate among participants to assist and to ensure that this learning objective is being met.</li> <li>7. Announce when only five minutes remain, and stop the group when time is up.</li> </ol>





Phase/Time/Trainer Materials	Instructional Sequence
	<p>8. Reconvene the group and debrief them, using some of the following questions:</p> <p>a. <i>“How was that experience?”</i></p> <p>b. <i>“What did you learn about yourself?”</i></p> <p>c. <i>“Take a look at your outline. What do you think is most important to highlight for potential employers? Will your answer be the same for all jobs, or will it change, based on the job itself?”</i></p> <p>9. Summarize the activity, and suggest that participants keep this as an important part of their action journals. Point out that this brief sketch helps us to see what we bring to the world of work much more clearly. Say, “As we continue our sessions, you may soon be able to develop a resume or CV out of this very activity. At this point, it is a good start in helping you to understand yourself and better clarify your goals for employability and for your life in general.”</p> <p>10. Transition to the application activity.</p> <p><u>Note:</u> Close observation to participants’ work during activity serves as an assessment of Learning Objective 1.</p>
<p><b>Application</b></p> <p>40 minutes</p>	<p><b>Sharing “The Real You”—Interviewing Activity</b></p> <p>This activity will help reinforce the earlier discussion about hidden skills and talents. Participants will practice communicating about their skills, abilities, talents, and interests with a peer, thus beginning to practice basic interviewing skills.</p> <p>1. Suggest that a key to employability is understanding what we bring to the world of work—what talents, abilities, skills, and interests set us apart. But just as important is the ability to communicate about ourselves effectively—to be able to talk about what we bring to potential employers, co-workers, and so on. The next activity will give the group a chance to practice this with their peers.</p> <p>2. Say, <i>“In a few moments, I will ask you to sit in pairs and practice talking to each other about the talents, abilities, skills, and interests you bring to the world of work. One of you will talk about yourself for about 10 minutes, and then I will say, ‘switch,’ and the other partner will speak for 10 minutes. While your partner is talking about himself or herself, make sure you are listening actively, acting interested, and asking questions to urge your partner to share more. Be sure to focus completely on your partner and not change the subject while you are listening.”</i></p>



Phase/Time/Trainer Materials	Instructional Sequence
	<ol style="list-style-type: none"> <li>3. Ask for a volunteer, and invite him or her to sit across from you at the front of the room. Model how you would like the interviews to go for the group.</li> <li>4. Check for understanding and start the activity.</li> <li>5. Announce when the first 10 minutes are finished, and tell the pairs to switch. Then announce when the 20 minutes for the interviewing are up.</li> <li>6. Process the activity, using some of the following questions: <ol style="list-style-type: none"> <li>a. <i>"How did the interviews go in your pairs? What went particularly well?"</i></li> <li>b. <i>"What was difficult about this activity?"</i></li> <li>c. <i>"What did you learn in your pairs? About each other? About speaking to others about yourself and what you bring to the world of work?"</i></li> <li>d. <i>"How will you apply what you learned today in your job search?"</i></li> </ol> </li> <li>7. Summarize the session, and preview the next session. Indicate that next time, you will be inviting members of the community to a small "job fair" and panel discussion to hear more about the types of work available in the community and beyond. Participants should come ready to speak a bit about their interests, talents, abilities, and skills.</li> <li>8. Suggest that sometimes it is difficult for us to see all of the strengths we bring, and it can be helpful to get input from others we know and trust. Announce that the group will have a homework assignment, to complete before they gather together next time.</li> <li>9. Provide instructions for the homework assignment: <ol style="list-style-type: none"> <li>a. <i>"Before we meet again, speak to at least three people in your life, and ask them to tell you what skills, abilities, and talents they see in you. Ask them, 'What are my greatest strengths?' Record their answers in your action journals."</i></li> <li>b. Suggestions for the three or four people to interview: current or former teacher, trusted family friend, trusted family member, head of religious community, someone you have worked for in the past, and so on.</li> <li>c. Ask participants to record the input from these interviews in their action journals, after the section they just completed in class today.</li> </ol> </li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>10. Check for understanding of the assignment.</p> <p>11. Finally, introduce next week's topic. Indicate that the group will be hosting members of the community who will speak about their jobs. Ask participants to suggest how they can make the visitors feel most welcome. Develop a plan together for how to greet the visitors and how to thank them for coming.</p> <p><u>Note:</u> The group may wish to make a gift for the visitors. If that is the case, you may wish to assign that as an out-of-session activity, with participants bringing their gifts to the next session.</p> <p>12. Thank participants for their input and work today, and close the session.</p> <p><u>Note:</u> Close observation of participants' work during the interviewing activity serves as an assessment of Learning Objectives 3 and 4.</p>
Assessment	<p>The assessment has been integrated throughout the session and is noted within:</p> <ol style="list-style-type: none"> <li>Objective 1: List at least five personal skills, talents, and interests. <i>Assessed in Practice, No. 8.</i></li> <li>Objective 2: Explain the difference between observable facts and assumptions and state at least one example of each.  <i>Assessed in Information, No. 10.</i></li> <li>Objective 3: Communicate their skills, talents, and interests in a short interview with a peer.  <i>Assessed in Application, No. 4.</i></li> <li>Objective 4: Practice basic interview skills.  <i>Assessed in Application, No. 4.</i></li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<b>Trainer Notes for Future Improvement</b>	Date & Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]

Resources:



## Trainer Material 1: “More About Me” Circle-to-Circle Exercise

Adapt the following list of suggested statements to make them most relevant to your local environment, ensuring that they resonate best with your particular group:

What is your favorite thing to do for fun?

Who is someone you admire, and why?

If you could fix one issue in your town, what would it be?

What is your ideal job?

What does your family think you should do for work?

What is a hidden talent you have?

Why did you decide to participate in this training?

What’s one personal goal you have for this year?

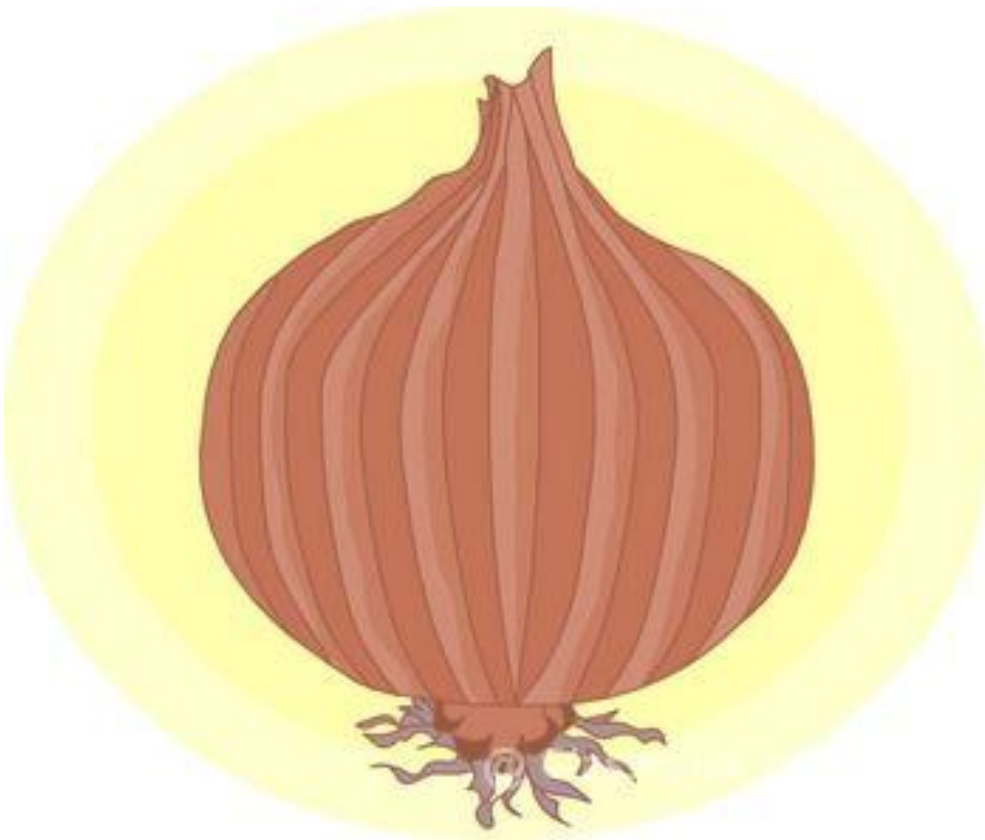
If you could meet a world leader, who would it be? Why?



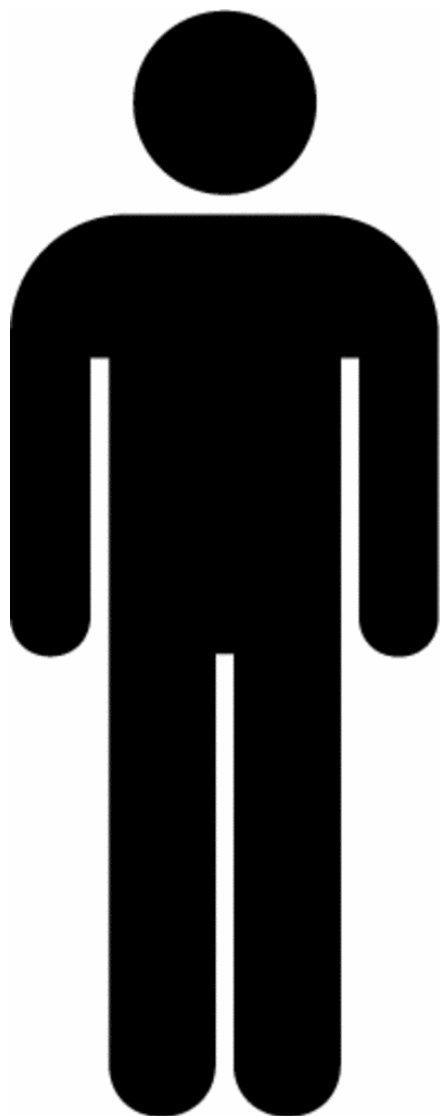
## Flip chart 2: The Layers of an Onion

Graphic artist to insert several images of an onion:

1. Outside of an onion—with tan, brown, or red (or shaded) layer concealing the rest of the onion.
2. The layer just inside the peel—should be all white and round.
3. An onion sliced in half, showing all of the layers and lines, and a bit of juice.



### Flip chart 3: “The Real You” outline



## Session 4: Keeping the Goal in Sight: Jobs in the Community

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Self-awareness, active listening, knowledge of jobs available
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, to plan for the future, and to engage in deeper self-awareness.

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<b>Session Rationale:</b>	Knowing about the paid and unpaid work available in the community helps youth set employability goals.
<b>Target Audience:</b>	In-school and out-of-school youth who have completed at least primary education.
<b>Trainer Expertise:</b>	Understanding of work opportunities available in the community; ability to facilitate a panel discussion; ability to connect with community members.
<b>Time:</b>	2 hours, 20 minutes
<b>Prerequisites:</b>	Participants have completed Session 1: Crossing the Bridge: Introduction to Employability and understand the employability bridge model. Ideally, participants should have completed sessions 2 and 3, as well.
<b>Version:</b>	Oct-2012





<b>Session 4:</b> Keeping the Goal in Sight: Jobs Available in the Community		
<b>Date:</b>	<b>Time:</b> 2 hours, 20 minutes	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Write “Agree” on one card, “Disagree” on another, and post them at opposite ends of the training area. (optional)</li> <li>3. Prepare a list of statements for the Agree/Disagree exercise. See Trainer Material 1 for some suggestions.</li> <li>4. Work with a counterpart to select, invite, and prepare four or five members of the community to appear in the “Jobs in the Community” Panel. See Trainer Material 2 for guidance.</li> <li>5. Prepare the front of the training area for the panel presentation. Arrange for enough seats for all invited guests. You may also wish to have a nicely arranged head table with water available for speakers.</li> <li>6. Prepare a list of questions for the panel presentation. See Trainer Material 3 for some ideas.</li> <li>7. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Head table with flowers, water for speakers, cloth (optional)</li> <li>4. “Agree” and “Disagree” signs (or just write the words on the blackboard or whiteboard)</li> </ol> </li> <li>• <b>Handouts</b> None</li> <li>• <b>Prepared Flip charts</b> Flip chart 1: The Bridge to Employability (see Session 1)</li> <li>• <b>Trainer Materials</b> Trainer Material 1: Agree/Disagree Statements Trainer Material 2: Preparing the Panel Presentation Trainer Material 3: Questions for the Panel Presentation</li> </ul>		
<p><b>Session Learning Objectives:</b> Participants will</p> <ol style="list-style-type: none"> <li>1. Describe at least three different types of paid or unpaid work.</li> <li>2. Articulate at least two lessons learned from the guest speakers about working in the community.</li> <li>3. Communicate their skills, talents, and interests in a short discussion with a guest speaker.</li> </ol>		



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>20 minutes</p> <p>Trainer Material 1: Agree/Disagree statements</p> <p>“Agree” and “Disagree” cards</p>	<p><b>Employability in the Community—Agree/Disagree Exercise</b></p> <p>This activity is an energetic start to the session that engages participants in an exploration of their perceptions and beliefs about jobs in the community. The guest speakers will enjoy watching and listening in on the perspectives of the youth, and may wish to engage in the exercise themselves.</p> <ol style="list-style-type: none"> <li>1. Welcome the group and briefly introduce the guest speakers to participants, using whatever welcome you agreed upon during the last session.</li> <li>2. Indicate that you will begin the session with a quick warm-up activity, and ask all participants to stand together in the center of the training space, between the two signs, “Agree” and “Disagree.”</li> <li>3. Provide instructions for the activity: <ul style="list-style-type: none"> <li>a. As facilitator, you will read a statement. Those who agree with the statement should move to stand near the “Agree” sign. Those who disagree with the statement should move to stand near the “Disagree” sign.</li> <li>b. You will ask one or two people from either side to explain their choices before beginning the process again.</li> </ul> <p><u>Note:</u> Participants might also choose to stand in the middle, which is fine. Do not offer that as an option, however, because the exercise is more effective if participants take a stand.</p> </li> <li>4. Check for understanding of the instructions.</li> <li>5. Begin the exercise. Read a statement, and wait for the participants to move toward their answers. Ask one or two people on each side to briefly explain their choice. <p><u>Note:</u> In most cases, there is no “right” answer. Participants should be encouraged to share what they know, what they have experienced, what stories they have heard, to justify their choices. Listen to each side without judgment, and move to the next statement. Some statements will result in lively discussion, and in these cases, you may wish to allow some time for participants to try to convince each other.</p> </li> <li>6. Continue in this way for 15–20 minutes and then invite participants to have a seat.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p>10 minutes</p> <p>Flip chart 1: Bridge Model</p>	<p>7. Briefly process the exercise, using some of the following ideas:</p> <ol style="list-style-type: none"> <li><i>“What stands out for you from this activity?”</i></li> <li><i>“What did you hear that changed your mind about something, or at least raised doubts about something you believe?”</i></li> <li><i>“What lessons can you take away from this exercise?”</i></li> </ol> <p>8. Transition to the next part of the session.</p> <p><b>B. Brief Review of Bridge to Employability</b></p> <p>This brief review will remind participants of the framework that guides their work and orient them to today’s focus on the left side of the bridge to employability model.</p> <p>1. Welcome the guests again, and indicate how pleased the group is that they could come and share their wisdom and experiences with the group. Indicate to the group that you and the guest speakers have spoken a bit about the work the group is doing together in these sessions, but suggest that it might be a better idea for participants to explain it. Invite two or three volunteers to come up to the bridge model flip chart and briefly describe it to everyone in the room. As they speak, encourage them to summarize what the participants have been working on in the past three sessions, and how it ties into the bridge model. Finally, ask the volunteer(s) to suggest how today’s session fits with the model.</p> <p><u>Note:</u> Correct answers would include the left-hand side of the bridge—knowing what types of jobs are available, and so on.</p> <p>2. Thank the volunteers, and agree that today’s warm-up fits into the left side of the bridge (gesture to the cliff on the left side of the flip chart). Indicate that it is important to keep the goal in sight—to know what type of job we are looking for so we can set the right goals and make the right choices to reach those goals. Before identifying the right job for oneself, it is necessary to have a good idea of what the options are—what types of paid and unpaid work are available in the community. During this session, the group will get a sense of some of the jobs available, and the guests will share some insights into the job market in the local community.</p> <p>3. Review the agenda and objectives for today, and transition to the next activity.</p>
<p>Information</p> <p>1 hour</p> <p>Trainer Material 3:</p>	<p><b>“Jobs in the Community”—Panel Presentation</b></p> <p>Participants will hear about paid and unpaid jobs available in the community. They will have an opportunity to ask questions of the panelists and to hear more about opportunities available and how to access them.</p> <p>1. Indicate that the bulk of the session today will be dedicated to hearing the</p>



Phase/Time/Trainer Materials	Instructional Sequence
<p>Questions for the Panel Presentation</p>	<p>wisdom and experiences of the panel. Thank the guests again for joining the group, and invite the guests to take seats at the front of the room, if they have not already done so.</p> <ol style="list-style-type: none"> <li>2. Invite each of the panelists to briefly introduce themselves, and to describe in one or two minutes what jobs they do.</li> <li>3. Guide the panel discussion, using some of the questions suggested in Trainer Material 3.</li> <li>4. Summarize the discussion, and transition to the networking conversations.</li> </ol>
<p><b>Practice</b></p> <p>25 minutes</p>	<p><b>Networking with Guest Speakers</b>  Participants learn a great deal by making connections with those who are already employed. These informal conversations also help participants to practice discussing their strengths, talents, and interests.</p> <ol style="list-style-type: none"> <li>1. Suggest that you would like to provide everyone with a chance to chat informally with the guests, to hear more about what was discussed in the panel, and to ask any additional questions. Suggest that participants introduce themselves briefly to the speakers as they talk to them, keeping in mind the “real you” exercise in the most recent session, as well as the answers they heard during the “what are my strengths” homework assignment. Invite participants to chat with the guests about their strengths and interests in the world of work, and to seek advice and ideas from the guests.</li> <li>2. Indicate that the group will have about 20 minutes to talk to the guests informally, before they leave the session.</li> <li>3. Allow participants and guests to mingle and informally talk for about 20 minutes.   <u>Note:</u> Close observation of participants’ discussions during activity serves as an assessment of Learning Objective 3.</li> <li>4. When only a few minutes remain, reconvene the group and ask everyone to sit down.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>5. Allow participants to thank the guest speakers as previously agreed, and allow the guests to leave the room.</p>
<p>Application and Assessment</p> <p>15 minutes</p>	<p><b>Processing Interaction With Guests</b></p> <ol style="list-style-type: none"> <li>Process the panel discussion, using some of the following questions: <ol style="list-style-type: none"> <li><i>“What stands out for you from today’s session?”</i></li> <li><i>“What did you hear that surprised you? Why?”</i></li> <li><i>“What ideas do you have for your own job search, based upon our conversations today?”</i></li> </ol> </li> <li>In turn, ask each of the participants to name one job available in the community, and the two most important things they learned today from the guests. <p><u>Note:</u> Close observation of participants’ answers during the activity serves as an assessment of Learning Objectives 1 and 2.</p> </li> <li>Summarize the session, and close the session for the day. <p><u>Note:</u> As participants leave for the day, ask two of the girls to participate in the next session’s role-play, and arrange a time to practice it before the next session.</p> </li> </ol>
<p>Trainer Notes for Future Improvement</p>	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:



## Trainer Material 1: “Agree/Disagree” Statements

Adapt the following list of suggested statements to make them most relevant to your local environment and resonate best with your particular group:

Companies hire only people who have experience.

The best way to find a job is to send out a lot of resumes/CVs.

It is better to work for someone you know personally (family member, friend).

The only way to get work experience is by working—whether paid or unpaid.

You should never accept a job that doesn’t pay.

If someone you know works at a company, he or she can help you get a job there.

All the best jobs are with foreign companies (or in the capital).

An internship<sup>1</sup> is a good way of getting work experience.

You have to be enrolled in school to apply for an internship.

It is more difficult for women to get a job than for men.

Volunteering is a good way to get work experience.

Companies like to hire relatives of people who already work for them.

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<sup>1</sup> When you read this one, remind the group that an internship is a period of training to build skills for a particular job. It can be paid or unpaid, and is usually temporary.



## Trainer Material 2: Preparing the Panel Presentation

### **Identifying, Inviting, and Preparing the Panelists**

Work with a counterpart to identify four or five guest speakers for the panel presentation. The guest speakers ideally should

- Represent a diverse mix of jobs in the community that young people might aspire to hold.
- Include both urban and rural opportunities, as appropriate.
- Include both men and women.
- Include at least one person who is currently a volunteer or an intern, or who can speak to the topic of internships or volunteer possibilities in the community.

Once you have chosen the right participants for the panel presentation, work with your counterpart to decide how best to invite them and communicate with them about expectations for this session. You will want to issue invitations many weeks in advance of the date of this session, and arrange some time to speak with each guest speaker about his or her role on the panel.

### **The Week Before the Session**

- Work with your participants to decide how best to welcome your guests at the session, and also how best to thank them once the session is over.
- Confirm the session timing with each guest speaker to ensure maximum participation.

### **Facilitating the Panel Presentation**

The panel presentation will work best if you facilitate it in the format of a talk show. This keeps the panel much more lively and also gives the trainer much more control over the session, allowing the trainer to easily intercede if a panelist begins to speak too long. In the talk show format:

- The trainer guides the discussion using a list of written questions first, before opening the session to questions from participants.
- The trainer directs each question to specific members of the panel, rather than just having each panelist speak and then having a question-and-answer period. The trainer can decide to have more than one panelist answer specific questions, or to ask questions slightly differently to get the same information out of various panelists. Managing the discussion in this format keeps the panel presentation moving.
- If you live in a community where participants may have actually seen a talk show, you can enliven the session further by mimicking the talk show a bit. This will lighten the mood for participants and panelists alike, and inspire a laugh or two.



## Trainer Material 3: Questions for the Panel Presentation

Work with your counterpart to adapt these questions to make them appropriate for the local context.

- Let's begin by hearing a bit about what work you do.
- How did you come to have this job?
- What qualifications are necessary for your job? What specific education? Experience?
- Is it more difficult for either a woman or a man to get a job at your place of work? Why is that?
- When you first heard about this job, how did you know that it was a legitimate job? That it was safe?
- Please describe your typical day.
- What do you like best about the work you do?
- Please explain to our participants why you work in an internship or as a volunteer at [name the place of work here]. What made you decide to take on an internship or volunteer role?
- What advice would you give our participants, who are trying to improve their employability?





## Session 5: Imagining Your Ideal Job

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Self-awareness, goal-setting
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, to plan for the future, and to engage in deeper self-awareness.

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<b>Session Rationale:</b>	Clarifying what job(s) youth want to pursue helps them set specific employability goals.
<b>Target Audience:</b>	In-school and out-of-school youth who have completed at least primary education.
<b>Trainer Expertise:</b>	Basic skills in conducting a visioning exercise and in preparing and guiding a role-play.
<b>Time:</b>	1 hour, 40 minutes
<b>Prerequisites:</b>	Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability and understand the employability bridge model. Participants have also participated in Session 4: Keeping the Goal in Sight and can identify the types of paid and unpaid work available in the community.
<b>Version:</b>	Oct-2012



<b>Session 5: Imagining Your Ideal Job</b>		
<b>Date:</b>	<b>Time:</b> 1 hour, 40 minutes	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Buy a bag of candy or other small local treat—about three items per participant.</li> <li>3. Prepare two volunteers to take part in the role-play described in Handout 1. (Alternatively, you can have someone read the story aloud, or you might provide the story as handouts for participants to read during the session.)</li> <li>4. Review Trainer Material 1 and adapt or add questions, as needed.</li> <li>5. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.</li> <li>6. Re-post the “Ideal Future” boards from Session 2 for participants to refer to during the application section. (optional)</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> <li>4. Bag of candies or other small objects</li> <li>5. Props for role-play (optional)</li> <li>6. Music and music player (CD, iPod) for visualization (optional)</li> <li>7. “Ideal Future” boards (optional)</li> </ol> </li> <li>• <b>Handouts</b> Handout 1: Gladys’ Ideal Job</li> <li>• <b>Prepared Flip charts</b> Flip chart 1: The Bridge to Employability (from Session 1)</li> <li>• <b>Trainer Materials</b> Trainer Material 1 : Questions for Ideal Job Visualization</li> </ul>		
<p><b>Session Learning Objectives:</b> Participants will</p> <ol style="list-style-type: none"> <li>1. Articulate the importance of having a goal in mind when searching for a job.</li> <li>2. Describe at least three features of their ideal jobs, using prompts from a guided visualization.</li> <li>3. Compare their ideal jobs to the talents, skills, interests, and strengths they have already identified.</li> </ol>		





Phase/Time/Trainer Materials	Instructional Sequence
	<p><u>Note</u>: Close attention to the answers from this debriefing serves as an assessment of Objective 1.</p> <p>4. Transition to the next activity.</p>
<p><b>Information</b></p> <p>15 minutes</p> <p>Music and music player (optional)</p>	<p><b>Imagine! What Is Your Ideal Job?</b></p> <p>This guided visualization will help participants imagine their ideal job.</p> <p>1. Introduce activity. <i>“Did you ever wish really hard for something and then it happened? Maybe you wanted to pass an exam. Or maybe you prayed for someone in your family to recover from an illness. Thinking hard about something won’t make it happen, but sometimes having a picture of your hopes and dreams in your mind can help you to move toward that vision and attain some of those goals. For the next several minutes we’re going to dream. I’m going to ask you to close your eyes and imagine or try to visualize your response while I ask you some questions. Think about the questions and begin to create a picture in your mind.”</i></p> <p><u>Note</u>: People in some cultures may feel uncomfortable closing their eyes. As an alternative, invite the group to put their heads down on their desks.</p> <p><u>Note</u>: During the visualization, you may wish to play a recording of soothing music to set the mood.</p> <p>2. Ask the following questions, pausing after each statement to give participants time to reflect and create a mental picture: <i>“Imagine yourself in the future, say, five years from now. You have a wonderful job that you love. You’re very happy because you’re doing exactly what you’d always dreamed of.”</i></p> <ul style="list-style-type: none"> <li>• <i>“It’s 7 o’clock in the morning and you are getting ready to go to work. What clothes do you put on? Maybe you have a uniform, maybe not. Do you have to bring any special tools or equipment with you to work? What are they? [Pause for them to think.]”</i></li> <li>• <i>“Now you’re leaving your house. How do you get to work? How long does it take? What do you see on the way to work? [Pause.]”</i></li> <li>• <i>“You’ve just arrived at work. Look around you. Where are you working? In an office? A field? A forest? An airplane? Somewhere else? What does it look like? Do you work inside or outside? [Pause.]”</i></li> <li>• <i>“If you are working inside, what color are the walls of your office or business? [Pause.]”</i></li> <li>• <i>“Are you alone at work or is someone with you? Whom do you work with? How many people do you work with? [Pause.]”</i></li> <li>• <i>“What sounds do you hear when you are at work? Maybe the ‘click-click’ of a computer? Or maybe people talking? Perhaps children laughing? [Pause.]”</i></li> <li>• <i>“What language do you use at work? [Pause.]”</i></li> <li>• <i>“On the way home from work you run into an old friend. Maybe it’s someone from this course. You haven’t seen each other in five years. Your friend asks you what you’re doing now. What do you tell him or her? [Pause.]”</i></li> </ul>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>3. Transition to the next steps: <i>"In a minute we're going to come back to today. So take this time to really fix the image you have in your mind and the feelings you have about your future job. Try to capture all the details so you can tell us about them."</i></p>
<p><b>Practice</b></p> <p>35 minutes</p>	<p><b>Sharing Our Ideal Jobs</b></p> <p>Participants reflect on their visions and write about them in their journals. Participants then share their visions in pairs, and with the group.</p> <ol style="list-style-type: none"> <li>1. Ask participants to open their eyes and take five minutes to write down their thoughts in words or pictures in their action journals.</li> <li>2. Indicate that you would like participants to form pairs and take turns talking about their ideal job(s) with their partners. Each person will have five minutes to talk about his or her job before the pair will switch and give the second person five minutes to speak.</li> <li>3. Begin the pair work. Announce when the pairs should switch. Then announce when only two minutes remain for the discussion.</li> <li>4. Invite everyone to come back together in the large group. Invite participants to share their ideal jobs with the group.</li> </ol> <p><u>Note:</u> You may wish to remind the group to be open, respectful, and appreciative when listening to each other, as they agreed they would in their group norms.</p> <ol style="list-style-type: none"> <li>5. Debrief participants about the exercise, using some of the following questions: <ul style="list-style-type: none"> <li>• "What were you feeling as you imagined yourself in your ideal job? What was most exciting about it?"</li> <li>• "Did you allow yourself to 'think big' and imagine the job you would most want in the world, or did you try to be realistic about what is possible in five years?"</li> <li>• "If you are a girl, did you think just of jobs that girls tend to do? If you are a boy, did you think of jobs that boys tend to do? Why or why not?"</li> <li>• "When you were imagining, did images of what might stand in your way also come into your mind? If so, what were they?"</li> <li>• "Why was this exercise important?"</li> <li>• "How will you use this exercise to inform your job search?"</li> </ul> </li> <li>6. Transition to the next activity.</li> </ol>

Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Application</b></p> <p>20 minutes</p> <p>Ideal Future boards (optional)</p>	<p><b>Assessing Our Ideal Jobs</b></p> <p>Participants compare their ideal jobs to the talents, skills, education, and interests they have already identified in their action journals, and to the information they gathered when asking others about their strengths. They create a list of questions for further exploration.</p> <ol style="list-style-type: none"> <li>1. Indicate that during the next session, the group will be doing some career planning and goal-setting for their job searches. In order to make the most of that session, the final exercise today invites them to compare the image they have of their ideal job with their talents, interests, skills, and strengths.</li> <li>2. Provide instructions for the activity: <ol style="list-style-type: none"> <li>a. <i>"Keeping your ideal job in mind, review the information you have in your action journals about your interests, skills, abilities, and strengths."</i></li> <li>b. <i>"Refer to the notes from 'The Real You,' 'Imagining Your Ideal Future,' your ideal future boards and statement, and the homework you did on strengths."</i></li> <li>c. <i>"Compare this image of you with your ideal job. How well does it fit?"</i></li> <li>d. <i>"Write a short statement in your action journal about why you are suited to your ideal job."</i></li> </ol> </li> <li>3. Check for understanding of the instructions, and begin the activity.</li> <li>4. Circulate among the group to review work and clarify any questions.</li> </ol> <p><u>Note:</u> You may review each action journal as you circulate, or collect them to review between now and the next session in order to assess achievement of Objectives 2 and 3.</p>
<p><b>Assessment</b></p>	<p>The assessment has been integrated throughout the session and is noted within:</p> <ol style="list-style-type: none"> <li>1. Objective 1: Articulate the importance of having a goal in mind when searching for a job. <i>Assessed in Motivation, No. 3.</i></li> <li>2. Objective 2: Describe at least three features of their ideal jobs, using prompts from a guided visualization.  <i>Assessed in Application, No. 4.</i></li> <li>3. Objective 3: Compare their ideal jobs to the talents, skills, interests, and strengths they have already identified.  <i>Assessed in Application, No. 4.</i></li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]

Resources:



## Handout 1: Gladys' Ideal Job

Lucy and Gladys are good friends who grew up in the same (village/neighborhood/area). They went to primary school together, and both looked for a job for over a year with no success. But last month, Lucy got a great job, and she has been very happy in her new position. Gladys is still looking for work, and she has asked Lucy to help her in her job search. Lucy goes to visit Gladys one day.

Gladys greets Lucy at the door, looking very discouraged. Lucy puts one arm around her friend.

Lucy: "My friend, why are you looking so sad? Still no luck finding a job?"

Gladys: "Nothing! I'm getting so discouraged. I don't know what I'm doing wrong."

Lucy: "Let's sit down and talk about it." [They sit.] "Now, what type of work have you been looking for?"

Gladys: "Oh, all different types. I just follow up any job lead that I find out about. I saw a poster about working from home, and called them but they asked a bunch of questions I couldn't answer. Then I heard about a job at the butcher's and called around there, but I got sick looking at all of the blood on the floor. Then I thought I could work at my uncle's office, but he said I needed to learn how to type first." (Adapt these ideas to represent real local jobs.)

Lucy: "Gladys, it sounds like you are just applying to anything and everything. Have you taken some time to think about what you really want to do? ... and about what you are good at?"

Gladys, quietly, with confusion on her face: "I ... I guess I really don't know."

Lucy: "My friend, if you don't know where you are going, how are you ever going to get there?"





## Trainer Material 1 : Questions for “Ideal Job” Visualization

This is the guided visualization for the Information section. With your counterpart, determine if they are appropriate for your participants. If not, modify them.

Imagine yourself in the future, say, five years from now. You have a wonderful job that you love. You're very happy because you're doing exactly what you'd always dreamed of.

- It's 7 o'clock in the morning and you are getting ready to go to work.
- What clothes do you put on? Maybe you have a uniform, maybe not.
- Do you have to bring any special tools or equipment with you to work? What are they?
- Now you're leaving your house.
- How do you get to work?
- How long does it take?
- What do you see on the way to work?
- You've just arrived at work. Look around you.
- Where are you working? In an office? What does it look like?
- Or do you work outside?
- What color are the walls of your office or business?
- Are you alone at work or is someone with you?
- How many people do you work with?
- What sounds do you hear when you are at work?  
Maybe the “click-click” of a computer? Or maybe people talking? Perhaps children laughing?
- What language do you use at work?
- On the way home from work you run into an old friend. Maybe it's someone from this course. You haven't seen each other in five years. Your friend asks you what you're doing now. What do you tell him or her?



## Session 6: Overcoming Challenges to Our Goals

<b>Sector:</b>	Youth in Development
<b>Competency:</b>	Critical thinking, problem-solving
<b>Training Manual:</b>	<i>Youth Livelihoods: Employability</i>
<b>Terminal Learning Objective:</b>	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, to plan for the future, and to engage in deeper self-awareness.

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**Session Rationale:** By reflecting on helpful and opposing forces, youth develop strategies for overcoming challenges to their goals.

**Target Audience:** In-school and out-of-school youth who have completed at least primary education.

**Trainer Expertise:** Skill in guiding small group work and in developing culturally appropriate strategies for overcoming challenges. *It is especially important to work with a counterpart in this session.*

**Time:** 2 hours

**Prerequisites:** Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability and understand the employability bridge model. Participants have also participated in Session 5: Imagining Your Ideal Job.

**Version:** Oct-2012



<b>Session 6: Overcoming Challenges to Our Goals</b>		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Identify the best location for the warm-up, so all participants can stand in a circle comfortably.</li> <li>3. Work with a counterpart to develop culturally appropriate scenarios for this session, using Handout 1 as a guide.</li> <li>4. <i>It is especially important to work with a counterpart in the development of this session</i>, as you will be brainstorming challenges to specific obstacles. Meet with your counterpart to work through the session design before the session. It is also a good idea to have your counterpart co-facilitate this session with you, whether or not that is the standard practice.</li> <li>5. Re-post Prepared Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> </ol> </li> <li>• <b>Handouts</b> Handout 1: Overcoming Challenges scenarios</li> <li>• <b>Prepared Flip charts</b> Flip chart 1: The Bridge to Employability (see Session 1)</li> <li>• <b>Trainer Materials</b> Trainer Material: Helpful and Opposing Forces</li> </ul>		
<p><b>Session Learning Objectives:</b></p> <p>Participants will</p> <ol style="list-style-type: none"> <li>1. Explain the concepts of “helpful” and “opposing” forces as they relate to problem solving and overcoming challenges.</li> <li>2. Analyze job goals using “helpful” and “opposing” forces.</li> <li>3. Develop strategies to overcome challenges to their goals.</li> <li>4. Summarize a potential challenge to their goals and identify at least one strategy for addressing the challenge.</li> </ol>		



Phase/Time/Trainer Materials	Instructional Sequence
<p data-bbox="167 279 358 317">Motivation</p> <p data-bbox="167 428 298 457">15 minutes</p> <p data-bbox="167 1440 423 1507">Flip chart 1: Bridge to Employability</p>	<p data-bbox="461 245 834 275"><b>“Everybody Who ... ” Warm-up</b></p> <p data-bbox="461 281 1373 310">This short warm-up previews the session content while energizing the group.</p> <ol data-bbox="461 352 1463 953" style="list-style-type: none"> <li data-bbox="461 352 1463 415">1. Welcome the group back and invite them to form a tight circle around you. You will remain in the center of the circle.</li> <li data-bbox="461 457 1463 953">2. Provide instructions for the warm-up activity: <ol data-bbox="521 499 1463 953" style="list-style-type: none"> <li data-bbox="521 499 1463 596">a. <i>“Whoever is standing in the center of the circle will make a true statement about himself or herself that is related to the talents and skills we bring to our job search.”</i></li> <li data-bbox="521 602 1463 665">b. <i>“If the statement is true for you, too, you must move to a different spot in the circle.”</i></li> <li data-bbox="521 672 1463 844">c. <i>“The person in the center will move, too, to a different place in the circle. The person left without a space has to go the center. That person stands in the center of the circle and calls out something true about himself or herself. Try to make it something about yourself that is related to getting a job.”</i></li> <li data-bbox="521 850 1463 879">d. <i>“Keep repeating this until I tell you to stop.”</i></li> <li data-bbox="521 886 1463 953">e. <i>“There are two additional rules: (1) You cannot move to the spot directly next to you. (2) Try not to knock anyone over when moving!”</i></li> </ol> </li> <li data-bbox="461 1264 1328 1293">3. Check for understanding of the instructions and begin the warm-up.</li> <li data-bbox="461 1335 1393 1398">4. Engage in the warm-up for about 10 minutes and then invite the group to return to their seats.</li> <li data-bbox="461 1440 1463 1692">5. Review the group’s past work together, using some of the following questions: <ul data-bbox="558 1482 1463 1692" style="list-style-type: none"> <li data-bbox="558 1482 1463 1545">• <i>“What might this warm-up have to do with employability? With our job search?”</i></li> <li data-bbox="558 1551 1463 1614">• <i>“Why is it so important to be aware of one’s skills, talents, interests, and abilities when searching for the right job?”</i></li> <li data-bbox="558 1621 1463 1692">• <i>“Why is it important to be able to easily share your talents, skills, interests, and abilities with others, as we just did in the warm-up?”</i></li> </ul> </li> <li data-bbox="461 1734 1463 1902">6. Transition to today’s session. Suggest that the group’s past sessions have focused on raising their awareness about what they bring to the world of work, so that they can feel more confident and comfortable in communicating about these with potential employers. They have also focused on exploring their goals for life, and for an ideal job.</li> </ol> <p data-bbox="485 995 1438 1087"><u>Note:</u> In order to keep the warm-up moving at a quick pace, brainstorm a bit with participants before you start, so they have some ideas or statements in mind before you begin. Provide some examples for participants, such as:</p> <ul data-bbox="509 1094 1133 1220" style="list-style-type: none"> <li data-bbox="509 1094 813 1123">• I am very good at math.</li> <li data-bbox="509 1129 813 1159">• I work well with people.</li> <li data-bbox="509 1165 951 1194">• I have completed [x] years of school.</li> <li data-bbox="509 1201 1133 1230">• I want to get a job in a (government office, shop, etc.)</li> </ul>



Phase/Time/Trainer Materials	Instructional Sequence
	<p><u>Note:</u> Refer to the relevant planks on the bridge as you speak about the information the group has covered up to now.</p> <ol style="list-style-type: none"> <li>Continue to introduce today's topic. Remind the group that their previous session focused on discovering their ideal job. Today, they will think about how to address some of the challenges that may come their way as they try to reach their job and life goals.</li> <li>Review today's agenda and objectives, and transition to the next activity.</li> </ol>
<p><b>Information</b></p> <p>20 minutes</p> <p>Flip charts, blackboard, or whiteboard</p> <p>Markers or chalk</p> <p>Tape, if using flip charts</p> <p>Handout 1: Helpful and Opposing Forces</p>	<p><b>Helpful vs. Opposing Forces—Lecturette and Demonstration</b></p> <p>Introduce the concept of helpful vs. opposing forces; present one useful tool for problem solving.</p> <ol style="list-style-type: none"> <li>Introduce topic with a demonstration. Invite one person to come to the front of the room.</li> <li>Invite participants to watch as you and the volunteer demonstrate: <ol style="list-style-type: none"> <li>Ask the volunteer to hold out one arm, and to make it as rigid as possible.</li> <li>Indicate that you are going to try to move this arm by pushing it. Urge the volunteer to try to resist your push, and to keep the arm rigid and straight.</li> <li>Push the volunteer's arm for a bit, then pause.</li> <li>Next, ask the volunteer to make his or her arm very relaxed. Indicate that you'll try to move it again, and this time, the arm should remain relaxed.</li> </ol> </li> <li>Process the demonstration: <ol style="list-style-type: none"> <li><i>"Why was I unable to move his [or her] arm the first time?"</i> (Possible answers: The person was resisting you. You weren't working together. The person was pushing against you.)</li> <li><i>"Why was I able to move his [or her] arm the second time? What was different?"</i> (Possible answers: The person wasn't working against you. The person wasn't resisting. The person let you push him [or her].)</li> <li><i>"What might I have done to move the person's arm when he or she was working against me? Any ideas?"</i></li> </ol> <p><u>Note:</u> Question "c" might be a bit harder for participants to answer, but allow them to really stretch their thinking on this one and develop some strategies. Some ideas include: <i>could have reasoned with the person and asked him [or her] to let you push the arm, could have tickled the person, could have distracted the person and then pushed the arm, and so on.</i></p> </li> <li>Agree that it is easy to achieve our goals when nothing is standing in our way, or when we are meeting no resistance. It is much harder to reach those goals when there are forces in your life that are resisting your choices or pushing back on your plans.</li> <li>Invite one or two participants to share one of the goals they developed last session, and provide an example of how they might meet resistance in</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>achieving those goals. Provide another example of how they can achieve those goals if there is no resistance or if they are being supported.</p> <ol style="list-style-type: none"> <li>6. Suggest that when making choices and decisions in life it is helpful to take a look at what forces in your life might be helpful to achieving those goals, and what factors might be opposing or resisting your goals. Realizing beforehand that some factors might offer resistance allows you the opportunity to develop strategies in advance to address these challenges, which makes it much more likely to realize your goals and dreams.</li> <li>7. Suggest that one simple way to assess how easy or difficult it will be to reach your goals is to make a simple list of factors that will help you and factors that may oppose you or resist you.</li> <li>8. Draw an example on a flip chart, explaining and asking questions as you go. <ol style="list-style-type: none"> <li>a. At the top, write the goal you are trying to reach. Use one of the examples that participants provided in Step 5.</li> <li>b. Draw a line down the center of the flip chart. Indicate that on one side of the line you will write all of the forces that will be helpful in achieving this goal. Ask participants questions to determine the forces that might be helpful in achieving this goal.</li> <li>c. Summarize by indicating that helpful forces may include your own strengths, abilities, skills, talents—like those the group discussed in the warm-up. Other helpful forces might be support from one’s family, a friend or relative working at that job, getting the application in long ahead of the deadline, and so on.</li> <li>d. Next, indicate that you will write opposing forces on the other side of the line. This will include any factors that will challenge the achievement of one’s goal. With the group, discuss what opposing forces might challenge their achievement of the goal.</li> <li>e. Summarize and agree that some challenges might include (for example): family members being against the goal, the need to support the family with a job immediately, the need for additional education, and so on.</li> <li>f. Ask the group to consider whether boys and girls face different obstacles and supports. If so, what are they? Why might girls face differing obstacles and supports? Why might boys face differing obstacles and supports?</li> </ol> </li> <li>9. When you have completed the analysis, suggest that participants take a look at the information that was generated on the flip chart, and guide a short reflection on it. <ol style="list-style-type: none"> <li>a. <i>“What stands out when you look at the helpful and opposing forces?”</i></li> <li>b. <i>“How might you overcome some of these challenges on the ‘opposing forces’ side?”</i></li> <li>c. <i>“Might any of the factors on the ‘helpful forces’ side be helpful in overcoming these challenges?”</i></li> <li>d. If the group has agreed that girls may encounter unique challenges, ask the group what supports might help girls overcome these obstacles. (Some ideas include having a strong female role model or female mentor, volunteering or interning to prove capabilities at a job, and so on.)</li> </ol> </li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>10. Allow time for participants to brainstorm strategies for overcoming the challenges listed on the right side of the flip chart. Write the strategies at the bottom of the flip chart.</p>
<p><b>Practice</b></p> <p>1 hour</p> <p>Flip charts, blackboard, or whiteboard (one flip chart sheet or space on the board for each group)</p> <p>Markers or chalk</p> <p>Tape, if using flip charts</p>	<p><b>Overcoming Challenges</b> Participants practice problem solving in small groups.</p> <ol style="list-style-type: none"> <li>1. Divide participants into groups of no more than four.</li> <li>2. Provide instructions for the activity. <ol style="list-style-type: none"> <li>a. Each group will receive a short situation about a young person. Working together, the group must read the dialogue and then identify the helping and opposing forces.</li> <li>b. After they have identified helpful and opposing forces, the group should come up with some strategies for overcoming the opposing forces.</li> <li>c. Ask the group to choose a note-taker, a timekeeper, and a spokesperson. After doing the activity, each group will have five minutes to present the problem and share their findings.</li> <li>d. Indicate that participants will have 20 minutes for work as a group before sharing the reports.</li> </ol> <p><u>Note:</u> If the group's reading level is low, you may choose to read the dialogue aloud, or have the participants act it out.</p> </li> <li>3. Check for understanding of the instructions and begin the activity. Circulate among the groups to check progress and to be helpful. Announce when only five minutes remain, and then announce when time is up.</li> <li>4. Reconvene the large group and provide instructions. The spokesperson from each group will have five minutes to present the problem and share the findings.</li> <li>5. After each spokesperson shares the helpful and opposing forces, invite all participants to add any additional ideas. Next, share strategies for overcoming any challenges. <p><u>Note:</u> Many of these issues are embedded in issues of culture, gender, and religion, as well as generational issues. You will want to be sensitive to the issues, and to listen deeply to participants' perspectives about what is possible in terms of strategies to overcome challenges. Respectfully explore potential strategies with participants. It is also a good idea to co-facilitate this session (and all the other sessions) with your counterpart.</p> </li> <li>6. After all groups have shared, process the small group work, using some of the following questions: <ol style="list-style-type: none"> <li>a. <i>"Reflect upon the many situations we just shared. What stands out from them? What are some of the typical forms of resistance or challenges we see in achieving our goals? What themes do you see?"</i></li> <li>b. <i>"What strategies seem to be effective in addressing the challenges to our goals? What helpful forces can be used in overcoming these challenges?"</i></li> </ol> </li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>c. <i>“How might you use this approach to problem solving to overcome challenges to achieving your own goals?”</i></p> <p>7. Summarize the discussion and transition to the next part of the activity.</p> <p><u>Note:</u> Attention to the presentations and discussion serves as an assessment of Objectives 1, 2, and 3.</p>
<p><b>Application</b></p> <p>25 minutes</p>	<p><b>Overcoming Challenges to Your Own Goals</b></p> <p>Participants will use this process to address potential challenges to their own goals.</p> <ol style="list-style-type: none"> <li>1. Suggest that for the remaining few minutes, the group will be repeating this same activity, but this time, in working through the helpful and opposing forces around one of their own goals.</li> <li>2. Ask participants to open their action journals to a blank page. Invite them to think about their own goals, and to choose one of them. One good choice might be the image of the ideal job from last session.</li> <li>3. Invite participants to work through the same process the group just followed in analyzing this goal. They should put the goal at the top of the paper, and then write “helpful” and “opposing” forces on either side. They should list the helpful and opposing forces before developing strategies to overcome the opposing forces. They might also consider ways in which the opposing forces might transform into helpful forces over time, or with a little help. How might that happen?</li> <li>4. Indicate that the group will have about 20 minutes to work through this process on their own. Check for understanding of the instructions.</li> </ol> <p><u>Note:</u> Circulate around the room, assisting participants as needed. Encourage them to be specific and to think about as many forces and factors as possible.</p> <ol style="list-style-type: none"> <li>5. Remind participants when only five minutes remain, and then announce when time is up.</li> <li>6. Indicate that today you are going to collect the action journals so you can review this exercise before the next session.</li> </ol> <p><u>Note:</u> If the next session immediately follows this one, you may just want to make sure that you are reviewing participants’ work as you circulate, or you may wish to build in time for a review of the work with the full group.</p> <ol style="list-style-type: none"> <li>7. Collect the action journals. Then summarize and close the session.</li> </ol> <p><u>Note:</u> Review of this assignment serves as an assessment of Objectives 3 and 4.</p>





Phase/Time/Trainer Materials	Instructional Sequence
Assessment	<p>The assessment has been integrated throughout the session and is noted within.</p> <p>Objective 1: Explain the concepts of “helpful” and “opposing” forces as they relate to problem solving and overcoming challenges.</p> <p><i>Assessed in Practice, Nos. 5–7.</i></p> <p>Objective 2: Analyze job goals using “helpful” and “opposing” forces.</p> <p><i>Assessed in Practice, Nos. 5–7.</i></p> <p>Objective 3: Develop strategies to overcome challenges to their goals.</p> <p><i>Assessed in Practice, Nos. 5–7 and in Application, No. 7.</i></p> <p>Objective 4: Summarize a potential challenge to their goals and identify at least one strategy for addressing the challenge.</p> <p><i>Assessed in Application, No. 7.</i></p>
Trainer Notes for Future Improvement	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:



## Handout 1: Overcoming Challenges

### **Scenario 1: Anissa wants to become a nurse. Her family wants her to leave school and get married.**

Read the dialogue between Anissa and her parents to find out more.

**Dad:** You're 16 now, Anissa. It's time for you to get married.

**Anissa:** Father, I really want to continue my studies so I can become a nurse.

**Mom:** A nurse?! If you want to take care of people, you can take care of your husband and children. Besides, nursing school is expensive and we cannot pay the tuition.

**Anissa:** I'm young. I have plenty of time to have a family. And my teacher told me about a new scholarship program from the Ministry of Health.

**Dad:** I don't think you're smart enough to win a scholarship.

**Anissa:** Well, I have the best grades in my class. And I really enjoy science and math.

**Mom:** We've already told the community that we are looking for a suitable man for you to marry.

**Anissa:** But why can't I finish school, get my nursing license, and then get a job?

**Dad:** A job?! There are no hospitals in our town. And I'm not going to let you move to the city.

**Anissa:** A new foreign aid organization just announced plans to build two new clinics here.

**Dad:** Enough talk! We are your parents and we know what is best for you.

\* \* \* \* \*

### **Scenario 2: Kareem wants to apply to a new internship program with a local organization. His family wants him to keep working at his uncle's shop.**

Read the dialogue between Kareem and his parents to find out more.

**Kareem:** Father, Mother, I'm so excited! You know how interested I am in technology! There is a new internship program I can do.

**Dad:** An internship? What's that?

**Kareem:** It's a program where you learn about a job to see if you like it. It is for people who are just starting their careers.

**Dad:** Well, you have a job. You work for my brother.

**Mom:** A job is for making money. It doesn't matter if you like it or not.



**Kareem:** But this internship would help me get experience so I could find a better job.

**Dad:** A better job? What's wrong with the job with your uncle?

**Kareem:** Nothing. Uncle has been very good to me. But I want to do something else.

**Mom:** Do they pay you for this internship?

**Kareem:** We get a little bit of money. But we get a lot of experience.

**Dad:** Experience doesn't pay the bills. Think about your little brothers and sisters. You need to earn money to help support your family. Besides, you weren't a good student. I don't think they will accept you into this program.

**Kareem:** I've already talked to someone at the internship office. She said one's grades aren't that important. It's more important to be motivated. And I am!

\* \* \* \* \*

**Scenario 3: Svetlana works part time as a nanny for an American family. She's saving money because she wants to start her own business. Her family doesn't approve of her plan.**

Read the dialogue between Svetlana and her parents to find out more.

**Mom:** Do you remember Mrs. Potrac who works for the Ministry of Education?

**Svetlana:** Yes. Why?

**Mom:** I saw her at the market today and she told me there is a job opening in our local education office. I want you to apply for it.

**Svetlana:** A government job? I want to start my own business.

**Mom:** What's wrong with a government job?

**Svetlana:** Well, I think it would be boring. Besides, my dream is to be a successful business owner.

**Dad:** A business owner? You're too young. Besides, you got terrible grades in math.

**Svetlana:** I can get a partner. And there is a local organization that trains young women in business skills. The training is free!

**Mom:** Why would a foreign organization help you? Mrs. Potrac knows you and could help you get the government job.

**Svetlana:** Yes, that's true. But I really want to work for myself. And this American organization can help me get started. They go all over the world offering this training.

**Dad:** American? Then you probably need to speak English really well.

**Svetlana:** Well, I can keep my job as a babysitter for the American family. That will help my English improve.



## Trainer Material 1: Helpful and Opposing Forces<sup>2</sup>

**I want to become a driver for the local hospital.**

### **Helping Forces**

I am taking driving lessons.

My uncle's best friend is a driver at the hospital.

I am good with people.

I am sympathetic to the sick.

So far, I'm a very safe driver.

My uncle's friend is excited about my goal.

### **Opposing Forces**

The cost of getting a driver's license is high.

My mother worries about traffic accidents.

I have to pass a difficult civil service test.

I have to get a different job now to support the family and this is keeping me from practicing driving.

### **Potential Strategies:**

- Perhaps my uncle's friend can help in achieving this goal. He might be able to speak to my mother, guide me in how to study for the test, and even lend me the money for the driver's test.
- Getting a job now can help me to save for the driver's test.
- My driving instructor can assure my mother that I am a safe driver.

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<sup>2</sup> Note that this is merely a sample. You will be using the example provided by a participant during the session.



## Session 7: Planning for the Future

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Planning, critical thinking, decision making
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, to plan for the future, and to engage in deeper self-awareness.

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<b>Session Rationale:</b>	Youth learn that achievement of a long-term goal involves breaking the goal down into short-term achievable steps. The “road map” tool encourages critical thinking, and can be useful for current and future planning.
<b>Target Audience:</b>	In-school and out-of-school youth who have completed at least primary education.
<b>Trainer Expertise:</b>	Basic skills in action planning.
<b>Time:</b>	2 hours
<b>Prerequisites:</b>	Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability and understand the employability bridge model. Participants have also participated in Session 5: Imagining Your Ideal Job.
<b>Version:</b>	Oct-2012



<b>Session 7: Planning for the Future</b>		
<b>Date:</b>	<b>Time: 2 hours</b>	<b>Trainer(s):</b>
<p><b>Trainer Preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Determine how many teams you will have. Consider the space they need (see Motivation, Steps 3 and 4.)</li> <li>3. Prepare sets of cards for each team for the activity What Comes First? as instructed in Trainer Material 1.</li> <li>4. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> <li>4. Set of cards for each team, prepared as suggested in Trainer Material 1</li> <li>5. Small prize(s) for the winning team</li> <li>6. Flip chart sheet or large cardboard sheet for each participant</li> <li>7. Markers for all participants</li> </ol> </li> <li>• <b>Prepared Flip charts</b> Prepared Flip chart 1: The Bridge to Employability (see Session 1)</li> <li>• <b>Trainer Materials</b> Trainer Material 1: What Comes First? Team Relay Race instructions Trainer Material 2: Sample Road Map</li> </ul>		
<p><b>Session Learning Objectives:</b> Participants will</p> <ol style="list-style-type: none"> <li>1. Understand the value of developing a plan toward reaching a goal.</li> <li>2. Develop a “road map” as a planning tool for their job search.</li> <li>3. Develop strategies for overcoming challenges to their plans.</li> </ol>		



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>20 minutes</p> <p>“What Comes First?” game cards—one set per team</p> <p>Small prize(s) for the winning team</p>	<p><b>What Comes First?—Team Relay Race</b></p> <p>This lively warm-up previews the session’s topic on breaking down a goal into steps and planning appropriately, while allowing participants to have some fun.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back, and indicate that they are going to begin their work today with a game.</li> <li>2. Divide participants into teams. Invite each team to give itself a name.</li> <li>3. Show each team where it is to stand, and have the team line up, one team member behind the other.</li> <li>4. Hold up one set of cards, and provide instructions for the game: <ol style="list-style-type: none"> <li>a. Say: <i>“This set of cards contains a list of steps that a person takes for going to the market. The steps are mixed up in the wrong order.”</i></li> <li>b. Refer to the table or space on the floor where the cards will be lined up. Indicate that by the end of the game, each team will have lined up all of these cards in the correct order.</li> <li>c. Say: <i>“We will line up our cards through a ‘relay race.’ That means that when I say, ‘Go!’ the first person in the line will run to his or her team’s area, turn over one card, and place it on the team’s space, then run to the end of the team’s line. The next person in line will then run to the team’s space, turn over the next card, and put it in the right order either before or after the first card turned up, before running to the end of their line. Each time a new card is turned over, it must be placed in the correct sequence with the rest of the cards. Teams will continue in this way until all of the cards have been placed in the right order.”</i></li> <li>d. The first team to place the cards in the right order will be the winner, and will receive a small prize.</li> </ol> </li> <li>5. Check for understanding of the instructions and begin the game.</li> <li>6. Begin the race. When one team completes the race first, pause for a moment to make sure the cards are in the right order before declaring those team members the winners. If something is out of order, keep the game going, and instruct that team to send its next person to the cards to try to correct the order before reviewing it again. <p><u>Note:</u> Some of the cards are interchangeable.</p> </li> <li>7. When the winner has been determined, read out the correct order. Agree that some steps are interchangeable and that we will discuss that in a moment. Have fun announcing the winner and presenting the prize(s) before inviting participants to have a seat. <p><u>Note:</u> In the event of a tie, either: a) have the tied teams participate in a “run off” (for example, re-doing the activity with just the two tied teams) to determine the winner, or b) announce both as winners and divide the prizes.</p> </li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>8. Process the activity, using some of the following questions:</p> <ol style="list-style-type: none"> <li><i>“What stands out for you from the game?”</i></li> <li><i>“What does this game have to do with this session’s topic of planning for the future?”</i></li> <li><i>“We noted that some of the steps are interchangeable. How does that relate to planning for our futures?”</i></li> </ol> <p>9. Agree that it is helpful to break our planning down into steps, so we have a “road map” to help us achieve our goals. It is also true that some steps in our planning have to happen in a certain order, while other steps can be interchangeable and happen in any order. We will see that in our next exercise.</p> <p>10. Review the agenda and objectives for today and transition to the next activity.</p>
<p><b>Information</b></p> <p>30 minutes</p> <p>Flip charts, blackboard, or whiteboard</p> <p>Markers or chalk</p> <p>Tape, if using flip charts</p> <p>Flip chart 1: Bridge to Employability</p> <p>Trainer Material 2: Sample Road Map</p>	<p><b>Using a “Road Map” to Plan Your Future</b></p> <p>Trainer demonstrates how to create a “road map” as a planning tool.</p> <ol style="list-style-type: none"> <li>Suggest that in our search for the right job, there are also specific planning steps that can help us to travel across the bridge to employability. (Refer to the Bridge to Employability flip chart.)</li> <li>Suggest that just as our Bridge to Employability has an end goal of “employability,” our planning document should have an end goal—like a vision of our ideal job or the job we would like to have now. Briefly review the discussion from last session, and invite participants to remind you about the jobs they would like to hold.</li> <li>Indicate that the group will work together to build a planning document called a “road map.”</li> <li>On a large flip chart, or on the blackboard, write “getting and keeping the job I want” in the upper right corner, perhaps with a “finish line” graphic around it. Suggest that the group is going to build the story around Gladys, and sketch an image of Gladys at the bottom left corner of the flip chart.</li> <li>Ask questions to get the group to create a story with you. Say, <i>“This is Gladys. Let’s make up a story about her. I know some things about her but I need your help to learn more. How old is she? Where does she live? Is she a good student? What do you think she wants to do for work? There is a large factory in her town. Let’s say she wants to get a job there.”</i> Write or draw “factory” in the upper right corner near where it says “getting and keeping the job I want.” Ask,</li> </ol>





Phase/Time/Trainer Materials	Instructional Sequence
	<p><i>"Does she have any work experience? No? So, what can she do?"</i></p> <p>6. Draw a road map on the board as you talk, asking questions and building up the story. Example: <i>"So this young woman has some options. I'm going to write notes in each box. Imagine that each box is a door that opens and closes. So, Gladys decides to fill out an application for the factory."</i> Write "application" in a box. <i>"She can do it online or she can complete a paper application."</i> Draw a line to another box labeled "online" and another box labeled "paper." <i>"She doesn't have a computer at home. So she's facing a roadblock. What can she do?"</i></p> <p><u>Note</u>: Continue to ask questions and add lines, boxes, and "Xs" (roadblocks) as you create the story with the group.</p> <p>Continue the dialogue: <i>"The good news is that her friend works at an Internet café and that friend has offered to help her do the application online. So that obstacle has been removed."</i> Draw line from "online" to "factory."</p> <p>Continue the dialogue: <i>"So Gladys submits her application online and then waits. One week goes by and no one calls her. Then another week. So she has hit a roadblock and she needs to find a way around it. What can she do next?"</i></p> <p>Possible answers: call or visit the factory, ask someone who works there what to do, give up, apply for a different job somewhere else. Respond: <i>"Good ideas."</i> Add lines and boxes for new options. Label on box "Factory." <i>"She decides to call the factory and learns that her application never arrived. There was a problem with the computer system. That's too bad. But at least now she knows and she can apply again. What would have happened if she hadn't called? That's right—she wouldn't have found out and this 'road' would've stopped right there. So the next time, she decides to fill out a paper application and hand-deliver it to the factory. She waits again, and after two weeks she gets a letter from the company telling her that she is not qualified for the job because she doesn't have computer skills. How does she feel?"</i></p> <p>Possible answers: discouraged, frustrated, sad, angry.</p> <p>Ask: <i>"So, what are her options? Should she just give up? What else can she do?"</i></p> <p>Possible answers: take a computer class, ask a friend to teach her, apply for a different job.</p> <p>7. Continue asking questions and adding to the drawing until you have created a complete road map.</p>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>8. Discuss the method: <i>“Let’s stop now and look at the map. If we imagine that each line is part of the road to our friend finding work, which ‘road’ is the best one for her right now? Is it the quickest road? The easiest one?”</i></p> <p>Possible answers: the shortest road, the quickest one, the easiest road.</p> <p>9. Summarize: <i>“In some cases, the best decision may be the easiest one—the one that involves the least number of steps—the shortest ‘road.’ But not always. Let’s see how this technique works in your own life.”</i></p>
<p><b>Practice</b></p> <p>40 minutes</p>	<p><b>Planning Using Road Maps</b></p> <p>Participants will create road maps to plan their own job search.</p> <ol style="list-style-type: none"> <li>1. Indicate that we are now going to try this same planning process for ourselves.</li> <li>2. Provide instructions for the activity: <ol style="list-style-type: none"> <li>a. <i>“We will work in pairs to develop a road map for our own planning.”</i></li> <li>b. <i>“First, each pair will work on one road map for about 20 minutes, and then the pair will switch and work on the other person’s road map for 20 minutes.”</i></li> <li>c. <i>“You will use the same process we just used to develop your road maps.”</i></li> <li>d. <i>“Begin by deciding what your goal will be, and write it in the upper right-hand corner. [Gesture to the sample.] Your goal might be your ideal job, or it might be a shorter-term goal—maybe the job you hope to get right after this course.”</i></li> <li>e. <i>“Next, write or draw an image of yourself in the bottom left corner. [Gesture to the sample.]</i></li> <li>f. <i>“You will develop the road map in the same way that we just did together—deciding what steps to take, what options there are, making choices, facing roadblocks and making plans around them, and so on.”</i></li> <li>g. <i>“I will be walking around to help if you have any questions.”</i></li> </ol> </li> <li>3. Check for understanding of the instructions and begin the activity. Circulate among participants to assist as needed.</li> <li>4. Announce when 20 minutes have passed and it is time for the pair to work on the second person’s road map.</li> <li>5. Announce when only a few minutes remain, and then when time is up.</li> <li>6. Reconvene the group and transition to the next activity.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Application</b></p> <p>30 minutes</p>	<p><b>Sharing Our “Road Maps”</b></p> <p>Participants look at each other’s road maps and then review the activity together.</p> <ol style="list-style-type: none"> <li>1. Assist participants in posting or propping their road maps around the room, and then invite participants to walk around the room to review each other’s road maps.</li> <li>2. After 10–15 minutes, reconvene the group and process the road map exercise, using some of the following questions: <ol style="list-style-type: none"> <li>a. <i>“Describe the experience of planning using the road map tool. How helpful was it?”</i></li> <li>b. <i>“What steps on the road map can you do on your own? What steps require some help from others?”</i></li> <li>c. <i>“How many of you chose ‘internships’ or ‘volunteering’ as one of the steps in your road map? How does volunteering or interning help you in achieving your ultimate goal? [Refer to the discussions around these topics from the panel presentation.]”</i></li> <li>d. <i>“What ‘roadblocks’ on the road were most challenging to overcome? What strategies will you use to overcome these challenges?”</i></li> <li>e. <i>“Now that you have gone through the entire planning process, why would you say that it is important to take time to plan in your job search?”</i></li> </ol> <p><u>Note:</u> Review of the road maps and this processing conversation serve as an assessment of Objectives 1, 2, and 3.</p> </li> <li>3. Finally, ask participants to take the final 5–10 minutes of the session to write the steps of their road map into their action journals. These steps can serve as their “action plan” in getting a job.</li> <li>4. Summarize the discussion and close the session.</li> </ol>
<p><b>Assessment</b></p>	<p>The assessment has been integrated throughout the session and is noted within:</p> <ol style="list-style-type: none"> <li>1. Objective 1: Understand the value of developing a plan toward reaching a goal. <i>Assessed in Application Nos. 1 and 2.</i></li> <li>2. Objective 2: Develop a “road map” as a planning tool for their job search. <i>Assessed in Application Nos. 1 and 2.</i></li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>3. Objective 3: Develop strategies for overcoming challenges to their plans.</p> <p><i>Assessed in Application Nos. 1 and 2.</i></p>
<p>Trainer Notes for Future Improvement</p>	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:



## Trainer Material 1: What Comes First?

### Team Relay Race Preparation

Adapt this warm-up to your local context by choosing a typical process that has clear steps that will resonate for all participants.

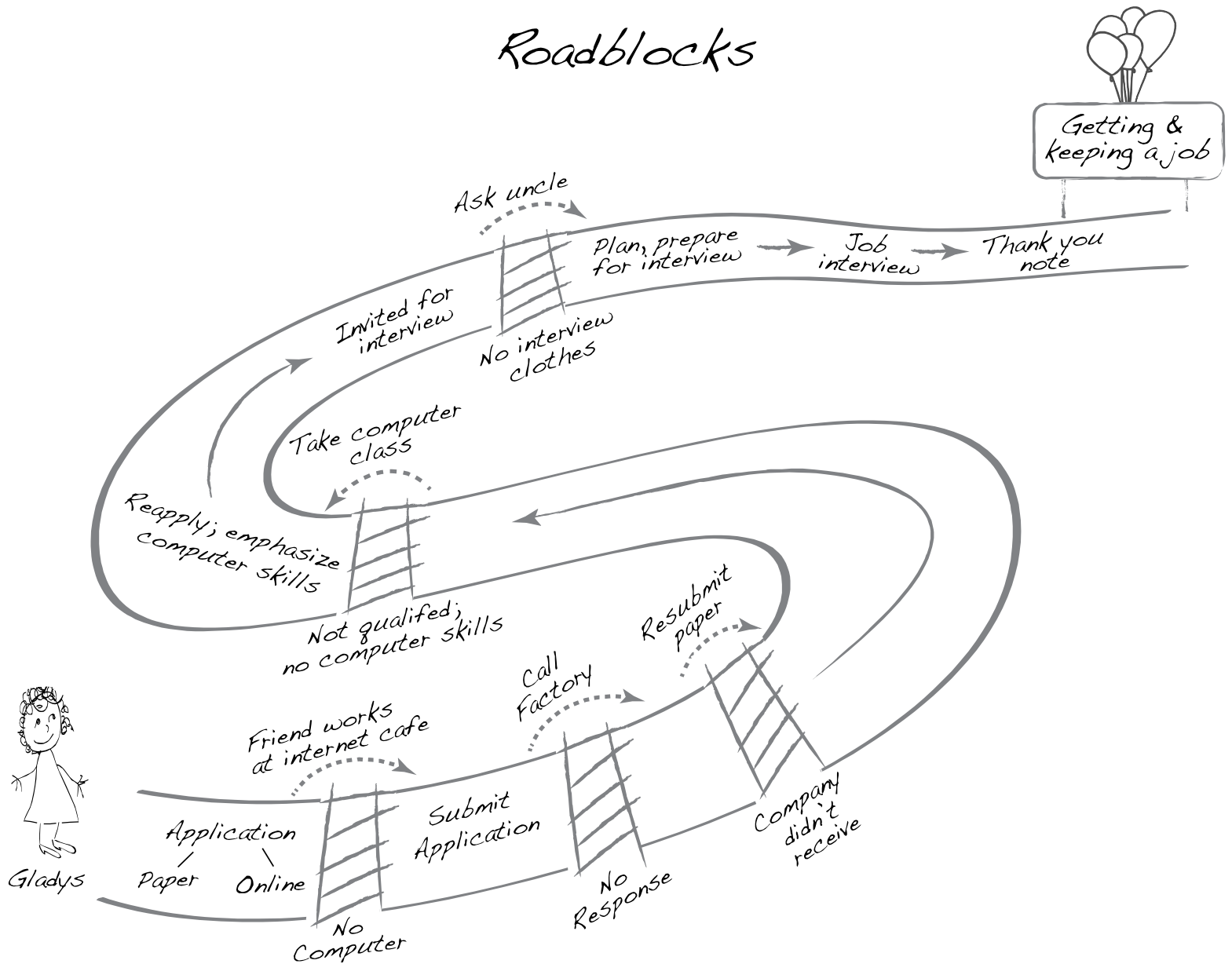
- ✓ You will divide participants into teams and should decide before the session how many teams will work best for your group size. You will want each participant to place at least one of the cards in the race, but each participant can place more than one, as well.
- ✓ Write each step of the process on a separate card, and shuffle the cards so they will be revealed randomly. Make enough sets of the cards for the number of teams you have chosen. Keep each set of cards separate.
- ✓ Each team will receive and play with one set of cards.
- ✓ Before the session begins, clear enough space for each team on tables or on the floor, so each team has a place to line up its game cards. After mixing up the cards, put them face down by the team's space on the table or floor. Across the room, clear another space for the teams to line up behind a line on the floor.
- ✓ Teams will send one member across the room at a time. Each team member will turn over one card, and place it on the table (or floor) so it is in the right order with the other cards that are already there. That team member will run back to the end of the line, and the team member at the front of the line will cross the room, turn over a card, and put that card in the right order before running back to the end of the line, and so on (like a relay race).
- ✓ There can be no talking among the team, although laughter is allowed!
- ✓ The team that finishes its cards first, in the right order, is the winner.

#### **Sample Steps to Arrange in Order: A Trip to the Market**

1. Dress appropriately for the weather.
2. Take the money you will need to purchase goods at the market.
3. Walk, drive, or take the bus to the market.
4. Choose the products you need.
5. Pay for the products.
6. Take your change, if any.
7. Place the products you purchase in a basket or bag.
8. Chat with friends you see at the market.
9. Walk, drive, or take the bus home.
10. Unpack the products you have purchased.
11. Put the products from the market in the cupboard, storeroom, or pantry.



## Trainer Material 2: Sample Road Map



## Session 8: Presenting Yourself: Appropriate Dress and Body Language

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Appropriate dress for work, body language, action planning
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To provide information on how best to prepare for the world of work by presenting oneself well.

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<b>Session Rationale:</b>	Youth learn the importance of dressing appropriately for their specific jobs, and the value of positive body language in finding and keeping a job.
<b>Target Audience:</b>	In-school and out-of-school youth who have completed at least primary education.
<b>Trainer Expertise:</b>	Understanding of appropriate dress for the jobs available in the community. Understanding of culturally specific body language at work. <i>It is especially important to work with a counterpart on this session.</i>
<b>Time:</b>	2 hours
<b>Prerequisites:</b>	Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability. Participants have also participated in Session 3: What Do I Bring to the World of Work? and Session 5: Imagining Your Ideal Job.
<b>Version:</b>	Oct-2012



<b>Session 8:</b> Presenting Yourself: Appropriate Dress and Body Language		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. It is especially important to work with a counterpart in the development and delivery of this session. When preparing for the session, work with your counterpart to understand appropriate body language for the workplace in this context and adapt Trainer Material 1 to reflect that body language. Be sure to explore how body language differs between men and women, boys and girls.</li> <li>3. Cut the scenarios from your adaptation of Trainer Material 1 into cards you can distribute to participants.</li> <li>4. Collect five to eight photos of people in a range of work situations, in various types of work-related dress. Tape the photos around the room and cover them if possible.</li> <li>5. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> <li>4. Timer</li> <li>5. Five to eight photos of people in a range of work situations</li> </ol> </li> <li>• <b>Prepared Flip charts</b> Flip chart 1: The Bridge to Employability (see Session 1)</li> <li>• <b>Trainer Materials</b> Trainer Material 1: Charades cards</li> </ul> <p><b>Session Learning Objectives:</b> Participants will</p> <ol style="list-style-type: none"> <li>1. Practice positive body language for the work environment.</li> <li>2. Describe appropriate dress for a variety of occupations.</li> <li>3. Describe appropriate dress for the job they seek.</li> <li>4. Develop a plan for dressing and acting appropriately for the job they seek.</li> </ol>		





Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>30 minutes</p> <p>Trainer Material 1: Charades cards</p>	<p><b>Body Language on the Job—Charades</b></p> <p>This activity begins the discussion of appropriate body language on the job in a fun and interactive way.</p> <p><u>Post adaptation:</u> Check to see if the term “body language” is a term that is used in the local language. It may not translate well. Another term is nonverbal communication.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back, and indicate that they are going to begin their work today with a game. But first, suggest that you would like the group to tell you how you are feeling right now. Begin to silently act impatient and stern. Tap your foot, look at your watch, fold your arms across your chest. <p><u>Note:</u> Participants might answer: impatient, angry, frustrated, you’re waiting for something, and so on.</p> </li> <li>2. Ask participants, <i>“But how did you know how I was feeling? I didn’t say any of that.”</i> <p><u>Note:</u> Answers might include: You were tapping your foot. You were looking frustrated. You kept looking at your watch.</p> </li> <li>3. Indicate that the group will practice communicating feelings with their bodies like this in the warm-up activity.</li> <li>4. Hold up the cards, and provide instructions for the exercise: <ol style="list-style-type: none"> <li>a. <i>“We will work in pairs for this exercise. On each of these cards, I have written a specific activity that I want you to act out silently.”</i></li> <li>b. <i>“Pairs of you will come to the front of the room in turn, receive your card, and act out what you see written there. Remind participants that they may not speak when acting out the action written on the card.”</i></li> <li>c. <i>“Participants will have one minute to guess what you are acting out.”</i></li> <li>d. <i>“The next two participants will then come to the front, choose a card, and silently act out the action, while the remaining participants try to guess what they are representing.”</i></li> </ol> </li> <li>5. Check for understanding of the instructions and begin the warm-up exercise. Keep it lively and fun!</li> <li>6. Process the activity, using some of the following questions: <ol style="list-style-type: none"> <li>b. <i>“Which of the cards was easiest to guess? Why?”</i></li> <li>c. <i>“How were you able to decide what people were feeling or doing without hearing them speak?”</i></li> <li>d. <i>“What does this have to do with employability, with trying to get and keep a job?”</i></li> </ol> </li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>7. Agree that we can often tell what people are feeling and thinking by the way they use their bodies. We sometimes call this “body language.” We communicate through body language all the time. For example, I know when you are feeling tired and ready to finish the session when you start looking out the window (or at your watch, and so on).</p> <p><u>Note:</u> It is most effective and may inspire a laugh or two for you to choose a funny example from your knowledge of participants and your time together. “I know that when ‘x’ is doing ‘y,’ he or she must be, ‘q.’”</p> <p>8. Continue to summarize the answers to the processing questions. Agree that the way we present ourselves is so important—whether we are talking about our body language, the way we dress, or the way our resume/CV looks. Potential employers make many decisions about us in a short period of time, and we must be sure we are giving the right impression during those interactions. Remind the group of our earlier discussion of facts versus assumptions, and suggest that potential employers and co-workers make many assumptions about us based on how we look and how we act. We must be sure that they are making assumptions that are as close as possible to the facts.</p> <p><u>Note:</u> Review the relevant planks on the bridge model as you talk about these issues.</p> <p>9. Review the agenda and objectives for today and transition to the next activity.</p>
<p><b>Information</b></p> <p>30 minutes</p> <p>Flip charts, blackboard, or whiteboard</p> <p>Markers or chalk</p> <p>Tape, if using flip charts</p>	<p><b>A. Appropriate Body Language</b></p> <p>The group discusses appropriate body language and practices positive body language.</p> <p>1. Continue to explore the topic of body language. Ask:</p> <ol style="list-style-type: none"> <li><i>“So what is appropriate body language in the world of work, then? We have seen what not to do and how not to act, but how should we use our body language to present ourselves well?”</i></li> <li><i>“Does appropriate body language differ if you are a boy or a girl? If so, in what ways?”</i></li> </ol> <p>2. Brainstorm a list of ideas on the flip chart with participants.</p> <p><u>Cultural adaptation:</u> Much of body language is tied to culture, so it will be important to work with a counterpart to understand the positive body language expected in the world of work, as well as specific nuances of body language that you may have noticed but not understood. Some critical aspects of body language that differ across cultures include whether or not to look someone directly in the eye, rules about greetings, including if, when, and how to shake hands, when to stand or sit, and so on.</p>



Phase/Time/Trainer Materials	Instructional Sequence
<p>25 minutes</p> <p>Five to eight photos Tape Action journals</p>	<ol style="list-style-type: none"> <li>a. Continue to brainstorm. When participants feel the list is complete, guide the group through a total physical response activity. Indicate that you will randomly read out ideas from the list, and as you do, you want all participants to silently act out that positive body language.</li> <li>b. Read aloud all of the items on the list, and watch as participants practice using the appropriate body language. Take care to point out particularly effective examples.</li> </ol> <p><u>Note:</u> This activity serves as an assessment of Objective 1.</p> <ol style="list-style-type: none"> <li>c. Summarize the discussion. Suggest that it is important to be aware of one's body language and to become comfortable using our bodies in ways that are appropriate for work-related situations. It is also important, however, not to become too preoccupied with moving just right—you don't want to make yourself look nervous, stiff, or unnatural, but remain confident, relaxed, and engaged. Transition into the next activity.</li> </ol> <p><b>B. Appropriate Dress—Gallery Walk and Discussion</b> The group identifies appropriate dress for a variety of work types.</p> <ol style="list-style-type: none"> <li>1. Suggest that one of the most powerful ways we communicate with our bodies is through the clothes we wear. Remind the group again about the earlier conversations about facts versus assumptions, and suggest that the way we dress is often the source of many assumptions about who we are, what we are like, what we do, and so on.</li> <li>2. Indicate that to begin our discussion about appropriate dress, the group will go on a little walk around the room.</li> <li>3. Reveal the photos while providing instructions for the activity: <ol style="list-style-type: none"> <li>a. <i>"There are several photos around the room."</i></li> <li>b. <i>"In a moment, I will ask you to move around the room and take a good look at each of these photos."</i></li> <li>c. <i>"Bring your action journals with you so you can make notes about each of the photos."</i></li> <li>d. <i>"First, decide what you think about each person, based on the clothes he or she is wearing."</i></li> <li>e. <i>"Next, decide what job you think each person holds."</i></li> <li>f. <i>"You will have about 10 minutes to review all of the photos and make your notes."</i></li> </ol> </li> <li>4. Check for understanding and begin the gallery walk. Circulate among the group to assist where necessary.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>5. Announce when only a few minutes remain, and when time is up.</p> <p>6. Reconvene the large group and process the activity, using some of the following ideas:</p> <ul style="list-style-type: none"> <li>a. Review each of the photos in turn. Ask participants to share what they think about each person, and what job they think that person holds. Probe for the reasons behind their ideas. Use specific examples from the work-related dress in the photos.</li> <li>b. Ask participants to reflect on the entire activity. What stands out for them? What is “appropriate dress” for work? Does “appropriate dress” differ for men and women? In what ways?</li> <li>c. Agree that appropriate dress varies depending on the job one is doing. What is true across all jobs? In terms of appropriate work-related dress, what should we make sure of, no matter what job we hold?</li> </ul> <p><u>Note:</u> Answers might include: clothes should always be clean; clothes shouldn’t be wrinkled, clothes should be worn as they were intended to be worn (for example, shirt tucked into pants, if that is the norm), and so on.</p> <p><u>Note:</u> Careful attention to this discussion serves as an assessment of Objective 2.</p> <p>7. Finally, spend a few moments discussing the difference between the clothing you would wear to work each day, and the clothing you might be expected to wear in order to get the job—at the job interview, for example. Would there be any difference in what you might wear for a job interview versus what you wear each day on the job? How does this differ for men and women?</p> <p><u>Note:</u> Often you will want to dress just a bit more “formally” on a job interview than you might need to dress on the job. Also, some jobs will require you to wear a uniform, but you would wear something else at the interview.</p> <p>8. Summarize the discussion and transition into the practice activity.</p>
<p><b>Practice</b></p> <p>25 minutes</p> <p>Action journals</p> <p>Pens or pencils</p> <p>Paper for those who forgot action journals</p>	<p><b>Presenting Ourselves Appropriately for Work</b></p> <p>Participants sketch appropriate dress and behaviors for the jobs they seek.</p> <p>1. Indicate that we are now going to practice these ideas in our own lives and work.</p> <p>2. Provide instructions for the practice activity:</p> <ul style="list-style-type: none"> <li>a. <i>“Open your action journals.”</i></li> <li>b. <i>“Take a few moments to think about the job you are seeking. What would appropriate dress look like for that job? What would you be wearing every day? What would you wear for the interview?”</i></li> </ul>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>c. <i>“Sketch an image of what you will wear to work every day, and another of what you would wear to the interview. Try to be realistic, and base your sketch on clothing you do have, or will have, access to.”</i></p> <p>3. Allow 5–10 minutes for participants to sketch before continuing with the instructions:</p> <ul style="list-style-type: none"> <li>— <i>“Next, turn to a partner. Describe your image and what you would wear to work each day, as well as what you would wear to the job interview. Each of you will speak for about five minutes.”</i></li> </ul> <p>4. Announce when five minutes have passed and urge participants to switch.</p> <p>5. Announce when only a few minutes remain, and then when time is up.</p> <p>6. Reconvene the group and process the activity:</p> <ul style="list-style-type: none"> <li>a. <i>“What clothing did you decide was most appropriate for the job you are seeking?”</i> (Invite several answers.)</li> <li>b. <i>“What about for the job interview? Did you decide that your clothing should be different for that? If so, in what way?”</i></li> </ul> <p><u>Note:</u> Attention to this debriefing serves as an assessment of Objective 3. You can further assess this objective after collecting the action journals at the end of the session.</p> <p>7. Summarize the exercise and transition to the final part of the session.</p>
<p><b>Application</b></p> <p>10 minutes</p>	<p><b>Making a Plan for Appropriate Dress and Body Language</b></p> <p>Participants develop a plan for acquiring or preparing appropriate dress for a job interview for the job they are seeking. They also develop a plan for the body language expected of them in this job.</p> <p>1. Indicate that for the remaining 10 minutes of the session, the group will be working on their own to develop an action plan for acquiring or preparing the appropriate dress to wear to the job interview for the job they are seeking. Suggest that participants may not all have access to the right clothing at this point, and that they may need to develop some strategies for acquiring it. In other cases, participants may have the right clothes but need to get them together, cleaned, and pressed.</p> <p>2. Invite participants to suggest some ways to acquire the right clothing for a job interview.</p>



Phase/Time/Trainer Materials	Instructional Sequence
	<p><u>Note</u>: Answers might include: borrow it from a relative or friend, borrow money to purchase it (and from where to get a good deal?), visit a career development wardrobe center—sometimes available in large cities, and so on. Be sure to have counterparts help with realistic options in the local community.</p> <ol style="list-style-type: none"> <li>3. Finally, indicate that participants should also give some thought to what specific body language they will need to focus on in the job they seek. What will they need to be attentive to or careful about? Invite them to jot down a list of body language issues that they will be more conscious of and focused on when planning for the job interview.</li> <li>4. Tell the group that you will be collecting the action journals to review their plans at the end of the session, and then begin the activity.</li> <li>5. Allow participants to work on this during these final minutes of the session. Circulate to provide clarification and to assist where necessary.</li> <li>6. Collect the action journals so you can review this exercise before the next session.</li> </ol> <p><u>Note</u>: If the next session immediately follows this one, you may want to make sure you are reviewing participants' work as you circulate, or you may wish to build in time for a complete review of the work.</p> <p><u>Note</u>: Review of this assignment serves as an assessment of Objective 4.</p> <ol style="list-style-type: none"> <li>7. Summarize the discussion and close the session.</li> </ol>
Assessment	<p>The assessment has been integrated throughout the session and is noted within:</p> <p>Objective 1: Practice positive body language for the work environment. <i>Assessed in Information, Section 1, No. 5.</i></p> <p>Objective 2: Describe appropriate dress for a variety of occupations. <i>Assessed in Information, Section 2, No. 6.</i></p> <p>Objective 3: Describe appropriate dress for the job they seek. <i>Assessed in Practice, No. 6, and in Application, No. 5.</i></p> <p>Objective 4: Develop a plan for dressing and acting appropriately for the job they seek. <i>Assessed in Application, No. 5.</i></p>



Phase/Time/Trainer Materials	Instructional Sequence
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]

Resources:



## Trainer Material 1: Charades Cards<sup>3</sup>

You are chewing gum at a job interview.

You interrupt your conversation with someone to answer your mobile phone, and you remain on the line chatting with your friend.

You are waiting to be seen for your interview, and you act impatient and frustrated.

You roll your eyes and act annoyed with a customer.

You are not really paying attention to what your co-worker is saying; you are easily distracted.

You keep fidgeting during your job interview—adjusting your clothes, fixing your hair, bouncing in your chair.

You continue to eat your lunch while you are assisting a customer on the telephone.

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<sup>3</sup> This list serves only as a sample, as you will develop your own list of culturally inappropriate body language cues.





## Session 9: Presenting Yourself: Creating a Resume/CV<sup>4</sup>, Part 1

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Self-awareness, creating a resume/CV
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To provide information on how best to prepare for the world of work by presenting oneself well.

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<b>Session Rationale:</b>	Youth brainstorm the information typically included on a resume/CV and identify the information they wish to highlight on their own resume/CV.
<b>Target Audience:</b>	In-school and out-of-school youth who have completed at least primary education.
<b>Trainer Expertise:</b>	Basic skills on writing resumes/CVs; understanding of local expectations regarding information contained in resumes/CVs.
<b>Time:</b>	2 hours
<b>Prerequisites:</b>	Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability. Participants have also participated in Session 3: What Do I Bring to the World of Work? and Session 5: Imagining Your Ideal Job.
<b>Version:</b>	Oct-2012

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<sup>4</sup> Note that some countries use the term “resume,” while others use “CV” or “curriculum vitae” to mean the same thing as a resume. Find out which term is used in your country and use only that term in the sessions. “CV” here is used interchangeably with “resume,” and “CV” here is not meant to signify the longer, more detailed summary of expertise and achievement used in professional, academic, or research circles the United States.



<b>Session 9:</b> Presenting Yourself: Creating a Resume/CV, Part 1		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Research the local standard for how a resume/CV is written and adapt “Handout 2: Resume/CV Template” to reflect the usual standard practice.</li> <li>3. Find a sample resume/CV that demonstrates the local standard.</li> <li>4. Copy Handouts 1 and 2 so there are enough for all participants.</li> <li>5. Develop Flip chart 3: My Life: A Timeline according to the instructions.</li> <li>6. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, if using flip chart</li> <li>3. Pens and paper for those who forget their action journals</li> </ol> </li> <li>• <b>Handouts</b> <p>Handout 1: Sample Resume/CV</p> <p>Handout 2: Resume/CV Template</p> </li> <li>• <b>Prepared Flip charts</b> <p>Flip chart 1: The Bridge to Employability (see Session 1)</p> <p>Flip chart 2: Resume/CV Scavenger Hunt</p> <p>Flip chart 3: My Life: A Timeline</p> </li> </ul>		
<p><b>Session Learning Objectives:</b></p> <p>Participants will</p> <ol style="list-style-type: none"> <li>1. Define the term “resume” (or “CV”) and its association with employability.</li> <li>2. Describe the components of a resume/CV using culturally appropriate examples.</li> <li>3. Draft a resume/CV that includes basic information about their education, experience, skills, and any other information typically included in their country.</li> </ol>		



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>15 minutes</p> <p>Flip chart 1: Bridge to Employability</p>	<p><b>I'm Going on a Job Hunt and I Need ...</b></p> <p>This warm-up energizes the group and reviews material from other sessions.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back to the sessions, and suggest that they begin with a short warm-up.</li> <li>2. Invite the group to imagine that they are going on a trip, and ask them to imagine where their trip might take them. Allow a few ideas, and then indicate that the group is going hunting—on a job hunt!</li> <li>3. Invite participants to imagine what they would need to bring with them on a job hunt.</li> <li>4. Explain the warm-up: <ol style="list-style-type: none"> <li>a. <i>"Each participant will say one thing that we will need on our job hunt."</i></li> <li>b. <i>"The next participant will say what each of the participants has already said, and then add another thing that we will need on our job hunt."</i></li> <li>c. Provide one example: <i>"I'm going on a job hunt and I'm bringing my good clothing."</i> The next person says, <i>"I'm going on a job hunt and I'm bringing my good clothing and a big smile,"</i> and so on.</li> </ol> </li> <li>5. Check for understanding and begin the warm-up activity.</li> <li>6. Continue until everyone has had a turn. <p><u>Note:</u> Given our earlier conversations about Gladys and Lucy, one of the participants probably will say, "resume/CV," as one of the items needed on the job hunt. If no one says it, you may wish to add it yourself as the final item on the chain of words that participants create during this warm-up.</p> </li> <li>7. Note that the items suggested by participants are all important in the job hunt, and where possible, link the ideas back to the story of Gladys and Lucy. Remind the group that one of the things that Lucy did that led to a successful job search was to send a resume/CV to potential employers.</li> <li>8. Refer to the Bridge to Employability, and note the plank on the bridge that refers to developing a resume/CV. Indicate that you will turn the group's attention to that topic in this session, and transition immediately to the next part of the session.</li> </ol>
<p><b>Information</b></p>	<p><b>What Is a Resume (or CV)?</b></p> <p>Participants discuss the purpose, components, and format of a resume/CV.</p>



Phase/Time/Trainer Materials	Instructional Sequence
<p>45 minutes</p> <p>Handout 1: Sample Resume/CV</p> <p>Flip chart 2: Resume/CV Scavenger Hunt</p>	<ol style="list-style-type: none"> <li>1. Ask participants to raise their hands if they already have a resume/CV. Ask those who already have a resume/CV to provide a brief description of what is on it. <p><u>Note:</u> If no one in the group yet has a resume/CV, indicate that this is no problem and that the group members will begin the process of developing their resumes/CVs during this session.</p> </li> <li>2. After hearing a few ideas, invite participants to suggest a brief definition for “resume/CV.”</li> <li>3. Agree that a resume/CV is a written record of your education, skills, and experience, and that it is an important tool in your job search. Agree that it is often required by employers as part of an application and it is a way to present yourself before an employer even meets you. <p><u>Note:</u> Careful attention to participants’ responses will serve as an assessment of Objective 1.</p> </li> <li>4. Suggest that the group will begin its discussion of resumes/CVs by taking a look at one.</li> <li>5. Distribute a sample resume/CV to each participant, and provide instructions for the activity: <ol style="list-style-type: none"> <li>a. “We will work in pairs.”</li> <li>b. “Working with your partner, review the resume/CV, and answer the following questions.” (Reveal Prepared Flip chart 2: Resume/CV Scavenger Hunt.)</li> <li>c. “You will have about 20 minutes for this activity.”</li> </ol> </li> <li>6. Check for understanding, and begin the activity. Circulate among the group to answer any questions and to check progress.</li> <li>7. Remind the group when only a few minutes remain.</li> <li>8. Reconvene the group and process the activity, using some of the following questions: <ol style="list-style-type: none"> <li>a. “Were you able to find all the answers? Which ones weren’t you able to find? Why not?”</li> <li>b. “Do you think it’s important to include all this information? Why, or why not?”</li> <li>c. “What do you think are the most important pieces of information to include on a resume/CV?”</li> </ol> </li> <li>9. Develop a list of the most important sections of a resume/CV on a flip chart. <p><u>Cultural adaptation:</u> Key sections include name, contact information, education, experience, awards, and special skills. Be sure to add any section or component that is specific to the country where you are working. (For example, in some countries, a photo is expected on a resume/CV.) Point out that some information is either not appropriate or not relevant for resumes/CVs.</p> </li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p><u>Note:</u> Careful attention to participants' responses will serve as an assessment of Objective 2.</p> <p>10. Agree that this is a great outline from which the group members can begin to develop their own resumes/CVs, and transition to the next part of the session.</p>
<p><b>Practice</b></p> <p>40 minutes</p> <p>Flip chart 3: My Life: A Timeline</p>	<p><b>Getting Ready to Create a Resume/CV</b> Participants brainstorm the skills, experience, and talents they wish to include on their resumes/CVs.</p> <ol style="list-style-type: none"> <li>1. Suggest that participants have worked in a number of sessions to develop an in-depth assessment of their own skills and abilities. They completed a "self-assessment" during the first session. They sketched their special talents and abilities in the "real you" activity. They have asked trusted family members and friends to give their assessment of participants' strengths. Indicate that all of these activities have prepared the group to develop an effective resume/CV.</li> <li>2. Reveal Flip chart 3 and review it with the group. <i>"This is my life. What do you think these numbers represent? Yes, [X] is the year I was born and this is today. And what about this dot and this line? Let's see, it was in [X year] so how old was I then? That's right—I was about 12 years old. That's when my team won our first baseball tournament. And what about in [X year]—that's very recent? What happened then? Yes, you're right. That's when I joined the Peace Corps."</i></li> <li>3. Continue in this way, exploring the timeline and pointing out major events, work and volunteer experience, education, and travel. <p><u>Note:</u> Be sure to point out events that do not seem to be work related, but may have led to skills that might enhance a resume/CV. Youth often find it hard to fill up a resume/CV, and need to look beyond traditional ideas of work and education in order to showcase what they offer to employers.</p> </li> <li>4. Suggest that the group will now develop their own timelines, which will highlight major moments in their lives.</li> <li>5. Instruct participants to sketch their own timelines in their action journals, following the model you have provided on Prepared Flip chart 3. Participants will have about 10 minutes to develop their timelines.</li> <li>6. Begin the activity. Circulate among the group to clarify any issues and check progress. Announce when only a minute remains.</li> <li>7. Invite participants to meet in small groups of four to share their timelines. Participants will have about 10 minutes to share.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<ol style="list-style-type: none"> <li>8. Announce when only a minute remains. Reconvene the group.</li> <li>9. Debrief the group on this activity, using some of the following questions: <ol style="list-style-type: none"> <li>a. Think about the timelines you have seen and developed. What stands out for you? What was most important for you to highlight?</li> <li>b. What new ideas did you get for your own timeline by looking at the timelines of your friends?</li> <li>c. Which of your talents and skills is hard to capture in a timeline? Be sure to make note of those for the next part of the session.</li> <li>d. How might developing this timeline make it easier for you to write your resume/CV?</li> </ol> </li> <li>10. Transition to the next part of the session.</li> </ol>
<p><b>Application</b></p> <p>20 minutes</p> <p>Handout 2: Resume/CV Template</p>	<p><b>Creating a Draft Resume/CV</b></p> <p>Participants will prepare a draft resume/CV.</p> <ol style="list-style-type: none"> <li>1. Suggest that the last two activities make it much easier for group members to begin to write their own resumes/CVs.</li> <li>2. Distribute Handout 2: Resume/CV Template.</li> <li>3. Provide instructions for the final activity: <ol style="list-style-type: none"> <li>a. <i>"Take the next 15 minutes to begin to write your own resume/CV in your action journal or directly onto the handout."</i></li> <li>b. <i>"As guides, use the Resume/CV Template and the sample resume/CV you reviewed at the start of the session."</i></li> <li>c. <i>"Transfer some of the major events from your timeline into this format."</i></li> <li>d. <i>"Make sure that you capture the skills, interests, experience, and education from earlier activities like the self-assessment and the 'real you,' as well as the strengths mentioned by your family and friends."</i></li> <li>e. <i>"Do not try to make it perfect. This is just your first try at developing your resume/CV, and we will continue to make it better in the next session."</i></li> </ol> </li> <li>4. Allow participants to work on their draft resumes/CVs for 15 minutes. Circulate to assist and to check progress. <p><u>Note:</u> Careful attention to participants' progress will serve as an assessment of Objective 3.</p> </li> <li>5. Announce when only a minute remains, and reconvene the group when time is up.</li> <li>6. Suggest that this has been a great start in developing resumes/CVs and that during the next session, group members will work on their resumes/CVs a bit more to make them the best they can be.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>7. Suggest that perhaps there are gaps in what they have written on this first try—for example, they might not remember the specific year they graduated or had a particular experience. Ask participants to fill in any missing information of that nature between now and the next session.</p> <p>8. Thank the group for participating, and close the session.</p>
Assessment	<p>The assessment has been integrated throughout the session and is noted within:</p> <ol style="list-style-type: none"> <li>Objective 1: Define the term “resume” or “CV” and its association to employability. <i>Assessed in Information, No. 3.</i></li> <li>Objective 2: Describe the components of a resume/CV using culturally appropriate examples. <i>Assessed in Information, No. 9.</i></li> <li>Objective 3: Draft a resume/CV that includes basic information about their education, experience, skills, and any other information typically included in their country. <i>Assessed in Application, No. 4.</i></li> </ol>
Trainer Notes for Future Improvement	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:



## Handout 1: Sample Resume/CV<sup>5</sup>

Lucy Chirwa  
Private Bag 348  
Kasungu, Malawi  
[Ichirwa@gmail.com](mailto:Ichirwa@gmail.com)  
265-48-0000

Education: Diploma, Kasungu Secondary School, Graduated with Honors, June 2011  
Diploma, Kasungu Primary School, Graduated May 2007

Experience: Office Messenger, Central Bank, May 2012 to Present  
Deliver important papers to offices throughout the bank. Make photocopies. Use fax machine. Learning programmes on the computer.

Clerk, Zambezi Grocery Store, July 2011 to April 2012  
Served as a cashier in a local grocery store. Provided excellent customer service. Restocked shelves; kept inventory.

Clerk (Internship), Lawson's Grocery Store, September 2010 to December 2010  
Learned to use cash register and adding machine. Learned to serve customers and restock shelves.

Math Tutor (Volunteer), Kasungu Secondary School, September 2010 to June 2011  
Assisted younger students who were having difficulty in math.

Volunteer, Orphan Care Committee, Kasungu Community Center, May 2008 to Present  
Worked with a committee to develop income-generating activities for local families supporting orphans.

Church Volunteer, Kasungu Church, June 2011 to Present  
Organize church social events. Assist needy church members.

Special Skills: Excellent customer service  
Superior communications skills  
Excellent math skills  
Able to use cash register, adding machine, fax machine, photocopier  
Some experience with computers  
Fast learner

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<sup>5</sup> This is provided merely as a sample. Work with your counterpart to acquire or create a good example of a local resume/CV that illustrates the local format and components.





Interests: Reading, solving puzzles, singing

Languages: Chichewa, Chitumbuka, Conversational English

References:	Mr. Lackson Zambezi	Pastor Edmund Chimwemwe
	Zambezi Grocery Store	Kasungu Church
	Private Bag 331	Private Bag 111
	Kasungu, Malawi	Kasungu, Malawi
	265-23-0000	265-00-0000



## Handout 2: Resume/CV Template<sup>6</sup>

Name

Contact Information

Education

Degree/s, school name, date/s

Experience

Any experience related to the job should be added here—paid work, volunteer work, internships, and so on.

Job title, company, dates

Brief description of job duties and tasks:

Special Skills

Interests/Hobbies

References

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<sup>6</sup> This template is provided as a sample. Adapt it to reflect the locally acceptable format and components for a resume/CV.



## Flip chart 2: Resume/CV Scavenger Hunt<sup>7</sup>

What is the person's email address?

Where did she go to school?

How much money did she earn during her last job?

Is she employed right now?

When did she graduate from school?

Is she married?

Can she speak more than one language? Which one(s)?

Who is her favorite singer?

Does she know how to use a computer?

Has she ever worked in another country?

What skills does she have?

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<sup>7</sup> This list is only a sample. Use it to generate your own list of questions, based on the sample resume/CV you will be distributing.

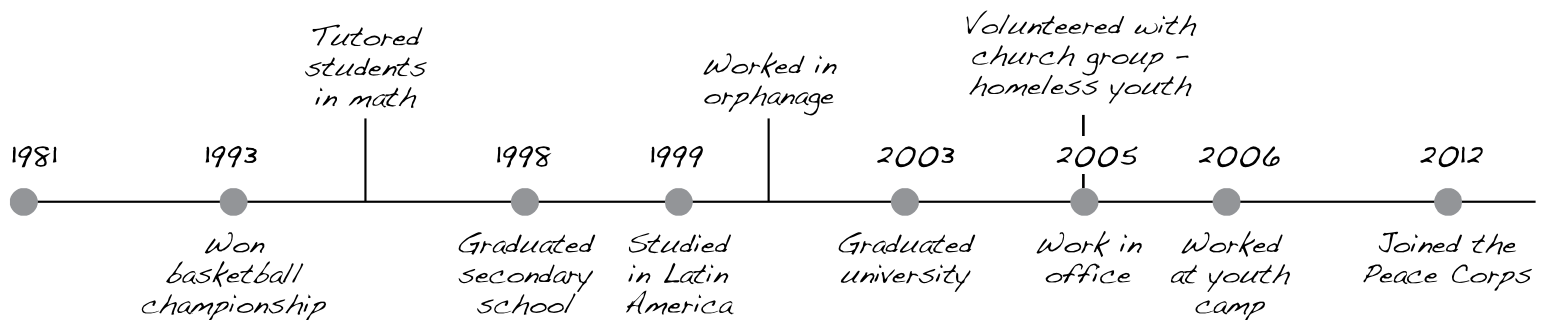


## Flip chart 3: My Life: A Timeline

Develop a timeline of major moments in your life, and create a timeline on the flip chart to illustrate the major milestones. Be sure to include education and work milestones, with dates, but also less obvious milestones like involvement in school sports, travel to other areas, learning specific skills like typing or computer operations, and so on. Work to tailor your sample timeline to allow similarities that participants can pick up on in their own lives. It may work better for you to work with your counterpart and to use his or her timeline as an example so it resonates more easily with participants.

Sample:

### *My Life: A Timeline*



## Session 10: Presenting Yourself: Creating a Resume/CV, Part 2

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Self-awareness, creating a resume/CV
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To provide information on how best to prepare for the world of work by presenting oneself well.

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<b>Session Rationale:</b>	Youth will recognize elements of effective resumes/CVs and refine their own resumes/CVs.
<b>Target Audience:</b>	In-school and out-of-school youth who have completed at least primary education.
<b>Trainer Expertise:</b>	Basic skills in writing resumes/CVs; understanding of local expectations regarding information contained in resumes/CVs.
<b>Time:</b>	2 hours
<b>Prerequisites:</b>	Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability. Participants have also participated in Session 3: What Do I Bring to the World of Work?, Session 5: Imagining Your Ideal Job, and Session 9: Creating a Resume/CV, Part 1.
<b>Version:</b>	Oct-2012

**Session 10:** Presenting Yourself: Creating a Resume/CV, Part 2



<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>Write session outline and objectives on board or flip chart.</li> <li>Create Human Word Scramble Letter Cards, as instructed in Trainer Material 1.</li> <li>Decide whether you will award prize(s) to the winning team in the warm-up.</li> <li>Adapt Handout 1: Sample Resume/CV to suit the local context.</li> <li>Adapt Handout 2: Action Words to suit the local language and context.</li> <li>Make copies of Handouts 1, 2, and 3 for all participants.</li> <li>Cut out a job posting from a local newspaper.</li> <li>Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li><b>Equipment</b> <ol style="list-style-type: none"> <li>Flip chart, whiteboard, or blackboard</li> <li>Markers and tape, or chalk</li> <li>Pens and paper for those who forget their action journals</li> <li>Prizes for the warm-up (optional)</li> <li>Job posting from local newspaper</li> </ol> </li> <li><b>Handouts</b> <p>Handout 1: Sample Resume/CV</p> <p>Handout 2: Action Words</p> <p>Handout 3: Resume/CV Checklist</p> </li> <li><b>Prepared Flip charts</b> <p>Flip chart 1: The Bridge to Employability (from Session 1)</p> </li> <li><b>Trainer Materials:</b> <p>Trainer Material 1: Human Word Scramble Letter Cards</p> <p>Trainer Material 2: Answer Key for Sample Resume/CV</p> </li> </ul>		
<p><b>Session Learning Objectives:</b></p> <p>Participants will</p> <ol style="list-style-type: none"> <li>Use at least two action words in their resumes/CVs.</li> <li>Develop a resume/CV that positively showcases their skills and abilities, with no spelling or grammatical errors.</li> </ol>		



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>20 minutes</p> <p>Trainer Material 1: Human Word Scramble Letter Cards</p>	<p><b>Human Word Scramble</b></p> <p>This warm-up will energize the group, build rapport, and review key words from the course.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back to the sessions, and indicate that they will begin with a quick warm-up.</li> <li>2. Divide participants into groups of six or more.</li> <li>3. Provide instructions for the warm-up. <ol style="list-style-type: none"> <li>a. "We are going to play a spelling game."</li> <li>b. "Each group will get a set of letters on these cards."</li> <li>c. "The letters are mixed up, but they spell a word."</li> <li>d. "When I say, 'go,' each of the letter cards will be taken by one member of the group."</li> <li>e. "The group must figure out what the word is, and put the letters of the group in the right order to spell the word correctly."</li> <li>f. "The first team to 'spell' its word gets one point."</li> <li>g. "We will then go on to the next word."</li> </ol> </li> <li>4. Check for understanding and then begin the warm-up.</li> <li>5. Play several rounds of the game.</li> <li>6. Award the prize(s) if you have decided to do so.</li> <li>7. Invite participants to suggest what this warm-up might have to do with the Employability sessions.</li> </ol> <p><u>Note:</u> Answers might include: these words are all related to employability, important to spell words correctly in a resume, and so on.</p> <ol style="list-style-type: none"> <li>8. Transition to the next part of the session.</li> </ol>
<p><b>Information</b></p> <p>35 minutes</p> <p>Job posting from local newspaper</p> <p>Handout 1: Sample Resume/CV</p>	<p><b>A. The Perfect Resume/CV</b></p> <p>Participants critique a sample resume/CV to better understand the importance of effective language, good formatting, grammar, spelling, and punctuation.</p> <ol style="list-style-type: none"> <li>1. Agree that, just as in the warm-up, it is important to use the right words and to present them correctly in writing, in order to develop an effective resume/CV for one's job search. Suggest that the group members will be perfecting their resumes/CVs today, by looking at the language they use and also making sure they are presenting themselves with no mistakes in spelling, grammar, or punctuation.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
Trainer Material 2: Answer Key for Sample Resume /CV	<ol style="list-style-type: none"> <li>2. Show the job posting you have cut from the local newspaper, and say: <i>“Here’s a job posting that was in the paper this week. [Read the job posting.] How many people do you think will apply for this ad? Raise your hand if you think 10 people will apply. How many of you think more than 25 will apply?”</i></li> <li>3. Suggest that with so many people looking for work, it is important to find a way to stand out. Invite participants to suggest how they might do that.  <u>Note:</u> Answers might include: have a lot of job experience; have certificates from top schools and colleges; type resume/CV and make it look good; put resume/CV on nice paper; have unusual, interesting experience on resume/CV.</li> <li>4. Agree that it is important to present ourselves well—both in person at the interview, using the right body language and appropriate dress as we discussed previously, and on paper, through our resumes/CVs.</li> <li>5. Indicate that the group members are going to perfect their own resumes/CVs later, but that they will begin by taking a look at someone else’s resume/CV, to see if they can identify any improvements that might be made.</li> <li>6. Distribute Handout 1: Sample Resume/CV.</li> <li>7. Introduce activity: <ol style="list-style-type: none"> <li>a. <i>“Find a partner for this activity.”</i></li> <li>b. <i>“For the next 10 minutes, read through this resume/CV with your partner and circle anything that you think could be improved. Improvements might be made for incomplete information, incorrect punctuation, or how the information is laid out on the page (format).”</i></li> <li>c. <i>“Make any notes directly on the resume/CV.”</i></li> </ol> </li> <li>8. Check for understanding of the instructions, and begin the activity.</li> <li>9. Remind the group when only a minute remains. When time is up, reconvene the group.</li> <li>10. Process the activity: <ol style="list-style-type: none"> <li>a. Guide a discussion with the group about the errors or areas for improvement on the sample resume/CV. Use Trainer Material 2: Answer Key for Sample Resume/CV as a guide.</li> <li>b. In addition to the spelling, formatting, and punctuation errors, guide a discussion about the content of the resume/CV. What information might enhance the education section? What additional information might enhance the experience section? What do you think about Giorgi’s choice of words in describing his experience? What do you think about adding personal interests to a resume/CV? Can it sometimes make a positive difference?</li> </ol> </li> </ol>





Phase/Time/Trainer Materials	Instructional Sequence
<p>Handout 2: Action Words</p> <p>10 minutes</p>	<p><b>B. Using Action Words in a Resume/CV</b></p> <p>Participants learn the importance of choosing active, engaging language in their resumes/CVs.</p> <ol style="list-style-type: none"> <li>1. Finally, suggest to participants that some words are more powerful and effective than others in a resume/CV. For example, in the sample they read, Giorgi said he “helped customers” and “did inventory.” What other ways might one say the same thing, but make it sound more impressive?</li> <li>2. Invite participants to brainstorm other ways to say “helped customers.” <p><u>Note:</u> Some options might be: assisted customers, provided customer service, addressed customer issues, and so on.</p> </li> <li>3. Next, ask participants to suggest more impressive ways to say “did inventory.” <p><u>Note:</u> Some options might be: managed inventory, catalogued inventory, and so on.</p> </li> <li>4. Suggest that these words are called “action words.” Using them can greatly enhance your resume/CV.</li> <li>5. Distribute Handout 2: Action Words. Suggest participants review the list briefly in preparation for the next activity.</li> </ol>
<p>Practice</p> <p>20 minutes</p>	<p><b>Write Your Resume/CV</b></p> <p>Participants will prepare a written resume/CV, using action words and appropriate formatting, spelling, grammar, and punctuation.</p> <ol style="list-style-type: none"> <li>1. Suggest that the group is now ready to perfect the resumes/CVs started during the last session.</li> <li>2. Invite participants to take out the draft resume/CV from the last session.</li> <li>8. Introduce the activity: <ol style="list-style-type: none"> <li>a. “For the next 20 minutes, work to make your resume/CV the best it can be.”</li> <li>b. “You must use at least two action verbs from the list.”</li> <li>c. “Be sure to check that all information is included and in the proper format. Double-check your spelling, grammar, and punctuation.”</li> </ol> </li> <li>9. Check for understanding and begin the activity. Circulate among the group to provide guidance and answer questions. Indicate when only a few minutes remain.</li> <li>10. Reconvene the group and transition immediately to the next part of the session.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p><u>Note:</u> You will be using the resume/CV template from the last session, so you may wish to have it available or sketched on a flip chart, if participants want to reference it. If you have access to a computer or typewriter, you may want to organize for participants to type their resumes/CVs.</p>
<p><b>Application</b></p> <p>35 minutes</p> <p>Handout 3: Resume/CV Checklist</p>	<p><b>Peer Review of Resumes/CVs</b></p> <p>Participants will review a peer's resume/CV and provide feedback, using a Resume/CV Checklist and information gleaned from the last two sessions.</p> <ol style="list-style-type: none"> <li>1. Suggest that once you have totally finished writing your resume/CV, it is important to get feedback on it from those you trust and respect. It is often helpful for others to edit and review your resume/CV, as they may see problems that you do not, and they may have a better idea of what words to use to present your past experience.</li> <li>2. Right now, each group member will work with a partner to review resumes/CVs and provide feedback.</li> <li>3. Distribute Handout 3 and provide instructions for the exercise. <ol style="list-style-type: none"> <li>a. <i>"Turn to a partner and exchange resumes/CVs."</i></li> <li>b. <i>"You will review your partner's resume/CV and provide feedback, using the guidance we have been offering during this session and the last session."</i></li> <li>c. <i>"Use the Resume/CV Checklist to guide you as you review your partner's resume/CV."</i></li> <li>d. <i>"You will have 10 minutes for this review."</i></li> </ol> </li> <li>4. Check for understanding and begin the exercise. Remind the group when only a few minutes remain.</li> <li>5. Provide the next set of instructions <ol style="list-style-type: none"> <li>a. <i>"Return the resume/CV to your partner."</i></li> <li>b. <i>"Each of you should spend about five minutes reviewing and discussing your partner's feedback."</i></li> </ol> </li> <li>6. Reconvene the group after about 10 minutes and process the activity. Ask: <ol style="list-style-type: none"> <li>a. <i>"What did you find most effective or interesting about your partner's resume/CV?"</i></li> <li>b. <i>"What action words did we use?"</i></li> <li>c. <i>"What feedback was especially helpful?"</i></li> <li>d. <i>"How confident do you feel in your resume/CV? If you saw the job listing for your perfect job right now, would this resume/CV be ready to send?"</i></li> </ol> <p><u>Note:</u> Suggest that the participants type their resumes/CV on a computer or typewriter, if they have access to one.</p> </li> <li>7. Indicate that you will collect the resumes/CVs or action journals so that you can review each participant's resume/CV before the next session.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p><u>Note:</u> Review the resumes/CVs before the next session, and provide feedback about what you most appreciate and also suggestions on improving the content and presentation of the resumes/CVs. Use this opportunity to help your participants present themselves in the most positive light for potential employers.</p> <p>8. Close the session.</p>
Assessment	<p>Both of the following objectives will be assessed when the facilitator reviews the resumes/CVs submitted by participants at the end of the session.</p> <ol style="list-style-type: none"> <li>Objective 1: Use at least two action words in their resumes/CVs.</li> <li>Objective 2: Develop a resume/CV that positively showcases their skills and abilities, with no spelling or grammatical errors.</li> </ol>
Trainer Notes for Future Improvement	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:



## Handout 1: Sample Resume/CV<sup>8</sup>

Davis Wright

342 Bailey Rd., Rio Bueno, Jamaica

email: smartguy@hotmail.com

### Education

Bachelors, University of the West Indies at Mona.

diploma, Rio Bueno Secondary School, Jamaica. June 2007

### EXPERIENCE

Salesclerk. Quick Market.

- Helped customers. Did inventory.

Delivery Boy, Quick Market. Jamaica. April 2006-January.

- I delivered food to people in the neighborhood. I also answered the phone when people called.

### SPECIAL SKILLS

folk dancing, computer programming

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<sup>8</sup> This sample resume/CV is provided only as an example. Work with your counterpart to develop one appropriate to your local context.



## Handout 2: Action Words

Communication Skills	Clerical/Financial Skills	Creative Skills	Management Skills	Technical Skills
advise assist coach develop explain persuade publicize recruit speak translate write	analyze balance budget calculate catalogue collect compile compute develop inspect	act create design develop direct establish illustrate invent perform	analyze coordinate develop demonstrate improve increase organize plan produce represent supervise	assemble build calculate collate compute design maintain operate overhaul program remodel solve train upgrade



## Handout 3: Resume/CV Checklist

	Yes	No
How does the resume/CV look? Does it have a good, clean format that is easy to read? (Make a note of any changes you would suggest.)		
Are the words spelled correctly? (Please circle any misspelled words.)		
Is the punctuation correct? (Please circle any punctuation errors.)		
Is any information missing? If yes, what?		
Does the resume/CV use action words? What action words are used? What others might you recommend?		
Does this resume/CV look ready for a potential employer?  What advice or suggestions for improvement do you have?		



## Trainer Material 1: Human Word Scramble Letter Cards

Below are suggested words for the warm-up activity. Create enough sets of cards for each participant group. Either print out this page, one copy for each group, or write one letter from each word on an index card or scrap paper. Scramble the letters for each word and use an envelope or paper clip to keep each stack of letter cards separate. You may also choose to translate these words into the local language.

r e s u m e

g o a l

v i s i o n

i n t e r v i e w

s k i l l s



## Trainer Material 2: Answer Key for Sample Resume/CV

Davis Wright<sup>9</sup>

342 Bailey Rd., Rio Bueno Jamaica

email: smartguy@hotmail.com<sup>10</sup>

### Education

Bachelors, University of the West Indies at Mona.<sup>11</sup>

diploma, Rio Bueno Secondary School, Jamaica. June 2007. June 2007<sup>12</sup>

### EXPERIENCE<sup>13</sup>

Salesclerk. Quick Market.<sup>14</sup>

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<sup>9</sup> Inconsistent formatting in header. Name and contact information should be either all justified left or centered. Add a comma after Bueno, and move Jamaica next to the city.

<sup>10</sup> Email address does not appear professional. Suggest opening a new account and using person's own name. Also no phone number is provided.

<sup>11</sup> Add "Degree" after Bachelors and include apostrophe in Bachelor's. Graduation date missing. Also no mention of subject of study or of any academic awards.

<sup>12</sup> "diploma" should have an initial capital "d." Also format is inconsistent; does not match format used in previous academic credential. Also, "June 2007" is repeated.

<sup>13</sup> Format used in header does not match other headers; i.e., some headers are underlined and bold, others are capitalized.

<sup>14</sup> No location/address. No dates of employment.





- Helped customers. Did inventory.<sup>15</sup>

Delivery Boy, Quick Market. Jamaica. April 2006-January.

- I delivered food to people in the neighborhood. I also answered the phone.<sup>16</sup>

## **SPECIAL SKILLS**

folk dancing<sup>17</sup>, computer programming

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<sup>15</sup> No action verbs.

<sup>16</sup> Different format from previous job description.

<sup>17</sup> Is this information relevant to the job? (May vary depending on local context, personal opinion)



# Session 11: Presenting Yourself: The Job Interview

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Self-awareness, communication skills, interviewing skills
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To provide information on how best to prepare for the world of work by presenting oneself well.

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<b>Session Rationale:</b>	Learning how to participate effectively in a job interview increases employability opportunities for youth.
<b>Target Audience:</b>	In-school and out-of-school youth who have completed at least primary education.
<b>Trainer Expertise:</b>	Basic job interviewing skills; understanding of local approaches and protocols for job interviews.
<b>Time:</b>	2 hours
<b>Prerequisites:</b>	Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability. Participants have also participated in Session 3: What Do I Bring to the World of Work?, Session 5: Imagining Your Ideal Job, Session 9: Creating a Resume/CV, Part 1, and Session 10, Creating a Resume/CV, Part 2.
<b>Version:</b>	Oct-2012



<b>Session 11: Presenting Yourself: The Job Interview</b>		
<b>Date:</b>	<b>Time:</b> 3 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Research appropriate approaches, protocol, etiquette, and body language expected in local job interviews. <i>It is highly recommended that you co-facilitate this session with a counterpart.</i> Work with him or her to understand how job interviews are organized and conducted in the area, what is expected in terms of dress, protocol, eye contact, hand-shaking, and other cultural mores that are critical to successful interviewing. <i>It is also recommended that the counterpart serve as the interviewer in Gladys' Job Interview skit, and provide feedback to participants during the job interview role-plays.</i></li> <li>3. Adapt Trainer Material 1: Gladys' Job Interview and Trainer Material 2: Do's and Don'ts Cards with your counterpart, based on your discussions of appropriate interviewing skills.</li> <li>4. Choose the right participant for the role of Gladys, and ask her to role-play the skit with your counterpart. Work with these volunteer actors before the session to rehearse the skit. (Session 1, Trainer Material 1 has guidance for preparation of a skit.)</li> <li>5. Prepare Trainer Material 2: Do's and Don'ts Cards by putting tape on the back of each before the session. Also, write the word "Do's" on a large sheet of paper and the word "Don'ts" on another sheet. Post each of these sheets on an open wall of the training room, and keep them a bit distant from each other, as participants will post signs under each.</li> <li>6. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> <li>4. Blank cards for Do's and Don'ts Card Sort</li> <li>5. Props for Gladys' Job Interview, such as resume/CV, desk, and so on (optional)</li> </ol> </li> <li>• <b>Prepared Flip charts</b> <ul style="list-style-type: none"> <li>Flip chart 1: The Bridge to Employability (see Session 1)</li> </ul> </li> <li>• <b>Trainer Materials:</b> <ul style="list-style-type: none"> <li>Trainer Material 1: Gladys' Job Interview</li> <li>Trainer Material 2: Do's and Don'ts Cards</li> </ul> </li> </ul>		
<p><b>Session Learning Objectives:</b></p> <p>Participants will</p> <ol style="list-style-type: none"> <li>1. Describe appropriate and inappropriate behavior for a job interview in the local context.</li> <li>2. Present themselves well in a job interview role-play.</li> </ol>		



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>30 minutes</p> <p>Trainer Material 1: Gladys' Job Interview</p> <p>Props for skit (optional)</p>	<p><b>Gladys' Job Interview</b></p> <p>This short skit previews the information and approaches offered in the session, and provides a model of how to effectively engage oneself in a job interview.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back to the sessions, and direct their attention to a short skit at the front of the room.</li> <li>2. The volunteer "Gladys" and the facilitator or counterpart act out the skit.</li> <li>3. Thank the volunteer actors for their participation in the skit, and process the role-play with the group, using some of the following questions: <ul style="list-style-type: none"> <li>a. "Reflect upon the job interview we just watched. What stands out for you?"</li> <li>b. "What did you most appreciate about Gladys' performance in the interview? What did she do especially well?"</li> <li>c. "How might Gladys have improved the interview?"</li> <li>d. "How well do you think Gladys managed the question about leaving a job early and being out of work since that time?"</li> <li>e. "How well did Gladys manage her questions to the potential employer?"</li> </ul> </li> <li>4. Summarize the discussion, then transition to the next part of the session. Indicate that the group members have come far in their employability sessions—they have taken a good look at their goals and hopes for the world of work, they have assessed the skills, abilities, and talents they have to offer, and they have developed resumes/CVs to present themselves well on paper. Indicate that this session provides a chance for them to work on presenting themselves in person—during a job interview.</li> </ol>
<p><b>Information</b></p> <p>30 minutes</p> <p>Trainer Material 2: Do's and Don'ts Cards</p> <p>Do's and Don'ts Cards</p>	<p><b>A. Do's and Don'ts of Job Interviewing</b></p> <p>Participants discuss appropriate behavior for, and most effective approaches to, job interviews.</p> <ol style="list-style-type: none"> <li>1. Suggest that often one's performance on a job interview will dictate whether or not a person is offered the job, so it is an important topic in our employability sessions. Refer to the plank on interviewing on the "Bridge to Employability" flip chart as you are speaking.</li> <li>2. Suggest that Gladys' interview went very well, and so the group can better visualize what is expected of them in an interview.</li> <li>3. Ask participants to raise their hands if they have ever participated in a job interview. Invite a few participants to share stories of their interviews with the group.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<ol style="list-style-type: none"> <li>4. Suggest that there are clear expectations for how we will act and what we will say on a job interview, and it is important to know them well.</li> <li>5. Indicate that group members will begin with an activity that will help them to think about the “Do’s and Don’ts” of job interviews.</li> <li>6. Introduce activity: <ol style="list-style-type: none"> <li>a. <i>“Each of you will get a card with a statement on it. Keep the card covered until I say ‘go.’”</i></li> <li>b. <i>“When I say ‘go,’ read the card and decide if it is something that you should do during a job interview or something that you don’t do during an interview.”</i></li> <li>c. <i>“When you’ve made your choice, come up and place the card under the appropriate sign.”</i> (Refer to the Do’s and Don’ts Signs you have posted.)</li> </ol> </li> <li>7. Check for understanding of the instructions, and begin the activity. All of the participants will rush up at once and the wall will then be filled with the Do’s and Don’ts cards.</li> <li>8. Continue with the activity: <ol style="list-style-type: none"> <li>b. Guide a discussion with the group about the placement of each card.</li> <li>c. Invite the group to suggest additional “Do’s” for a job interview and additional “Don’ts,” and write those on new cards. Post them in the appropriate space.</li> </ol> </li> <li>9. When you have reviewed all of the appropriate and inappropriate behaviors for a job interview, invite participants to take a look at the board once again and to review the list silently to themselves. Indicate that the group will be practicing job interviews a bit later in the session and will want to represent the behaviors on this list.</li> </ol> <p><u>Note:</u> Careful attention to participants’ responses to the Do’s and Don’ts discussion will serve as an assessment of Objective 1.</p> <p><b>Preparing for the Interview</b>  Participants brainstorm the types of questions often asked at job interviews.</p> <ol style="list-style-type: none"> <li>1. Indicate that the activity group members just did will help them to remember how to act in an interview, but they must still spend a bit of time thinking about what they will say, and how they will respond to questions.</li> <li>2. Ask participants to think about the questions that the interviewer asked Gladys. List them on a flip chart.</li> <li>3. Next, invite participants to suggest other questions that might be asked at a job interview. Note these on the flip chart.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p>Blackboard, whiteboard, or flip chart</p> <p>Markers or Chalk</p> <p>30 minutes</p>	<p><u>Note</u>: Your counterpart will be helpful here in clarifying what might come up in a job interview.</p> <p><b>B. Preparing for the Interview</b></p> <p>Participants brainstorm the types of questions often asked at job interviews.</p> <ol style="list-style-type: none"> <li>6. Indicate that the activity the group just did will help them to remember how to act in the interview, but they still need to think about what they will say, and how they respond to questions.</li> <li>7. Ask participants to think about the questions the interviewer asked Gladys. List them on a flip chart.</li> <li>8. Invite participants to suggest other questions that might be asked at a job interview. Add these to the flip chart.</li> </ol> <p><u>Note</u>: Your counterpart will be helpful here in clarifying what might come up in a job interview.</p> <ol style="list-style-type: none"> <li>4. Invite participants to review the list. How might they respond to each of these questions, if they were applying for their ideal job, or a job they are currently interested in? <u>Note</u>: Pose this rhetorical question as a lead-in to the next activity.</li> <li>5. Suggest that participants take up to 10 minutes to take notes in their action journal about the types of questions that might be asked and how they would answer those questions. Indicate that they do not need to write the answers out for collection, but sketch some ideas to help them learn how to respond in an upcoming interview.</li> <li>6. Allow about 10 minutes for this note-taking and then reconvene the group.</li> <li>7. Transition to the next part of the session.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Practice</b></p> <p>Up to 1 hour, 10 minutes</p>	<p><b>Job Interview Role-Plays</b> Participants will practice their interviewing skills by engaging in a practice interview.</p> <ol style="list-style-type: none"> <li>1. Suggest that participants are now ready to practice their interviewing skills.</li> <li>2. Participants will be engaging in practice interviews for the next hour or so. They should take this opportunity to practice presenting themselves well, bringing together all that the group has talked about up to now—their assessments, what they bring to the world of work, their resumes/CVs, their visions of the future, and so on.</li> <li>3. Introduce the activity: <ol style="list-style-type: none"> <li>a. <i>"We will split into two groups. Each group will be guided by either the facilitator or my counterpart."</i></li> <li>b. <i>"Each of you will participate in a 10-minute job interview with the person guiding your group."</i></li> <li>c. <i>"When it is your turn, think about a job that you would like to get in the near future. Before the role-play begins, tell your interviewer what that job is, so he or she can tailor your interview to that job."</i></li> <li>d. <i>"Bring your resume/CV to the practice interview—even if it is in your action journal and it isn't a finished version. This is just for practice, but your interviewer will want to refer to the information in it."</i></li> <li>e. <i>"You will come into the interview like Gladys did, keeping in mind the do's and don'ts we discussed, and also the information you'd like to get across as you are interviewed."</i></li> <li>f. <i>"Your interview will last up to 10 minutes."</i></li> <li>g. <i>"During those 10 minutes, the other participants in your group will watch the interview and be prepared to talk about what they appreciated the most, and ideas to enhance your interview skills."</i></li> <li>h. <i>"After that feedback, we will go on to the next participant."</i></li> </ol> </li> <li>i. Check for understanding and begin the activity.</li> </ol> <p><u>Note:</u> Careful attention to the practice interviews will serve as an assessment of Objective 2.</p> <ol style="list-style-type: none"> <li>j. When all participants have been interviewed and had feedback sessions, reconvene the group and transition immediately to the next part of the session.</li> </ol>
<p><b>Application</b></p>	<p><b>More Practice With Interviewing</b> Participants will prepare for practice interviews in the community.</p> <ol style="list-style-type: none"> <li>1. Process the practice interviews, using some of the following questions: <ol style="list-style-type: none"> <li>a. <i>"Tell me how you felt going through the interviews. What was the experience like?"</i></li> <li>b. <i>"What interview questions surprised you?"</i></li> <li>c. <i>"What was the hardest question to answer? What made it difficult?"</i></li> </ol> </li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
Extra cards	<p>d. <i>“What strategies did you particularly like, from your peers’ interviews or your own? What happened in the practice interviews that you would want to make sure you do in your real interviews?”</i></p> <p>e. <i>“What was the most important thing you learned during the practice interviews?”</i></p> <ol style="list-style-type: none"> <li>2. Suggest that participants are at the stage in their work together during which they should start making plans to apply for jobs and participate in job interviews. Look ahead to the upcoming sessions, and suggest that they will be organizing a practice interview session for each person with someone from the local community. The interviews will not be for real jobs, but having the interviews in a real environment, with real potential employers, will help to prepare them for a real job interview when it comes along.</li> <li>3. Tell the participants they will have just one more session before they have the practice interviews session.</li> <li>4. Tell everyone the date of the interviews in the community, and indicate that they must prepare themselves for that day as if they were preparing themselves for a real interview. In fact, the community members serving as interviewers will be given a feedback form to fill in about participants’ performance, and will share that form with the group. Indicate what it is that participants should do to be ready for the practice interviews: <ol style="list-style-type: none"> <li>a. <i>“Finalize your resume/CV using the feedback you have gotten from the facilitator and during the last session. Make the resume/CV look as you would like it to look in a real interview.”</i></li> <li>b. <i>“Find an appropriate outfit to wear for the practice job interview.”</i></li> <li>c. <i>“List the types of questions you will probably be asked at your interview, and come up with some ideas for how you might answer each question.”</i></li> <li>d. <i>“Practice your interviewing skills with peers or with parents so you will be ready for the practice interview.”</i></li> </ol> </li> <li>5. Answer any questions about the practice interview.</li> <li>6. Instruct participants to spend the next five minutes suggesting two different types of jobs in the local community that they would be interested in. The jobs should be those that the participant might realistically apply for at this time in his or her life.</li> <li>7. Each participant should write the two jobs on a card, and he or she should also write his or her name on the cards. These cards will be used when participants are seeking community volunteers to provide practice interviews.</li> <li>8. Allow time for participants to complete their cards and collect them.</li> <li>9. Thank the group for participating and close the session.</li> </ol>





Phase/Time/Trainer Materials	Instructional Sequence
<b>Assessment</b>	<p>Both of the following objectives will be assessed during the session as noted.</p> <ol style="list-style-type: none"> <li>Objective 1: Describe appropriate and inappropriate behavior for a job interview in the local context <i>Assessed in Information, Nos. 8 and 9.</i></li> <li>Objective 2: Present themselves well in a job interview role-play <i>Assessed in Practice, Nos. 3 and 4.</i></li> </ol>
<b>Trainer Notes for Future Improvement</b>	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:



## Trainer Material 1: Gladys' Job Interview

Work with a counterpart to adapt this script to reflect local approaches and protocols for job interviews. Choose the right participant for the role of Gladys, and ask her to dress appropriately for a job interview for this session. Invite your counterpart to play the role of the interviewer. Invite both volunteer actors to come to the session early, so they can practice and rehearse the skit before other participants arrive.

(Interviewer sitting at desk, dressed appropriately for the context, with props appropriate to the context around him or her.)

(Gladys knocks politely. The interviewer invites her in and greets her as appropriate. She greets him or her back, appropriately—with or without handshake or bow, with appropriate eye contact, and so on. The interviewer invites Gladys to sit down.)

**Gladys:** Thanks so much for inviting me to meet with you today, Mr./Ms. \_\_\_\_\_. I have brought a copy of my resume/CV. (Gladys hands interviewer her resume/CV.)

**Interviewer:** Yes, it is a pleasure to meet you, Gladys. We were impressed when we received your resume/CV in the mail with your cover letter and application. It is clear that you are keen on this job, and you presented yourself well.

**Gladys:** Thanks very much. I was excited to see your job posting, as I feel that my skills and experiences match your needs well.

**Interviewer:** Yes, we are much in need of a good sales clerk. What in your experience makes you qualified for such a position?

**Gladys:** Last year, I worked as a cashier in the local Quick Mart, and I learned a great deal about customer service in that position. I also operated the cash register and organized the inventory with my fellow team members.

**Interviewer:** Yes, I see that. Why did you leave the Quick Mart position? It seems that you were only there about six months, and it doesn't appear that you have worked since that time.

**Gladys:** Yes, I was very sorry to leave, but there were some issues in my family and I had to help out at home for a while. But those issues are resolved now, and I am eager to get back to work.

**Interviewer:** What qualities do you feel you will bring to the job?

**Gladys:** I am a real team player, and like to work with people. I am dependable and trustworthy, and always on time.

**Interviewer:** What educational experience do you bring to this job?



**Gladys:** I finished primary school with high marks, and especially excelled at math, which will make me a useful part of your team.

**Interviewer:** Well, you seem a bright young woman. Perhaps we will give you the position on a trial basis. Before I can approve the position, however, I'll need to speak with two or three references. Whom shall I call?

**Gladys:** My references are the owner of the Quick Mart, one of my math teachers from school, and the pastor at my church. I often help out at church, and he can speak to my dependability and skills in working with people. I have written my references and their contact information on this page. (She passes her references list to interviewer.)

**Interviewer:** Very impressive! You come prepared. I'll get back to you in a few days, Gladys.

**Gladys:** Thanks very much for the opportunity to meet with you today.

**Interviewer:** Oh! Gladys?

**Gladys:** Yes, Mr./Ms. \_\_\_\_\_?

**Interviewer:** Do you have any questions for me?

**Gladys:** (blushing) Oh! Well, yes. Can you tell me what the expected working hours are for the position?

**Interviewer:** Certainly. You would work Monday through Saturdays, with Sundays off. Hours are 7 a.m. to 5 p.m. Anything else?

**Gladys:** (a bit uncomfortable) Can you tell me how much the position will pay?

**Interviewer:** No need to be shy about it! The position pays (insert realistic amount here).

**Gladys:** Thanks very much, Mr./Ms. \_\_\_\_\_. I look forward to hearing from you.

(They say goodbye and Gladys leaves the room.)



## Trainer Material 2: Do's and Don'ts Cards<sup>18</sup>

This page can be printed and each sentence cut and pasted on a card or piece of paper. Make sure there are enough so each participant will get at least one card.

Wear sports shoes/sneakers.

Shake hands with the interviewer.

Turn off your mobile phone or set it to “mute” before you arrive at the interview.

Answer questions with only a “yes” or “no.”

Invite your parents to come along on the interview.

Visit the restroom/bathroom/loo to freshen up before going into the interview.

Prepare questions about the job and the company before the interview.

Answer your mobile if it rings during the interview.

Use formal titles (Mr., Ms., Dr.) when addressing people you meet at the interview.

Ask your interviewer personal questions.

Look your interviewer in the eye during the interview.

Ask the interviewer general questions about salary and benefits at the company, or for this position.

Arrive at least 10 minutes early for the interview.

Ask the interviewer for career advice.

Laugh a lot during the interview.

Chew gum or mints during the interview to keep your breath fresh.

Tell the interviewer how much you want the job.

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<sup>18</sup> Adapt this list with your counterpart to make sure it reflects local realities.



## Session 12: Let's Review

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Self-awareness, employability skills, interviewing skills
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To practice employability skills and concepts in preparation for a job search.

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<b>Session Rationale:</b>	Youth review concepts and practice skills from previous sessions to reinforce and measure participants' learning.
<b>Target Audience:</b>	In-school and out-of-school youth who have completed at least primary education.
<b>Trainer Expertise:</b>	Expertise in concepts and skills taught in Sessions 1 through 11.
<b>Time:</b>	2 hours
<b>Prerequisites:</b>	Any session from Sessions 1–11 that facilitator intends to review and refer to in this session.
<b>Version:</b>	Oct-2012



<b>Session 12: Let's Review</b>		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Copy the Bingo game boards so every participant has one.</li> <li>3. Cut up Trainer Material 1: Bingo Game Cards.</li> <li>4. Create or copy materials and instructions for the three review stations.</li> <li>5. Set up three review stations by posting Trainer Materials 2–5 and by setting up supplies.</li> <li>6. Adapt the questions on Trainer Material 6 and write them on cards. Place them in a “grab bag.”</li> <li>7. Prepare a flip chart with topics you will cover in remaining sessions.</li> <li>8. Take down “The Bridge to Employability” flip chart, if it is still posted from the last session.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> <li>4. Prize(s) for Bingo winner(s)—optional</li> <li>5. Bag or box to hold cut-up Bingo cards</li> <li>6. “Grab bag” for “Interview Questions Grab Bag” review station</li> <li>7. Timer or watch</li> <li>8. Chime or drum (optional)</li> <li>9. Large envelope to hold completed “Do’s and Don’ts Quiz” handouts</li> <li>10. Large envelope to hold completed “Sharing the News” handouts</li> <li>11. Completed Self-Assessment Questionnaires from the first session</li> </ol> </li> <li>• <b>Handouts</b> <p>Handout 1: Bingo Board</p> <p>Handout 2: Interview Do’s and Don’ts Quiz</p> <p>Handout 3: Sharing the News!</p> </li> <li>• <b>Prepared Flip charts</b> <p>Flip charts 1–4: “Fill In the Bridge”</p> </li> <li>• <b>Trainer Materials:</b> <p>Trainer Material 1: Bingo Game Cards</p> <p>Trainer Material 2: “Fill In the Bridge” Instructions</p> <p>Trainer Material 3: “Do’s and Don’ts Quiz” Instructions</p> <p>Trainer Material 4: “Interview Questions Grab Bag” Instructions</p> <p>Trainer Material 5: “Sharing the News” Instructions</p> <p>Trainer Material 6: “Interview Questions Grab Bag” Cards</p> </li> </ul>		
<p><b>Session Learning Objectives:</b></p> <p>Participants will</p> <ol style="list-style-type: none"> <li>1. Measure their progress in written and oral form, based on insights they get from completing review activities.</li> <li>2. List two personal learning goals for the remainder of the training.</li> </ol>		



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>20 minutes</p> <p>Handout 1: Bingo boards</p> <p>Trainer Material 1: Bingo Game Cards</p> <p>Prize(s) for Bingo winner(s)—optional</p>	<p><b>Employability Bingo</b></p> <p>This short warm-up reviews some of the terms participants have used throughout the course.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back, and indicate that this session will offer group a chance to review the work they have done together so far.</li> <li>2. Suggest participants begin with a warm-up game.</li> <li>3. Distribute Handout 1: Bingo boards. Make sure participants all have pens to use for the game.</li> <li>4. Instruct participants that they will be competing against each other in this game so they should not share information with their friends during this warm-up.</li> <li>5. Tell participants to think about all of the new words and phrases they have been using throughout the last 11 sessions.</li> <li>6. Tell participants to write one word or phrase from our employability sessions into each of the boxes on their Bingo boards. They should hide their boards from their friends until everyone is finished writing.</li> <li>7. Allow about five minutes for participants to fill in their Bingo boards.</li> <li>8. Provide instructions for the Bingo game. <ol style="list-style-type: none"> <li>a. <i>"I will read aloud a definition. If the definition matches one of the words or phrases on your board, you may cross out the word or phrase."</i></li> <li>b. <i>"The first person to have five phrases crossed out in a row wins the game."</i></li> </ol> </li> <li>9. Check for understanding and then begin the game. Choose the Bingo cards randomly from a box or bag.</li> <li>10. Review what words or phrases were called.</li> <li>11. Award a prize to the winner(s).</li> <li>12. Transition to the next part of the session.</li> </ol>
<p><b>Information</b></p> <p>20 minutes</p> <p>Trainer Material 2: "Fill In the Bridge" Instructions</p>	<p><b>Review Stations—Explanation</b></p> <p>Explain concept and procedure for learning stations.</p> <ol style="list-style-type: none"> <li>1. Suggest that participants have learned a lot during their time together. This session allows them to take a break, reflect on what they have learned, and measure their progress.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p>Trainer Material 3: “Do’s and Don’ts Quiz” Instructions</p> <p>Trainer Material 4: “Interview Questions Grab Bag” Instructions</p> <p>Trainer Material 5: “Sharing the News” Instructions</p> <p>Prepared Flip charts 2–5: “Fill In the Bridge”</p> <p>Tape Markers</p>	<ol style="list-style-type: none"> <li>Indicate that they will divide into four groups. Each group will travel together to four different review stations, and each group has 10 minutes to complete the task at each review station.</li> <li>Explain the review stations. Each station is an opportunity to practice and review concepts and skills covered in previous sessions. Each participant must complete all four stations.</li> <li>Present the materials and instructions for each of the four stations in turn. Move around the room and refer to each station as you explain it. Invite questions and clarify activities and tasks, as needed. The stations are: <ol style="list-style-type: none"> <li><i>“Fill In the Bridge: At this station, your group will create a ‘Bridge to Employability’ as a team.”</i></li> <li><i>“Do’s and Don’ts Quiz: At this station, you will answer questions about what to do or not do during a job interview. You will complete this handout on your own, although you will still be with your team.”</i></li> <li><i>“Interview Questions Grab Bag: At this station, you will work with a partner. Each set of partners will reach into the ‘interview questions grab bag.’ You will practice answering the questions in the grab bag together.”</i></li> <li><i>“Sharing the News! At this station, you will reflect on your time in this training, and complete a form detailing what you have learned. You will complete this station as an individual.”</i></li> </ol> </li> <li>Check for understanding of the activity, and divide participants into four groups.</li> </ol>
<p><b>Practice</b></p> <p>45 minutes</p> <p>Timer/watch Chime or drum (optional)</p>	<p><b>Review Stations—Round Robin</b></p> <p>Participants work through four stations to review and reinforce concepts.</p> <ol style="list-style-type: none"> <li>Begin the activity. Ring a chime, bang a drum, or clap your hands after each 10-minute block to move groups to the next station. Check to make sure the “Fill In the Bridge” flip charts are covered before each new group begins that station.</li> <li>When 40 minutes have elapsed and the groups have been through all four stations, reconvene the group in plenary. <p><u>Note:</u> Reviewing participants’ progress in these review station activities serves as an assessment of Objective 1.</p> </li> <li>Process the activity, using some of the following questions: <ol style="list-style-type: none"> <li><i>“What was this experience like?”</i></li> <li><i>“What station was especially interesting? Easy? Challenging?”</i></li> <li><i>“What is the most important thing you learned in the course to date?”</i></li> </ol> </li> <li>Summarize the discussion and transition to the next part of the session.</li> </ol>





Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Application</b></p> <p>35 minutes</p> <p>Completed Self-Assessment Questionnaires (collected during Session 1)</p> <p>Flip chart with topics you will cover for the rest of the sessions</p>	<p><b>Revisiting Our Self-Assessment</b></p> <p>Participants will complete the self-assessment questionnaire again, and compare it with results from the initial self-assessment they did at the start of the training program.</p> <ol style="list-style-type: none"> <li>1. Suggest that the “Sharing the News” station helped participants to do a review of what they have learned and how they have grown since they started this course. This is also a good time for them to revisit the self-assessment they completed at the beginning of this workshop.</li> <li>2. Return the Self-Assessment Questionnaires to participants. Invite them to review the questions to respond to each question again, based on how they react to each statement now. Indicate that they should check the <i>middle</i> box, as this is the mid-point of the course.</li> <li>3. Allow up to 10 minutes for participants to complete the self-assessment.</li> <li>4. Reconvene the group, and process the activity, using some of the following questions: <ol style="list-style-type: none"> <li>a. “What has changed between now and the start of the course? Which boxes are you now able to check?”</li> <li>b. “In what area do you think you learned the most?”</li> <li>c. “In what area(s) would you like to improve further?”</li> </ol> </li> <li>5. Indicate that the group has done a great job so far in the course, and share with participants how impressed you have been with their progress.</li> <li>6. Suggest that participants have many courses remaining, and briefly review the upcoming topics with the group.</li> <li>7. Suggest that participants reflect upon their work together so far, and on what they most wanted to get out of this course. What is most important for them to work on in the remaining time together? Ask: “If you had to choose two goals for the rest of the sessions, what would they be?”</li> <li>8. Invite participants to take a moment to think about this. Once they have decided on the two most important goals for the remainder of the sessions, they should turn their Self-Assessment Questionnaires over, and write those two goals on the back.</li> <li>9. Indicate that you will be collecting the questionnaires, so they may also wish to note their two goals in their action journals so they can refer to them later.</li> <li>10. When all participants have finished, invite a few to share one of their goals with the group.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>11. Collect the Self-Assessment Questionnaires.</p> <p><u>Note:</u> Reviewing participants' progress on the self-assessment serves as an assessment of Objective 1. Reviewing the goals on the back serves as an assessment of Objective 2.</p> <p>12. Summarize the session, and congratulate the group on accomplishing so much so far.</p> <p>13. Look ahead to the practice interviews session to follow, and remind participants of the date and time of those interviews. Remind them that they will be convening here first, and then they will all leave for their interviews at the same time. Remind the group to wear an outfit appropriate for a real job interview, and to bring a real, clean, and complete resume/CV. Suggest that they practice interviewing with family and friends so they can be prepared.</p> <p>14. Thank the group for its participation, and close the session.</p>
Assessment	<p>This session offers rich assessment data, and you will be able to measure participants' progress from the Self-Assessment Questionnaires, the goals they have suggested, and also their performances on the "Fill In the Bridge," "Do's and Don'ts Quiz," and "Sharing the News" activities.</p> <p>1. Measure their progress in written and oral form, based on insights they get from completing review activities. <i>Assessed in Practice, No. 2 and in Application, No. 11.</i></p> <p>2. Objective 2: List two personal learning goals for the remainder of the training. <i>Assessed in Application, No. 11.</i></p>
Trainer Notes for Future Improvement	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:



## Handout 1: Bingo Board<sup>19</sup>

B	I	N	G	O
		Free Space		

<sup>19</sup> If the size of this board feels daunting, make it a 3-by-3 board instead.



## Handout 2: “Do’s and Don’ts” Quiz

Marcos<sup>20</sup> is going to interview for a job at a local company. He’s so excited that he can’t remember what he should do and how he should act. Please help him prepare. Put an X through the behaviors that are *not* appropriate for an interview.

Ask to use the interviewer’s phone.

Greet the interviewer with a handshake.

Bring a copy of his certificates to the interview.

Prepare questions before he arrives for the interview.

Ask how much money the job pays.

Answer his mobile phone during the interview.

Give the names of friends and family as references.

Bring a clean copy of his resume/CV to the interview.

Thank the interviewer at the end of the meeting.

Spend all his savings on a new suit.

Turn off his mobile phone before he arrives for the interview.

Say “I don’t know” when he doesn’t know how to answer a question.

Ask questions about the job.

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<sup>20</sup> Be sure to change the name and statements to reflect local realities.



## Handout 3: “Sharing the News”

Dear \_\_\_\_\_,

It has been a long time since we have spoken. I have been very busy and I have some great news.

I am in a job-training program. It's great!

The course is about \_\_\_\_\_ (explain what the course is for).

I wanted to take this course because \_\_\_\_\_ (explain why you were interested in the course).

My peers and I have been very busy. We have learned about \_\_\_\_\_,  
\_\_\_\_\_, and \_\_\_\_\_ (list three things you have learned).

One of the best things I learned is \_\_\_\_\_.

Of course, at the beginning of the course I was \_\_\_\_\_. But now I feel  
\_\_\_\_\_ (describe how you feel about the course and your professional development).

OK, I have more work to do!

Talk to you soon,

\_\_\_\_\_ (your signature)



## Prepared Flip charts 1–4: “Fill In the Bridge”

In order to develop the “Fill In the Bridge” flip charts, you will need to tape together two flip charts to create a smaller version of the “Bridge to Employability” that usually hangs in the training space. Post four copies, one for each group to complete.



## Trainer Material 1: Bingo Game Cards

Adapt these definitions to the specific words or phrases you have been using in the course. Create the additional cards you need from definitions from your work with your group.

A presentation of your education, experience, and qualification for a job (resume/CV)	Having the skills and abilities to get and keep a job (employability)	A meeting with a potential employer in which you present your skills and qualifications to get a job (job interview)
Communicating without words (body language)	An image of the future you would like to have (vision)	You have worked in a similar job before, so you have ... (experience)
Working at a job without getting paid, in order to get some experience (internship/volunteer work/apprenticeship)	Someone who can might give you a job (employer)	The section for “school” on your resume/CV (education)



## Trainer Material 2: “Fill In the Bridge” Instructions

Create a sign for this station with the following instructions on it:

- Your task at this station is to the “fill in the bridge.”
- Work as a team using just one of the “bridges” hanging in the area.
- Use markers to fill in the words that belong on the right side, the left side, and the planks on the bridge. (The words can be in any order.)
- When the 10 minutes have expired, use the tape to fold your bridge in half on the wall, so the next group does not see your answers.





## Trainer Material 3: “Do’s and Don’ts Quiz” Instructions

Create a sign for this station with the following instructions on it:

- Your task at this station is to complete the “Do’s and Don’ts” Quiz handout.
- You will work on this handout on your own, with no help from team members. Don’t forget to write your name on the handout.
- You have 10 minutes to complete the handout. If you are all finished early, take some time to review the handout together and compare answers.
- When the 10 minutes are finished, place your handouts in the envelope provided.



## Trainer Material 4:

### “Interview Questions Grab Bag” Instructions

Create a sign for this station with the following instructions on it:

- You will work in pairs at this station, so choose a partner.
- Each pair will reach into the grab bag and pull out one card.
- Read the interview question on the card, then role-play your answers to the question. One of you will play the interviewer, while the other plays the interviewee. After one of you has answered the question, you will switch roles, and the other person has a chance to answer the question.
- When you have finished with one question, pick another. Make sure you change which one of you goes first as the interviewee each round.
- Continue responding to questions together and choosing new ones until the 10 minutes have expired.
- When the 10 minutes are finished, return all the interview questions to the grab bag.



## Trainer Material 5: “Sharing the News” Instructions

Create a sign for this station with the following instructions on it:

At this station you are going to think and write about your accomplishments so far in this training program.

Here’s what you need to do:

1. You will work by yourself at this station.
2. Look at the course overview posted on the wall.
3. Try to remember one activity from each day or session of the course. What did you learn? What new skills did you learn? Don’t worry if you can’t remember everything. Just focus on the first thing that comes to mind.
4. Now, imagine you are talking to a friend about the course. What would you tell him or her?
5. Use the handout to write a short letter to your friend. Be sure to write your name on it.
6. When you have finished, place the completed handout in the envelope provided.



## Trainer Material 6: “Interview Questions Grab Bag” Cards

Adapt the following interview questions, and add appropriate ones for your context. Then write each question on an individual card or piece of paper. Fold each card, and put them all in a “grab bag.” Place the bag at the “Interview Questions Grab Bag” review station.

- Why do you think you are the best person for this job?
- You don’t seem to have a lot of experience. How will you make up for that, if I hire you?
- Are you married?
- What are your goals for the future?
- You seem to have wonderful goals for the future. I guess that means you won’t be staying with us for very long, if we hire you?
- If you have children, will you leave this job?
- Why didn’t you go further in school?
- I need to contact three references. Whom should I call, and why did you choose them?
- We have a team of about five people, and you would be working closely with them. How well do you work on a team?
- Can you give me an example of when you have worked well with a group before?
- What do you like to do in your free time?



## Session 13: Let's Practice: Interviews in the Community

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Self-awareness, presenting oneself well, interviewing skills
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To practice employability skills and concepts in preparation for a job search.

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<b>Session Rationale:</b>	Participating in practice job interviews with real potential employers provides learners with sound experience in interviewing skills, supported by a learning community.
<b>Target Audience:</b>	In-school and out-of-school youth who have completed at least primary education.
<b>Trainer Expertise:</b>	Ability to organize community members for practice interviews and coordinate the interview experience.
<b>Time:</b>	Up to 45 minutes in class, plus outside time for practice interviews.
<b>Prerequisites:</b>	Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability, Session 3: What Do I Bring to the World of Work?, Session 5: Imagining Your Ideal Job, Session 9: Creating a Resume/CV, Part 1, Session 10: Creating a Resume/CV, Part 2, and Session 11: Presenting Yourself: The Job Interview.
<b>Version:</b>	Oct-2012



<b>Session 13:</b> Let's Practice: Interviews in the Community <sup>21</sup>		
<b>Date:</b>	<b>Time:</b> Up to 45 minutes in class, plus outside time for practice interviews	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Coordinate the practice interviews, using the guidance in Trainer Material 1.</li> <li>3. Prepare contact information and directions for each participant, as suggested in Trainer Material 1.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> </ol> </li> <li>• <b>Handouts:</b> Handout 1: Practice Interview Feedback Form</li> <li>• <b>Trainer Materials:</b> Trainer Material 1: Practice Interview Guidance</li> </ul>		
<p><b>Session Learning Objective:</b> Participants will demonstrate effective interviewing skills, including the presentation of a well-developed, error-free resume/CV.</p>		

<sup>21</sup> Arranging interviews in the community is highly recommended. If it is impossible, however, you might consider inviting the same community members to come to the classroom, and adapt the session so interviews are conducted in the usual training space.



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>15 minutes</p>	<p><b>Mirror Images</b></p> <p>This short warm-up will lead to a lot of laughter, and that will help to release a bit of tension and nervousness. The activity will prepare the group for the upcoming interviews.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back, and communicate your excitement about the importance of this day. Remind group members that they will be going on realistic job interviews in the community, and that a number of community members are out there looking forward to meeting each of them today.</li> <li>2. Suggest participants begin with a warm-up activity, to relax them a little before they leave for their interviews.</li> <li>3. Tell participants to find a partner, and to stand opposite their partner. Wait until all participants have done this before continuing.</li> <li>4. Provide instructions for the warm-up. <ol style="list-style-type: none"> <li>a. <i>“Choose which of the two of you will go first.”</i></li> <li>b. <i>“Imagine that you are looking in a mirror. What do you see when you look in a mirror? [yourself] So for the next minute or two, I want you to imagine that your partner is your reflection in the mirror. That means when you move, he or she moves, in exactly the same way.”</i></li> <li>c. <i>“Whoever is going first can move any way he or she likes, and the partner/reflection must move with him or her.”</i></li> <li>d. Check for understanding of the instructions and begin.</li> </ol> </li> <li>5. After a few minutes, invite participants to switch roles, and begin the activity again.</li> <li>6. After another few minutes, reconvene the group and briefly process the activity, using these questions: <ol style="list-style-type: none"> <li>a. <i>“What was the best part of that activity?”</i></li> <li>b. <i>“What do you think this warm-up might have to do with our work together today?”</i></li> </ol> <p><u>Note:</u> This may be a more difficult connection to make than most warm-ups, so you may need to guide the group to the answer. See Point 7 below.</p> </li> <li>7. Agree that in a job interview, we need to be especially mindful of how we are presenting ourselves. We must keep in mind all that we have learned about dressing and acting professionally, about “body language” and how we communicate without speaking, and we must remember our “do’s and don’ts.” Suggest that this warm-up may help participants to keep an image of themselves in mind while they are interviewing, so they make sure they are presenting the best of themselves during the interview.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	8. Transition to the next part of the session.
<p><b>Information</b></p> <p>About 20 minutes</p> <p>Contact information and directions for each participant to his or her practice interview</p>	<p><b>Directions for Practice Interviews</b></p> <p>Participants will receive contact information for their practice interviews, and specific directions to the interview locations.</p> <ol style="list-style-type: none"> <li>1. Indicate that the facilitator has worked hard to match each participant with a job interview that is in line with the type of work he or she is interested in, and has worked with the community members to prepare them for these interviews.</li> </ol> <p><u>Note:</u> You may need to tell participants that matching them with job interviews in line with the type of work they are interested in is not always possible. Nevertheless, the job interview they are going on today will bring many lessons that they will be able to use in future job interviews in their own areas of interest.</p> <ol style="list-style-type: none"> <li>2. Indicate that each participant will receive a card in a moment with the contact information for his or her interview, as well as detailed directions on how to get to the interview.</li> <li>3. Distribute the cards, and allow a few minutes of talking and excitement as participants review them.</li> <li>4. Remind participants that they are to take their resumes/CVs and go to their practice interviews, just as if they were going on a real interview. Taking this as seriously as a real job interview is important, so that they will make the most out of this opportunity to practice.</li> <li>5. Remind the group that the interviewer will complete a feedback form for the group, and the group will be able to review together how it went.</li> <li>6. Ask if there are any questions, and spend whatever time you need to help participants feel comfortable and confident as they leave for their interviews.</li> <li>7. Indicate when the group will reconvene for the next session, and wish participants luck today during their interviews.</li> <li>8. Dismiss the group.</li> </ol>
<p><b>Practice</b></p> <p>Timing varies</p>	<p><b>Practice Interviews</b></p> <p>Participants will practice their interviewing skills in practice interviews with community members who are prospective employers.</p>





Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Application</b></p> <p>Ideally, to be arranged individually as part of out-of-session time, but can also be scheduled into the beginning of the next session.</p> <p>Handout 1: Practice Interview Feedback Form</p>	<p><b>Processing the Practice Interviews</b></p> <p>The facilitator should arrange for a feedback session with each of the participants, during which the feedback from Handout 1: Practice Interview Feedback Form can be discussed as part of a conversation about the participant's overall progress.</p>
<p><b>Assessment</b></p> <p>Completed Practice Interview Feedback Forms</p>	<p>At the end of the day, collect the Practice Interview Feedback Forms, as suggested in Trainer Material 1: Practice Interview Guidance.</p> <p>Demonstrate effective interviewing skills, including the presentation of a well-developed, error-free resume/CV.</p> <p><i>Assessed by reviewing the Practice Interview Feedback Form for each participant, as well as through follow-up conversations with community members participating in the practice interviews.</i></p>
<p><b>Trainer Notes for Future Improvement</b></p>	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:



## Handout 1: Practice Interview Feedback Form<sup>22</sup>

Name of Interviewer: \_\_\_\_\_

Name of person interviewed: \_\_\_\_\_

Thanks so much for hosting a practice interview session for our youth employability program. Please provide feedback and comments below:

1. What was your overall impression of the interviewee? Be specific.
2. Please provide comments on the interviewee's resume/CV.
3. How well did the interviewee answer your questions?
4. What did you most appreciate about the interview?
5. What advice or suggestions would you give to the interviewee to think about for the next interview?
6. If you had a position available, would you hire this interviewee, based on this interview and his or her resume/CV?
7. If yes, why?
8. If no, why not?
9. Please provide any other comments or feedback that would help this young person prepare for real job interviews.

Thanks so much for supporting our youth as they develop their employability skills. We appreciate your involvement in this important program.

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<sup>22</sup> Adapt and re-format this form to suit your own needs and context.



## Trainer Material 1: Practice Interview Guidance<sup>23</sup>

Preparing for and coordinating practice interviews in the community will take some effort, but is rewarding in that participants are given the opportunity to practice in a realistic setting and to get real feedback.<sup>24</sup> We suggest you prepare for these interviews well in advance. Below are some suggestions for preparing for the practice interviews, coordinating them, and reviewing feedback from them:

- Work with your counterpart to identify the right community members to host practice interviews. You will want to have one interviewer for each participant.
- Based on what you know about participants' interests and goals, try to match each learner with an interviewer in his or her area of interest.
- Reach out to the community members, either by inviting all to one meeting during which you review the goals, expectations, and logistics of the practice interview experience, or through one-on-one contacts between you, your counterpart, and community members.
- You may wish to develop a handout of the goals and expectations for the practice interviews to leave with the community interviewers.
- Be sure to distribute Practice Interview Feedback Forms to each of the community interviewers and provide guidance about filling it out after the interview and when and where to return the forms after the interview.
- Call or visit each interviewer the day before the practice interviews to confirm plans.
- Before the practice interview day, create a card for each participant that provides information on the name of the interviewer, the company or business name, the location, and exact details for traveling to the interview site.<sup>25</sup>
- Following the interviews, collect the Practice Interview Feedback Forms. There are a few different ways to do this:
  - Visit each community member to debrief him or her about the interview and to collect the form.
  - Convene a meeting of all community members, perhaps with some small snacks and drinks, to thank them for participating, to collect the forms, and to debrief them about the interviews.
  - Ask interviewers to drop off the forms or mail them to you. If you choose the mailing option, be sure to provide a self-addressed, stamped envelope to the interviewer. (This option is not recommended.)
- After the practice interviews, be sure to thank the community members personally, in addition to the thank you cards participants will write in upcoming sessions.

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<sup>23</sup> Adapt this guidance based on what will work best for your group. You may need to have fewer community volunteers and to have interviews scheduled back-to-back with them, or interviews stretching across a few days. You may be able to find one large worksite, and take all of the participants there together, to visit many practice interviewers. There are many ways to coordinate this, and you and your counterpart should choose the right one for your circumstances.

<sup>24</sup> Arranging interviews in the community is highly recommended. If it is impossible, however, you might consider inviting the same community members to come to the classroom, and adapt the session so that interviews are conducted in the usual training space.

<sup>25</sup> You may wish to distribute these as much as a week before the interview, so participants can do some research on the business and also arrange for traveling to the interview, if required.



## Session 14: Job Shadowing

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Self-awareness, employability skills, communication skills
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To improve participants' ability to get and keep a job.

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**Session Rationale:** Youth better understand the world of work and expectations for behavior on the job by shadowing someone for one workday.

**Target Audience:** In-school and out-of-school youth who have completed at least primary education.

**Trainer Expertise:** Ability to organize community members for job shadowing and to coordinate the job shadowing experience; knowledge about format and protocol for locally acceptable thank-you notes.

**Time:** 2 hours

**Prerequisites:** Participants have participated in Session 13: Let's Practice: Interviews in the Community.

**Version:** Oct-2012



<b>Session 14: Job Shadowing<sup>26</sup></b>		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Work with a counterpart to make the best choices about setting up the job shadowing experiences with community members and to understand the typical form, content, and protocol around thank-you notes.</li> <li>3. Coordinate the job shadowing experience, using the guidance in Trainer Material 1.</li> <li>4. Prepare contact information and directions for each participant, as suggested in Trainer Material 1.</li> <li>5. Adapt Flip charts 2 and 3, and have them ready to display at the appropriate time during the session.</li> <li>6. Re-post Flip chart 1: The Bridge to Employability.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> <li>4. Appropriate paper and envelopes for thank-you notes</li> </ol> </li> <li>• <b>Handouts:</b> Handout 1: Job Shadowing Informational Handout</li> <li>• <b>Prepared Flip charts</b> Flip chart 1: The Bridge to Employability, from Session 1 Flip chart 2: Thank-You Note for Job Interviews Flip chart 3: Thank-You Note for Job Shadowing</li> <li>• <b>Trainer Materials</b> Trainer Material 1: Guidance for Job Shadowing</li> </ul>		
<p><b>Session Learning Objectives:</b> Participants will</p> <ol style="list-style-type: none"> <li>1. Explain the purpose of job shadowing.</li> <li>2. Prepare at least four questions to ask while job shadowing.</li> <li>3. Prepare a professional thank-you note for job interviews and job shadowing.</li> </ol>		

<sup>26</sup> Note that this session assumes that you have processed the practice interviews individually with participants, as suggested in Session 13, as part of a mid-point assessment of each participant's progress. If you have not had such a debriefing and you are running these sessions in order, you will want to add a group debriefing to the start of this session.



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>15 minutes</p>	<p><b>Pay Attention!</b></p> <p>This warm-up introduces the topic and allows participants to practice observation skills.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back to the sessions, and suggest participants begin with a short warm-up.</li> <li>2. Ask everyone to choose a partner. Instruct the partners to face each other.</li> <li>3. Ask the partners to take a good look at each other. Allow about a minute for this.</li> <li>4. Next, instruct the partners to turn back-to-back. When everyone has done so, instruct participants to change three things about their personal appearance. For example, they might roll up a sleeve, remove a shoe, take off a necklace, and so on.</li> <li>5. Allow about a minute for participants to change their appearances.</li> <li>6. Instruct participants to turn around and face each other again, and attempt to spot the changes their partners made in their appearance.</li> <li>7. Repeat the process one more time, before reconvening the whole group.</li> <li>8. Process the exercise, using some of the following questions: <ol style="list-style-type: none"> <li>a. <i>"What kinds of changes did you make?"</i></li> <li>b. <i>"Were you able to notice all of the changes?"</i></li> <li>c. <i>"During which round was it easier to spot all of the changes—the first round, or the second?" (The answer is likely to be the second round.)</i></li> <li>d. <i>"Why do you think that was?" (Probable answers: we knew the task; we knew to pay more attention to what our partner looked like; we weren't paying attention to what the person looked like in the first round.)</i></li> </ol> </li> <li>9. Announce that today's topic is "job shadowing." When we engage in job shadowing, we spend time following someone through a typical workday, so we can become better acquainted with a particular job and what the day-to-day realities are in that job. Invite participants to suggest how job shadowing relates to today's warm-up.</li> <li>10. Agree that during job shadowing, it is important to really be paying attention—to make a point, as we did in Round 2, to really focus on what we are seeing and to make meaning out of what we see. Job shadowing is a wonderful opportunity to see what a certain job will really be like—a typical day on the job, and as such participants will want to be highly focused and attentive during their job shadowing experience.</li> <li>11. Transition to the next part of the session.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Information</b></p> <p>20 minutes</p> <p>Blackboard, whiteboard, or flip chart</p> <p>Markers or chalk</p>	<p><b>Job Shadowing Brainstorm</b></p> <p>Participants will discuss the purpose of job shadowing and brainstorm questions they would like to ask when engaging in their job shadowing experience.</p> <ol style="list-style-type: none"> <li>1. Ask participants, “So, what is ‘job shadowing’? What is it exactly?”</li> <li>2. Note participants’ ideas on a flip chart or board.</li> <li>3. After hearing a few responses, agree that job shadowing is an opportunity to spend time, often a full workday, with someone who holds the type of job the shadower is interested in.</li> <li>4. Ask participants to describe the purpose of job shadowing. Note participants’ ideas on a flip chart or board.</li> <li>5. After hearing a few responses, agree that there are several good reasons to engage in job shadowing, including: to see what the job is really like; to assess whether or not such a job is really right for you; to make contacts and develop relationships with people working in this type of job—which may lead to a job; to ask questions of, and get advice from, people doing this job, and so on.</li> </ol> <p><u>Note:</u> Careful attention to participants’ responses serves as an assessment of Objective 1.</p> <ol style="list-style-type: none"> <li>6. Ask participants to imagine that they are shadowing someone for the day. What will it be like? How should they act while on the job?</li> <li>7. After hearing a few responses, talk a bit about expectations for participants while they are job shadowing. Suggest that the “Do’s and Don’ts” from the job interview offer a good guide for the “Do’s and Don’ts” of job shadowing as well, and remind participants to review these before going on the job shadowing experience.</li> <li>8. Suggest that they have prepared themselves well for the job shadowing experience by preparing for the practice interviews, and that job shadowing allows for a fuller experience in which they will be able to explore a job, make contacts, ask questions, and feel freer to learn during their job shadowing day.</li> <li>9. Transition to the next part of the session.</li> </ol>
<p><b>Practice</b></p> <p>45 minutes</p> <p>Blackboard, whiteboard, or flip chart</p>	<p><b>A. Getting Ready for Job Shadowing</b></p> <p>Participants prepare the questions they want to ask during the job shadowing experience.</p> <ol style="list-style-type: none"> <li>1. Suggest that job shadowing provides a great opportunity for participants to get to know people in the field they are interested in, to see what a typical work day is like in a job they are interested in, and to ask questions and seek advice about how to get such a job, or how to perform it well.</li> </ol>







Phase/Time/Trainer Materials	Instructional Sequence
<p>Prepared Flip chart 2: Thank-You Notes for Job Interviews</p> <p>Prepared Flip chart 3: Thank-You Notes for Job Shadowing</p> <p>Appropriate paper for the thank-you notes</p>	<ol style="list-style-type: none"> <li>3. Invite participants to suggest what they might write in a thank-you note to their interviewers.</li> <li>4. After hearing a few ideas, show Flip chart 2: Thank-You Notes for Job Interviews, and review it with the group.</li> <li>5. Distribute a sheet of nice paper to participants, and ask them to use this template, plus what the participants have just discussed and agreed upon, to write a short thank-you note to their interviewer.<sup>27</sup></li> <li>6. Allow about 15 minutes for participants to write the notes.</li> <li>7. When participants have finished, collect the thank-you notes and assure them that you will see that these notes are sent to each of the interviewers.</li> </ol> <p><u>Note:</u> Collecting the thank-you notes provides an opportunity to assess attainment of Objective 3.</p> <ol style="list-style-type: none"> <li>8. Ask participants how a thank-you note from their job shadowing experience might be the same as, or different from, the thank-you note they just wrote.</li> <li>9. After hearing a few ideas, show Flip chart 3: Thank-You Notes for Job Interviews, and review it with the group.</li> <li>10. Invite the group to write this template into their action journals, and tell them that writing a thank-you note for their job shadowing hosts will be their homework assignment. Between now and the next session, they will go on their job shadowing experience, and after that, they will write a thank-you note to their host. They should bring the thank-you notes for the job shadowing to the next session, during which the group will be debriefed about the job shadowing experiences.</li> <li>11. Transition to the next part of the session.</li> </ol>
<p><b>Application</b></p> <p>15 minutes in class</p>	<p><b>Job Shadowing</b></p> <p>Participants will receive detailed information about their job shadowing site and will then job shadow for a full workday.</p> <ol style="list-style-type: none"> <li>1. Indicate that you have worked hard to match each participant with a job shadowing experience that is in line with the type of work he or she is interested in, and that you have worked with the community members to prepare them for the job shadowing day.</li> </ol> <p><u>Note:</u> You may need to tell participants that matching them with job shadowing</p>

<sup>27</sup> If computers or typewriters are available, it would be best to have participants type their thank-you notes.



Phase/Time/Trainer Materials	Instructional Sequence
<p>plus</p> <p>One full workday</p>	<p>experiences in line with the type of work they are interested in is not always possible. Nevertheless, the job shadowing experience will bring many lessons that they will be able to use on future jobs in their own areas of interest.</p> <ol style="list-style-type: none"> <li>2. Indicate that each participant will receive a card in a moment with the contact information for his or her job shadowing site, as well as detailed directions on how to get there.</li> <li>3. Distribute the cards, and allow a few minutes of talking and excitement as participants review them.</li> <li>4. Remind participants to dress appropriately for the workday, to bring a copy of their resume/CV in case they are asked for it, and to arrive at the job site on time.</li> <li>5. Ask if there are any questions, and spend whatever time you need to help participants to feel comfortable and confident as they prepare for their job shadowing experience.</li> <li>6. Indicate when the group will reconvene for the next session, and wish participants a good job shadowing experience.</li> <li>7. Dismiss the group.</li> </ol>
<p><b>Assessment</b></p>	<p>The assessment has been integrated throughout the session and is noted within:</p> <ol style="list-style-type: none"> <li>1. Objective 1: Explain the purpose of job shadowing. <i>Assessed in Information, No. 5.</i></li> <li>2. Objective 2: Prepare at least four questions to ask while job shadowing. <i>Assessed in Practice, Section 1, No. 8.</i></li> <li>3. Objective 3: Prepare a professional thank-you note for job interviews and job shadowing. <i>Assessed in Practice, Section 2, No. 7.</i></li> </ol>
<p><b>Trainer Notes for Future Improvement</b></p>	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:



## Handout 1: Job Shadowing Informational Handout<sup>28</sup>

Thanks so much for allowing one of our participants to shadow your work for the day. This opportunity is invaluable for participants of our youth employability program.

The job shadowing experience helps our participants to

- ✓ Better understand what day-to-day life is like on this job.
- ✓ Learn how you got this job and what education, experience, and resources you bring to the job.
- ✓ Get advice from you about steps they can take to improve their skills, and advice on how to get jobs in this line of work.
- ✓ Ask questions throughout the day about the job and other employability-related topics.
- ✓ Decide whether this line of work is really right for them.

(Provide any logistical information here, as well as any expectations you might have for feedback from those being shadowed.)

Thanks so much for supporting our youth as they develop their employability skills. We appreciate your involvement in this important program.

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<sup>28</sup> Adapt and re-format this form to suit your own needs and context.



## Prepared Flip chart 2: Thank-You Note for Job Interviews

Dear Mr./Ms./Mrs./Dr. \_\_\_\_\_ : (greeting)

A sentence to thank the interviewer for taking the time to meet with you.

A sentence talking about what you learned, and how interested you are in the job.

A sentence stating you hope you will have the opportunity to meet with him/her again soon.

Closing

Your signature



## Prepared Flip chart 3: Thank-You Note for Job Shadowing

Dear Mr./Ms./Mrs./Dr. \_\_\_\_\_: (greeting)

A sentence to thank the host for taking the time to spend the day with you and answer your questions.

A sentence describing one to three things that you learned.

A sentence stating how valuable the experience was, and that you hope you will have the opportunity to meet with him/her again soon.

Sincerely, (closing)

Your signature



## Trainer Material 1: Guidance for Job Shadowing<sup>29</sup>

Preparing for and coordinating the job shadowing experience may be facilitated because you have already established a relationship with community members for the practice interviews. Indeed, you may wish to combine the two issues, and work with the same community members for both the practice interviews and the job shadowing experience. Your counterpart will provide the best insight on this, and also the best contacts.

Below are some suggestions for preparing for and coordinating the job shadowing experience:

- Work with your counterpart to identify the right community members to host the job shadowing. Ideally, you will want to have one job shadowing site for each participant.
- Based on what you know about participants' interests and goals, try to match each learner with the type of job he or she is looking for.
- Reach out to the community members, either by inviting all to one meeting during which you review the goals, expectations, and logistics of the job shadowing experience, or through one-on-one contacts between you, your counterpart, and community members.
- You may wish to develop a handout of the goals and expectations for the job shadowing to leave with the persons being shadowed. See Handout 1 for an example.
- Before this session, create a card for each participant that provides information on the name of the job shadowing site, the company or business name, the location, and exact details for traveling to the site.<sup>30</sup>
- Call or visit each site the day before the job shadowing to confirm plans.
- After the job shadowing, be sure to thank the community members personally, in addition to the thank-you cards participants will write.

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<sup>29</sup> Adapt this guidance based on what will work best for your group.

<sup>30</sup> You may wish to distribute these as much as a week before the job shadowing day, so participants can do some research on the business and also arrange for traveling to the job shadowing experience, if required.



## Session 15: Finding Job Leads

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Self-awareness, employability skills, communication skills
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To improve participants' ability to get and keep a job.

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**Session Rationale:** Youth learn how to research job leads by researching jobs currently available in their own communities.

**Target Audience:** In-school and out-of-school youth who have completed at least primary education.

**Trainer Expertise:** Understanding of where to find leads to locally available jobs; understanding of the local job market.

**Time:** 2 hours

**Prerequisites:** Participants have participated in Session 1: Crossing the Bridge: An Introduction to Employability.

**Version:** Oct-2012



<b>Session 15: Finding Job Leads</b>		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Develop Trainer Material 1: Scavenger Hunt for the first activity.</li> <li>3. Work with a counterpart to understand the local job market and where to find leads to jobs in the area.</li> <li>4. If jobs are advertised by the newspaper, bring in the most recent edition of several different papers.</li> <li>5. If jobs are advertised on the Internet in this area, arrange for access to computers or a computer lab, if possible, and identify local job search sites prior to this session.</li> <li>6. If local jobs boards or other community options are available, have information about these resources.</li> <li>7. Find out all you can about Trafficking in Persons (TIP) in the area so you can provide guidance to participants about avoiding job ads that might be recruitment tools for traffickers.<sup>31</sup></li> <li>8. Collect any other job ads available, such as flyers, magazines, community newsletters, and so on.</li> <li>9. Prepare half sheets of flip chart paper before the session and clear a wall so participants can hang the flip chart papers on it.</li> <li>10. Work with your counterpart to adapt and revise Handout 2: Checklist for Job Search.</li> <li>11. Re-post Flip chart 1: The Bridge to Employability.</li> <li>12. Post Flip chart 2: People I Know—Job Leads and cover it until it is relevant.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> <li>4. Newspapers, flyers, magazines, employment resources, as available</li> <li>5. Computers, computer lab, with link to the Internet (optional)</li> <li>6. Elements for Scavenger Hunt</li> <li>7. Prize(s) for the Scavenger Hunt (optional)</li> </ol> </li> <li>• <b>Handouts:</b> <p>Handout 1: Sample Job Ad</p> <p>Handout 2: Checklist for Job Search</p> </li> <li>• <b>Prepared Flip charts</b> <p>Flip chart 1: The Bridge to Employability (see Session 1)</p> <p>Flip chart 2: People I Know—Job Leads</p> </li> <li>• <b>Trainer Materials:</b> <p>Trainer Material 1: Scavenger Hunt</p> </li> </ul> <p><b>Session Learning Objectives:</b></p> <p>Participants will</p> <ol style="list-style-type: none"> <li>1. Describe three avenues for finding job leads.</li> <li>2. Identify at least two people in their own network who may have information about job leads.</li> <li>3. Identify at least one job vacancy that they would like to apply for.</li> <li>4. Plan the steps they will take to apply for that job.</li> </ol>		

<sup>31</sup> Depending on the TIP risk in your country of service, you might want to have a separate session on TIP, to raise awareness among the youth in your employability sessions. Ask your APCD for contact information for groups working on TIP, and invite a guest speaker to come to one of your sessions to discuss remaining safe from TIP.





Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>30 minutes</p> <p>Trainer Material 1: Scavenger Hunt</p> <p>Elements for Scavenger Hunt</p> <p>Half sheets of flip chart paper</p> <p>Markers</p> <p>Tape</p>	<p><b>Scavenger Hunt</b></p> <p>This warm-up energizes the group and introduces the topic.</p> <ol style="list-style-type: none"> <li>Welcome the group back to the sessions. Before beginning the warm-up, spend about 10 minutes debriefing the job shadowing experience. You might use some of the following questions:             <ol style="list-style-type: none"> <li><i>“What was your job shadowing experience like?”</i></li> <li><i>“Which of your prepared questions were you able to ask?”</i></li> <li><i>“What kinds of questions did your host ask you?”</i></li> <li><i>“What was the most important thing you learned during your day on the job?”</i></li> <li><i>“Now that you have spent a day on the job, are you still interested in this type of work? Has your interest in working in this type of job changed at all?”</i></li> <li><i>“What additional work—on yourself, your resume/CV, your approach—will you need to do before your next face-to-face encounter with someone related to your job search?”</i></li> <li><i>“What was most valuable about the job shadowing experience?”</i></li> </ol> </li> <li>Collect the thank-you notes.</li> <li>Summarize the discussion about job shadowing, and suggest that participants get started on today’s topic with a warm-up.</li> <li>Tell participants that they are going on a scavenger hunt, which will direct them to all sorts of information they will use during the session.</li> <li>Provide instructions for the activity:             <ol style="list-style-type: none"> <li><i>“We will divide into groups.”</i></li> <li><i>“The groups will all go on a scavenger hunt. The goal is to find 10 required items and be the first to get back in your seats.”</i></li> <li><i>“The winning group will get a prize.” (optional)</i></li> <li><i>“You will be finding clues and items in and around the training room.”</i></li> </ol> </li> <li>Divide participants into groups. Provide each group with the first clue and begin the scavenger hunt.</li> <li>When all groups are back, award the prize(s) to the winning team(s).</li> <li>Process the exercise, using some of the following questions:             <ol style="list-style-type: none"> <li><i>“How difficult was it to complete the scavenger hunt?”</i></li> <li><i>“Which clues were easiest to find? Most difficult?”</i></li> <li><i>“What kinds of items did you find? How are they related?”</i></li> <li><i>“What similarities do you see between this warm-up and a job search?”</i></li> </ol> </li> </ol>



	<ol style="list-style-type: none"> <li>9. After hearing a few responses, agree that in a job search, participants must look in all available places, sometimes unlikely places, for connections to work. They should be prepared to receive information from a lot of different sources and to keep their eyes open to anything that might come up. Like in the warm-up, sometimes they will hear a clue about a job, and chasing that lead might result in finding the job. Those who are most successful at finding a job are often looking in multiple places at the same time, and using multiple sources for job leads.</li> <li>10. Indicate that it is to that topic that we will turn in this session—job leads, or how we hear about or find out about jobs that are available and companies or people who are hiring.</li> <li>11. Suggest that at the end of the scavenger hunt, participants each note the kinds of jobs we most want to find. Indicate that we will be working with that information a bit later in the session.</li> <li>12. Briefly review the flip charts with the participants’ names and job information, and make an effort to group similar jobs in the same place, to make the practice activity a bit easier.</li> <li>13. Transition to the next part of the session.</li> </ol>
<p><b>Information</b></p> <p>20 minutes</p> <p>Prepared Flip chart 2: People I know—Job Leads</p> <p>Flip chart or board Markers or chalk</p>	<p><b>Where Are the Jobs in Your Community?</b> Participants will discuss the different avenues for finding out about jobs.</p> <ol style="list-style-type: none"> <li>1. Invite the group to think back to the story of Gladys and Lucy. Do they remember how Gladys said she was looking for jobs? Chart the group’s answers on the flip chart or board. <p><u>Note:</u> Answers might include: she was asking relatives and friends; she showed up at workplaces and tried to speak with someone; she phoned different businesses.</p> </li> <li>2. Continue by asking the group to think about Lucy. Where did she look for jobs? Chart the group’s answers on the flip chart or board. <p><u>Note:</u> Answers might include: she asked relatives and friends, too (her brother got a job that way); she looked in (insert all that apply to your community—the “wanted” section of the newspaper, the jobs board at the community center, school, or local university, a job search engine on the Internet, a company specializing in finding jobs for people).</p> </li> <li>3. Suggest that these are all good job leads. Ask the group members if they can think of any other ways to find out about jobs or people and businesses who are hiring. Ask participants who have already held a job to share how they heard about the job. Note any additional ideas on the flip chart. <p><u>Note:</u> Careful attention to this brainstorming and discussion serves as an assessment of Objective 1.</p> </li> </ol>



4. Suggest that when you are searching for a job, you are likely to be most successful if you are checking on all of these job leads frequently.
  5. Suggest that often when you are first beginning to look for a job, it is a good idea to start as Gladys did—with those closest to you. Sometimes you can get a good job lead or connection by discussing your job search with your relatives, friends, former teachers, those in your church, synagogue, or mosque, local shopkeepers, and other community members. Sometimes this is called “networking”—connecting to all the people in your network of friends, relatives, and community members—and inviting them to connect with their friends, relatives, and business connections for you.
  6. Invite participants to think about their own “network” of friends, relatives, local business people, community members, former teachers, and their religious community. Who among this group might be a source of job leads? Who among this group might know someone else who might be a source of job leads?
  7. Invite participants to take about five minutes to note in their action journals all of the people they can think of in their own lives who might offer good connections to a job. Suggest they write it in two columns, “People I know” as the first column, and “Possible Connections to a Job” in the other. Offer one example on a flip chart.
  8. Allow about five minutes for this activity, and circulate among the group to check progress. When participants appear to be finished, reconvene the group in plenary.
- Note: Your progress check during this activity serves as an assessment of Objective 2.
9. Ask a few participants to share some of their findings with the group. Whom will they approach in their network, and about what job connection?
  10. Suggest that participants review this list of connections in the coming days, and develop a plan for contacting those on the “People I Know—Job Leads” list.
  11. Invite participants to share how it might be best to approach these people. What information would they share with them? How would they make their contact with them most effective?
  12. After listening to a few ideas, agree that these points are important:
    - *Let the people on this list know that you are looking for a job, and chat a bit with them about what type of job you are interested in and qualified for.”*
    - *“Depending upon the situation, you may want to offer copies of your resume/CV to some of these connections, so they can review your qualifications and maybe pass your resume/CV on to their own connections; this also shows how seriously you are taking the job search.”*



	<ul style="list-style-type: none"> <li>• <i>“Check in with them frequently to see if they have any ideas for you, and to let them know you are still looking.”</i></li> <li>• <i>“If their connection results in a job interview or job for you, be sure to thank them, using the guidance for thank-you notes from the last session.”</i></li> </ul> <p><u>Note:</u> You may wish to have a brief discussion about how frequently participants should check in with their network. Agree on a frequency for how often to check in—say each week or every two weeks—and agree that checking in too frequently might be a bit annoying. Suggest that their close connections want to help them, but participants must respect their contacts’ time, as well.</p> <p>13. Summarize the discussion, and transition to the next part of the session.</p>
<p><b>Practice</b></p> <p>35 minutes</p> <p>Handout 1: Sample Job Ad</p> <p>Prepared Flip charts with participants’ names and type of job they are interested in</p> <p>Job leads you have gathered from the newspaper, flyers, magazines, jobs boards</p> <p>Computers, computer labs, and Internet search engines on employment (optional, if available)</p>	<p><b>Finding Job Leads</b></p> <p>Participants research job leads using the media provided.</p> <ol style="list-style-type: none"> <li>1. Suggest that sometimes one’s own network is not enough to result in a job or even a job interview. It is important to use all available strategies for a job search.</li> <li>2. Remind the group of the other strategies for job leads the group discussed in the Information section.</li> <li>3. Indicate that the most common job lead, perhaps, is the job ad—usually found in a local newspaper, magazine, community jobs board, flyer, or on the Internet.</li> <li>4. Suggest that it is important to know how to read and interpret a job ad, so the group will spend a few minutes to review a job ad together now.</li> <li>5. Distribute Handout 1: Sample Job Ad, and review it with the group. Ask questions to guide participants through the job ad and demonstrate how to read and interpret a job ad.</li> </ol> <p><u>Note:</u> Adapt your questions to the information and style of the job ad.</p> <p><u>Note:</u> Whether or not you have scheduled a TIP session, this is a good opportunity to raise awareness about TIP. You might tell the group that not all job ads are advertising real jobs, and that it is important to be careful so they are not drawn into “trafficking in persons,” or modern day slavery. If an ad seems “too good to be true,” it probably is. Examples include ads that promise jobs abroad or jobs for those with minimal qualifications. Suggest that if they have any questions about the validity of a job ad, they should bring it to you for discussion.</p> <ol style="list-style-type: none"> <li>6. Suggest that a good bit of time during any job search is spent just reading through job ads in order to find a match for one’s own interests.</li> <li>7. Indicate that the group will practice that critical skill together now. State that for the next 30 minutes, participants will review all of the different job leads in the room—(insert all that apply).</li> </ol>



	<p>8. Tell participants that their main task in those 30 minutes is to find at least one job lead they are interested in applying for. They should cut out all of the ads that interest them and post them on the flip chart with their names on them.</p> <p><u>Note:</u> Provide the appropriate instructions, depending on the job leads you have available. Your instructions will differ if you have written job leads that can be cut out or posted versus a computer job search in which participants should note down or print out the job leads. Adapt the instructions to the situation.</p> <p>10. Note that while they are looking, they may come across other job ads that seem to match what some of their peers are looking for. If participants find a job ad that might appeal to another person in the room, they should post that job ad on that person's flip chart. You can point out that this is an example of networking. Remind the group that each person's job interest is written on their flip chart, and invite them to review those again briefly.</p> <p>11. Emphasize that the most important task of this 30 minutes, however, is for each of them to find a job that they can realistically apply for, and that interests them.</p> <p>12. Check for understanding of the instructions, and begin the job search. Circulate among the group to offer assistance and check progress. Remind the group when only a few minutes remain, and reconvene the group when time is up.</p> <p>13. Process the activity for a few minutes, asking some of the following questions:</p> <p style="padding-left: 40px;">a. <i>"Let's talk a bit about the process of researching job leads. How did you find the process? What was difficult about it? What was easy?"</i></p> <p style="padding-left: 40px;">b. <i>"How many different leads did you find? Where did you find them?"</i></p> <p>14. Transition to the application section of the session.</p>
<p><b>Application</b></p> <p>35 minutes</p> <p>Handout 2: Checklist for Job Search</p> <p>Flip chart or board Markers or chalk</p>	<p><b>Applying for a Job</b> Participants create a plan for applying for a job.</p> <p>1. Invite participants to stand up and go over to their flip charts. Tell everyone to review the jobs posted on their flip chart, and to choose the one job they are most interested in applying for. Tell participants to take that job ad off of their flip charts and bring it back to their seats.</p> <p><u>Note:</u> Your progress check during this activity serves as an assessment of Objective 3.</p> <p>2. Instruct participants to form pairs and to review the job ads together. They should discuss what steps they will each need to take to apply for their respective jobs. They should write these notes in their action journals. They should also keep the job ad for use in the next session.</p>



	<ol style="list-style-type: none"> <li>3. Allow up to 10 minutes for this discussion.</li> <li>4. Reconvene the group, and ask if there are any questions about how to apply for the jobs they have chosen. Invite the group members to suggest steps for responding to the job ads, and chart their answers.</li> <li>5. Indicate that you have pulled together a suggested list of steps involved in applying for a job. This checklist can guide them as they make their own plan.</li> <li>6. Distribute Handout 2: Checklist for Job Search, and review it briefly with the group. Compare it with the ideas generated by the group a moment ago.</li> <li>7. Indicate that the group will cover some of the topics on this handout in upcoming sessions. (For example, they will work on cover letters and filling out applications during the “Applying for a Job” session.)</li> </ol> <p>Invite participants to modify the plan they have created, based on new information from the handout.</p> <ol style="list-style-type: none"> <li>8. Allow another five minutes or so for this, and circulate among the group to check progress.</li> </ol> <p><u>Note:</u> Your progress check during this activity serves as an assessment of Objective 4.</p> <ol style="list-style-type: none"> <li>9. Suggest that participants begin to work on this plan to apply for this specific job between now and the next session. In the next session, we will work on the cover letter and learn more about filling out applications.</li> <li>10. Thank the group for its participation, and close the session.</li> </ol>
Assessment	<p>The assessment has been integrated throughout the session and is noted within:</p> <ol style="list-style-type: none"> <li>1. Objective 1: Describe three avenues for finding job leads. <i>Assessed in Information, No. 3.</i></li> <li>2. Objective 2: Identify at least two people in their own network who may have information about job leads. <i>Assessed in Information, No. 8.</i></li> <li>3. Objective 3: Identify at least one job vacancy that they would like to apply for. <i>Assessed in Application, No. 1.</i></li> <li>4. Objective 4: Plan the steps they will take to apply for that job. <i>Assessed in Application, No. 9.</i></li> </ol>

<b>Trainer Notes for Future Improvement</b>	Date & Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]
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Resources:



## Handout 1: Sample Job Ad

Find a sample job ad in the newspaper or online that illustrates a typical job ad in the community. If possible, enlarge it and develop it into a handout for use by participants during the practice segment of the session.

Here is one example:

### JOB ADVERTISEMENT: RISING STAR WOMEN'S LEADERSHIP ACADEMY (RSWLA)

Program Assistant – Membership Outreach, based in Harare

RSWLA seeks an energetic Program Assistant to support Membership Outreach. The Program Assistant will work closely with the Program Officer to support and develop all communication activities of RSWLA, including sending newsletters to members, website updates, taking notes at RSWLA meetings, general clerical work. This is a full-time position based in Harare.

Fluency in Shona required. Some English preferred.

Send your resume/CV and salary requirements to: RSWLA at (address).





## Handout 2: Checklist for Job Search<sup>32</sup>

- ☐ Research job leads using all of the available strategies we discussed.
- ☐ Choose all of the jobs that you are interested in, and that match the skills and education you offer.
- ☐ Learn more about the company, and more about the job, if you can.
- ☐ Think of examples from your own experience that demonstrate that you are the right person for this job.
- ☐ Revise your resume/CV to highlight those experiences, and to make it most appropriate for the job. Ask a mentor or friend to read it and share any suggestions for improvement.
- ☐ Pick up an application, if appropriate.
- ☐ In some cases, there is no application, and you will just send a cover letter and a resume/CV to the address provided.
- ☐ Complete the application. Ask a mentor or friend to read it and share any suggestions for improvement.
- ☐ Mail the application or deliver it in person. Either way, enclose a cover letter and a resume/CV with the application.
- ☐ Think about who might provide the best reference for you, and contact those people.
- ☐ Gather contact information from references.
- ☐ Gather written references, if necessary.
- ☐ Schedule an interview.
- ☐ Prepare for the interview by choosing appropriate clothing for the interview, making a copy of your resume/CV to bring, making a list of questions to ask, and practicing your interview skills.
- ☐ Go for the interview.
- ☐ Send a thank-you note to the interviewer the day after the interview.

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<sup>32</sup> Work with your counterpart to revise this checklist based on typical job search approaches in the local area.



# Prepared Flip chart 2: People I know—Job Leads

People I know	Possible Connections to a Job



## Trainer Material 1: Scavenger Hunt<sup>33</sup>

Create a scavenger hunt that participants will work through in teams. Here are some ideas:

- Hide the newspapers, magazines, flyers, and other employment resources in and around the training area, and create cards that lead participants to those employment-related items.
- Hide those direction cards in additional places in and around the training area.
- Hide as many of the items as you will need for the number of teams you will have.
- Use cards to direct the scavenger hunt. Here is an example:

Your team must find 10 employability-related items. You will receive 10 clues that will lead you to the items. The first team to find all of their items and return to their seats will be the winners.

Here is your first clue:

“Every day you pass me right by  
On your way to class, I say with a sigh  
But now you had better notice me true  
Because I am the holder of Clue Number 2.”

- This clue can direct the group(s) to a sign, doormat, tree, or other object near the entrance to the building that houses the training.
- Here’s an example of what they might find once they get there:

Here is the second clue:

“Finding a job can be quite a caper  
But it’s easier if you look in the paper.  
Where can you find a newspaper ’round here?  
Look where the window is dirty, not clear.”

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<sup>33</sup> There are many different ways to organize a scavenger hunt, and this is just one suggestion. You might simply create a list of items for participants to find and hide all of the items in and around training room. The suggested method provides a bit more of a link with the topic of finding job leads.



- And when they reach the dirtiest window, they will find a newspaper with job ads in it, which is the first item they need to find on their scavenger hunt.
- Continue creating cards and hiding clues in this way for all 10 items.
- The final clue should direct participants to the half sheets of flip chart paper hanging on the wall, and provide instructions for each participant to write his or her name and the type of job he or she is looking for on one of the flip charts. The directions should then tell them to quickly take their seats.



## Session 16: Applying for a Job

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Employability skills, communication skills, writing skills
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To improve participants' ability to get and keep a job.

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**Session Rationale:** Youth learn how to write a cover letter and fill out a job application.

**Target Audience:** In-school and out-of-school youth who have completed at least primary education.

**Trainer Expertise:** Understanding of local practice and protocol for cover letters; knowledge about local job application practices.

**Time:** 2 hours

**Prerequisites:** None

**Version:** Oct-2012



<b>Session 16:</b> Applying for a Job		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Prepare Starter Puzzles as directed in Trainer Material 1.</li> <li>3. Re-post Flip chart 1: The Bridge to Employability.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> <li>4. Basket or bag for Starter Puzzles</li> <li>5. Appropriate paper for cover letters and/or revised resumes/CVs</li> <li>6. Envelopes for mailing cover letters and resumes/CVs</li> <li>7. Stamps for mailing cover letters and resumes/CVs</li> <li>8. Computers and typewriters (optional)</li> <li>9. Job ad each participant was interested in (Session 15)</li> </ol> </li> <li>• <b>Handouts:</b> <p>Handout 1: Sample Job Application 1</p> <p>Handout 2: Sample Job Application 2</p> <p>Handout 3: Sample Cover Letter 1</p> <p>Handout 4: Sample Cover Letter 2</p> </li> <li>• <b>Prepared Flip charts</b> <p>Flip chart 1: The Bridge to Employability (see Session 1)</p> <p>Flip chart 2: Parts of a Cover Letter</p> </li> <li>• <b>Trainer Materials</b> <p>Trainer Material 1: Starter Puzzles</p> </li> </ul>		
<p><b>Session Learning Objectives:</b></p> <p>Participants will</p> <ol style="list-style-type: none"> <li>1. Complete a written job application with no spelling or grammatical errors.</li> <li>2. Explain the purpose of a cover letter.</li> <li>3. Write a cover letter for the jobs they are interested in.</li> </ol>		



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>20 minutes</p> <p>Trainer Material 1: Starter Puzzles</p>	<p><b>Starter Puzzles</b></p> <p>This warm-up energizes the group and introduces the topic.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back to the sessions. Suggest that they begin with a short warm-up.</li> <li>2. Provide instructions for the Starter Puzzles warm-up as you distribute one puzzle piece to each participant. <ul style="list-style-type: none"> <li>a. <i>"Each participant will get a puzzle piece."</i></li> <li>b. <i>"In a moment, I'll say 'go' and you will get up and try to find the others who have pieces of your puzzle."</i></li> <li>c. <i>"When you have found all of the others with pieces of your puzzle, you will gather at a table and put the puzzle together."</i></li> <li>d. <i>"When you have the puzzle together, spend about five minutes reviewing the puzzle and discussing it."</i></li> </ul> </li> <li>3. Begin the warm-up. When all participants have found their groups, circulate and check progress.</li> <li>4. After about five minutes, reconvene the group.</li> <li>5. Process the exercise, using some of the following questions: <ul style="list-style-type: none"> <li>a. <i>"What did you find when you put your puzzles together?"</i></li> <li>b. <i>"Have you ever seen these types of forms?"</i></li> <li>c. <i>"Have you ever filled out this kind of form yourself?"</i></li> <li>d. <i>"What kind of letters do you think they are?"</i></li> <li>e. <i>"Have you ever written this kind of letter?"</i></li> <li>f. <i>"What do you think these letters and forms have to do with employability?"</i></li> </ul> </li> <li>6. After hearing a few responses, agree that these are cover letters and job applications, and that the group will be working on those topics during this session.</li> <li>7. Transition to the next part of the session.</li> </ol>
<p><b>Information</b></p> <p>20 minutes</p> <p>Handouts 1–4: Sample Cover Letters and Job Applications</p>	<p><b>Job Applications and Cover Letters</b></p> <p>Participants will learn how to complete a job application and how to write an appropriate cover letter.</p> <ol style="list-style-type: none"> <li>1. Distribute Handouts 1 and 2, the cover letters, and review them with participants.</li> <li>2. In reviewing the cover letters with the group, ask questions to direct participants' attention to the most important parts of the cover letter.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p>Flip chart 2: Parts of a Cover Letter</p>	<ol style="list-style-type: none"> <li>3. Ask participants to suggest the purpose of a cover letter.</li> <li>4. Agree that a cover letter is often the first contact a potential employer will have with you, and as such, it is important that the cover letter make a good impression. It should state why you think you are right for the job, and it should highlight the parts of your resume/CV that match the job qualifications. It should also indicate your interest in interviewing for the job, and your contact details so that the potential employer can easily contact you.</li> <li>5. Review Flip chart 2 with the group, and suggest that cover letters should include these important components. Review each with the group.</li> <li>6. Indicate that a little bit later in this session, group members will practice writing their own cover letters, to apply for the jobs they identified in the last session.</li> <li>7. Transition to the discussion of job applications.</li> </ol>
<p><b>Practice</b></p> <p>40 minutes</p> <p>Handouts 1–4: Sample Cover Letters and Job Applications</p>	<p><b>Filling Out a Job Application</b> Participants practice filling out job applications.</p> <ol style="list-style-type: none"> <li>1. Indicate that for some companies or businesses, it is enough to receive a cover letter and a resume/CV in the mail, and then they will schedule interviews with those who best meet the qualifications for the job. Say that some companies and businesses require that you come in and fill out a job application.</li> <li>2. Indicate that just as it is important to present a resume/CV that has no spelling or grammatical errors and that is in a proper format, it is equally important to complete a job application in this way.</li> <li>3. Tell participants that they will practice completing job applications in the session to help them feel confident completing one when called to do so for a job.</li> <li>4. Distribute the two different job applications to participants, and briefly review them.</li> <li>5. Indicate that participants will have 15 minutes to complete both applications, and that they should take care to spell everything right, to print everything neatly, and to present themselves as well as possible on the application.</li> <li>6. Start the exercise, and circulate among participants to check progress and answer questions. Remind the group when only a couple of minutes remain.</li> <li>7. When time is up, tell participants to find a partner and to switch job applications with their partners. Each participant should review their partner's job applications for completeness, for neatness, and to make sure there are no errors.</li> </ol>





Phase/Time/Trainer Materials	Instructional Sequence
	<ol style="list-style-type: none"> <li>8. Allow up to five minutes for participants to check each other's work. When the time is up, invite partners to tell each other what they most appreciated about the job applications they reviewed, and also to share any suggestions for improvement.</li> <li>9. Allow about five more minutes for this part of the activity.</li> <li>10. Reconvene the group and process the exercise, using some of the following questions: <ol style="list-style-type: none"> <li>a. <i>"What was the easiest part of completing the job application?"</i></li> <li>b. <i>"What did you find difficult?"</i></li> <li>c. <i>"Did you have all the information available?"</i></li> </ol> </li> <li>11. Suggest that job applications should be straightforward, and sometimes the only challenging part is remembering a particular piece of information, like a date or the address of a reference.</li> <li>12. Suggest that participants make a note of any information that they did not know or have available. They should make sure to get that information and have it at the ready when they go for a job, in case that same information is called for on the job application.</li> <li>13. Suggest that it is a good idea to keep a list of references, complete with their contact information, with your resume/CV at all times, so participants can easily copy their information onto a job application or hand it to a potential employer during an interview.</li> <li>14. Collect one job application from each participant, and indicate that you will review this and return it next time. Invite participants to keep the other one as an example in the meantime.   <p><u>Note:</u> Your review of these collected job applications will serve as an assessment of Objective 1.</p> </li> <li>15. Summarize the discussion, and transition to the next part of the session.</li> </ol>
<p><b>Application</b></p> <p>40 minutes</p> <p>Flip chart 2: Parts of a Cover Letter</p> <p>Envelopes</p>	<p><b>Writing a Cover Letter</b></p> <p>Participants write a cover letter for the job they are applying for.</p> <ol style="list-style-type: none"> <li>1. Remind the group about the job they expressed interest in during the last session, and ask participants to bring out that job ad. (They should have kept it in their action journals.)</li> <li>2. Indicate that they will use the remainder of the session to prepare both their cover letters and their resumes/CVs to apply for this job. Indicate that by the</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p>Nice paper</p> <p>Computers or typewriters (optional)</p>	<p>end of this session, they will seal the envelopes on these letters and send them off to these potential employers, so participants should take special care in preparing these documents.</p> <ol style="list-style-type: none"> <li>3. Suggest that participants will start by reviewing their current resumes/CVs to make sure they are a good match for this position. Sometimes once we read a job ad, we realize that we can change our resumes/CVs a bit to make them look like an even better match for the job.</li> <li>4. Ask participants to review their resumes/CVs right now, against the job ad, to make sure that the resume/CV is the right one, or to make notes on how they might change the resume/CV a bit to make it an even more convincing match for the job.</li> <li>5. Allow about five minutes for participants to assess their resumes/CVs against the job ad. When five minutes are up, ascertain whether participants will need to revise their resumes/CVs. If they do, allow time in the session for this revision.</li> </ol> <p><u>Note:</u> If computers are available, participants should update their resumes/CVs on the computers and print them out. If computers are not available, you might (a) suggest public places in the community where participants can revise their resumes on a computer after the session (such as a public library), or (b) have participants print their revised resume neatly on a good sheet of paper (if that would be acceptable for the job).</p> <ol style="list-style-type: none"> <li>6. When participants are finished, reconvene the group. Indicate that they now have the right resume/CV to match this job, and that they must now write a strong cover letter.</li> <li>7. Ask the group to remind you of the purpose and format of the cover letter, from the earlier discussion you led earlier in the session.</li> </ol> <p><u>Note:</u> Your progress check during this activity serves as an assessment of Objective 2.</p> <ol style="list-style-type: none"> <li>8. Indicate that participants will each take the next 15 minutes to write a cover letter for this job. Reference Flip chart 2 again as a guide.</li> <li>9. Circulate among the group to offer assistance and to check progress.</li> <li>10. When participants are finished, distribute one envelope to each person. Ask participants to address the envelope to the potential employer, and to write their return address on the envelope. Instruct participants to fold their cover letters and resumes/CVs and insert them into the envelopes, but not to seal them, as you will be reviewing each of them before mailing them off.</li> </ol> <p><u>Note:</u> Your review of these collected cover letters and resumes/CVs will serve as an assessment of Objective 3.</p> <p><u>Note:</u> If you have agreed to have participants revise their resumes and write letters on outside computers after the session, you can either collect them for your review now and return them next session, or collect the typed versions in the next session.</p>



Phase/Time/Trainer Materials	Instructional Sequence
	11. Thank the group for their participation, and close the session.
Assessment	<p>The assessment has been integrated throughout the session and is noted within:</p> <ol style="list-style-type: none"> <li>Objective 1: Complete a written job application with no spelling or grammatical errors. <i>Assessed in Information, No. 21.</i></li> <li>Objective 2: Explain the purpose of a cover letter. <i>Assessed in Practice, No. 7.</i></li> <li>Objective 3: Write a cover letter for the job they are interested in. <i>Assessed in Application, No. 10.</i></li> </ol>
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]

Resources:



## Handouts 1–4: Sample Cover Letters and Job Applications

Acquire two different sample job applications from local businesses, and acquire or create two sample cover letters in the local style and make photocopies of them. Each participant will get a copy of each of these four handouts.



## Flip chart 2: Parts of a Cover Letter<sup>34</sup>

Dear. Mr./Ms./Mrs./Dr. \_\_\_\_\_: (greeting)

Enclosed please find my resume/CV for the position of \_\_\_\_\_, which was advertised in the \_\_\_\_\_.

As you will see from the enclosed resume/CV, my (insert skills or education that matches the job description) make me a good match for the position. I would be excited to join your team as (insert how this job matches your interests).

I look forward to an opportunity to discuss this position with you at your earliest convenience. I am available at any time at (insert telephone number or best way to contact you).

Thanks for your consideration of my qualifications.

Sincerely,

Sign and print your name

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<sup>34</sup> This template is provided only as a sample. Work with your counterpart to acquire or create a local cover letter to use as a model.



## Trainer Material 1: Starter Puzzles

Acquire two different sample job applications from local businesses, and acquire or create two sample cover letters in the local style.

Create “starter puzzles” out of these four pages in this way:

- Print or paste the job applications and cover letters onto card stock. You will have four different cards—two with cover letters and two with job application forms. (If you have a smaller group, you can have two or three puzzles instead. If you have a much larger group, you can have more puzzles.)
- If the job applications look too similar to each other, consider printing or pasting them onto different colors of card stock, so that they will be easily recognizable from one another.
- Cut up all of the puzzles so each participant will get one puzzle piece.
- Mix all of the puzzle pieces into a bag or basket.
- Copies of the same cover letters and job applications you use for the starter puzzles should be available as handouts for the remainder of the session.



## Session 17: Effective Listening at Work

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Listening skills, communication skills
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To improve participants' ability to get and keep a job.

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**Session Rationale:** Youth work with an active listening method to improve their communication skills at work.

**Target Audience:** In-school and out-of-school youth who have completed at least primary education.

**Trainer Expertise:** Basic understanding of effective communication and active listening.

**Time:** 2 hours

**Prerequisites:** Participants have participated in Session 1: Crossing the Bridge: An Introduction to Employability.

**Version:** Oct-2012



<b>Session 17: Effective Listening at Work</b>		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Adapt Training Material 1 to make it appropriate to the local context.</li> <li>3. Choose two participants to play Gladys and Lucy, and rehearse the skit with them before the session. (See Trainer Material 1 in Session 1 for suggestions.)</li> <li>4. Prepare scenarios for Trainer Material 2: Active Listening Cards.</li> <li>5. Re-post Prepared Flip chart 1: The Bridge to Employability, if it is not still posted from Session 1.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> <li>4. Props for Gladys' New Job skit (optional)</li> </ol> </li> <li>• <b>Handouts:</b> None</li> <li>• <b>Prepared Flip charts</b> <ul style="list-style-type: none"> <li>Flip chart 1: The Bridge to Employability (see Session 1)</li> <li>Flip chart 2: Active Listening</li> </ul> </li> <li>• <b>Trainer Materials:</b> <ul style="list-style-type: none"> <li>Trainer Material 1: Gladys' New Job</li> <li>Trainer Material 2: Active Listening Cards</li> </ul> </li> </ul>		
<p><b>Session Learning Objectives:</b></p> <p>Participants will</p> <ol style="list-style-type: none"> <li>1. Express the importance of listening effectively at work.</li> <li>2. Employ an active listening model.</li> </ol>		





Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>30 minutes</p> <p>Flip chart 1: The Bridge to Employability, from Session 1</p> <p>Trainer Material 1: Gladys' New Job</p>	<p><b>Gladys' New Job</b></p> <p>Participants take stock of their progress across the “bridge to employability” and begin to work on skills related to performing well and keeping a job.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back to the sessions. Direct participants’ attention to Prepared Flip chart 1: The Bridge to Employability. Invite a participant to come up and review the model with the group. Thank the participant as he or she finishes.</li> <li>2. Suggest that the sessions up to this point have focused on preparing participants for the world of work. They have explored their own personal skills, abilities, and interests. They’ve looked at their vision for the future and set goals. They have explored the types of jobs available in the community and even visited a job site for a day. They have developed the written documents needed in any job search—a resume/CV, cover letter, list of references, and job applications. They’ve learned to interpret job ads. They’ve practiced interviewing skills and even performed in practice interviews. (Refer to relevant planks on the bridge while you are reviewing.)</li> </ol> <p><u>Note:</u> Delete Step 2 if you are delivering this session without the other sessions mentioned in that step.</p> <ol style="list-style-type: none"> <li>3. Walk your fingers across the bridge as you indicate that for the most part, participants have prepared themselves with the most critical information to get them across the “bridge to employability.” They now have the information and skills they need to stand on the right side of the bridge—as someone who holds a job. (Let your hand linger on the right side of the bridge.)</li> <li>4. Suggest that employability skills do not end with getting a job. Once you get a job, there are a few critical skills that are needed to <i>keep</i> a job, and to perform well on a job. (Walk your hand past the right side of the bridge, almost off of the flip chart.)</li> <li>5. Indicate that you will turn their attention to those topics for the final few sessions of the group’s time together.</li> <li>6. Indicate that the group will begin by returning to their friends Gladys and Lucy, to see how Gladys has been doing with her job search, and how Lucy has been faring on the job.</li> <li>7. Direct participants’ attention to the front of the room, and invite the actors to perform the skit, using Training Material 1.</li> <li>8. After the skit is finished, invite the group to applaud and thank the actors.</li> <li>9. Process the skit, using some of the following questions: <ol style="list-style-type: none"> <li>a. “What was going on in this situation with Gladys and Lucy?”</li> <li>b. “What kind of problems is Gladys having at work?”</li> <li>c. “What do you think is at the root of these problems?”</li> <li>d. “What does Lucy mean when she says Gladys may need help with listening?”</li> </ol> </li> <li>10. Summarize the discussion and transition to the next part of the session.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Information</b></p> <p>25 minutes</p> <p>Prepared Flip chart 2: Active Listening</p>	<p><b>Active Listening</b> Participants learn an active listening model: Focus/Reflect/Check In/Draw Out</p> <ol style="list-style-type: none"> <li>1. Suggest that listening effectively is one of the most important skills to learn—for the world of work, and also in our own lives. Yet sometimes, listening well can be difficult, indeed.</li> <li>2. Invite participants to suggest why listening can sometimes be so difficult.</li> <li>3. After listening to a few ideas, agree that there are many things that make it difficult to listen effectively—the way others communicate (talking fast, talking softly, being aggressive, speaking with a strong accent), noise or distractions in the environment, and even our own internal distractions.</li> <li>4. Suggest that the last one—our own internal distractions—can be one of the hardest to overcome. Suggest that we often have a voice constantly talking to us in our heads—about what we’ll do later, about a discussion we want to have with a friend, about how hungry we are and when lunch might be—a million different thoughts run through our minds all day long. It is a real skill to learn how to turn off the voice in your head and really listen to someone else, and it is a critical skill to learn.</li> <li>5. Invite participants to suggest why it is so critical to learn to listen effectively and well at work.</li> </ol> <p><u>Note:</u> Careful attention to this discussion will serve as an assessment of Objective 1.</p> <ol style="list-style-type: none"> <li>6. Agree that listening effectively at work can mean the difference between hearing instructions correctly and doing the wrong thing; it can make a difference in whether we develop good working relationships with our peers and supervisors; it can even mean the difference between keeping and losing a job. Refer to Gladys’ example, as appropriate.</li> <li>7. Suggest that listening effectively can be learned, and participants will practice a model today that will help them to become more skilled at what we call “active listening.” Suggest that active listening means we are focusing actively on what a person is saying and looking for the meaning behind what is said, as well.</li> <li>8. Reveal Prepared Flip chart 2, and review it with the group. Indicate that there are four steps to active listening: <ol style="list-style-type: none"> <li>a. Focus: Quiet the voice in your head and the distractions all around, and really listen to what the person is saying. Show in your eyes that you are listening, and in your body language. Don’t think about what you will say next, or how you will respond to the speaker.</li> <li>b. Reflect: When the person has finished speaking, reflect on what you think you heard. For example, “Mrs. Peters, you are telling me to arrange the stock in</li> </ol> </li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>size order, with the smallest stock in the front, and the largest in the back. Is that right?"</p> <ul style="list-style-type: none"> <li>c. Check In: The "Is that right?" part is the check-in, and its role is to make sure you got the message correctly. You are making sure you heard the person right.</li> <li>d. Draw Out: Probe for further information. Make sure you understand the words, and any ideas behind the words. For example, "So, how would you like me to make sure that all of the products stand out—that you can see those in the back as well as those in the front?"</li> </ul> <p>9. Provide a couple of examples of the model in action, so participants can begin to get more comfortable with it. Choose examples that will resonate with your group.</p> <p>10. Invite two participants to the front of the room and give them a situation to act out. Remind them of the model as they begin, and interject if you see them straying from it, or if they need any assistance in using the model effectively.</p> <p><u>Note</u>: For example, one participant might role-play telling another how to get to a local landmark or how to make a local food staple. The other participant would then use the listening skills to be sure the instructions are clear.</p> <p>11. Transition to the practice section of the session.</p>
<p><b>Practice</b></p> <p>45 minutes</p> <p>Trainer Material 2: Active Listening Cards</p>	<p><b>Practicing Active Listening</b></p> <p>Participants practice using the active listening model in small group role-plays.</p> <p>1. Announce that the group will practice using this model in small groups.</p> <p><u>Note</u>: This practice works best if participants are in facilitated small groups, so you will want to involve your counterpart, and perhaps other resource people, if others are available.</p> <p>2. Provide instructions for the small-group work:</p> <ul style="list-style-type: none"> <li>a. "We will divide into small groups, and each group will have a facilitator."</li> <li>b. "In our groups, we will each have a chance to practice using this active listening model once."</li> <li>c. "You will work in pairs within your groups, with one person taking on the role of the listener, and the other person taking on another role."</li> <li>d. "When it is your turn to practice the model, you will be given a card, and so will your partner. Each of you will act out the role on your card, but you should focus on practicing the active listening model while it is your turn."</li> <li>e. "After you practice for a few minutes, you will discuss your experience with the rest of the group by asking them what they most appreciated about your active listening skills and what suggestions they might make to help you improve."</li> <li>f. "You will then go on to the next pair in your small group."</li> </ul>



Phase/Time/Trainer Materials	Instructional Sequence
	<ol style="list-style-type: none"> <li>3. Check for understanding of the instructions and then divide participants into as many groups as you have facilitators.</li> <li>4. Begin the small-group practice role-plays.</li> </ol> <p><u>Note:</u> The facilitator(s) will observe each participant practicing the active listening model, and this will serve as an assessment of Objective 2.</p> <ol style="list-style-type: none"> <li>5. Continue until each participant has had an opportunity to serve as the listener at least once.</li> <li>6. Reconvene the group, and transition immediately into the next part of the session.</li> </ol>
<p><b>Application</b></p> <p>20 minutes</p>	<p><b>Planning to Use Active Listening</b> Participants develop a plan to practice active listening in their own lives and work.</p> <ol style="list-style-type: none"> <li>1. Process the practice activity, using some of the following questions: <ol style="list-style-type: none"> <li>a. <i>"Tell me a bit about this experience. What stands out for you from the active listening practice?"</i></li> <li>b. <i>"What was the most difficult part about being an active listener?"</i></li> <li>c. <i>"What strategies did you use to silence your inner voice?"</i></li> <li>d. <i>"When you used the 'Draw Out' part of the technique, how did it feel? Were you able to learn anything valuable that you would not otherwise have known if you hadn't probed for more information?"</i></li> <li>e. <i>"How can you imagine using this technique on the job? In your own life?"</i></li> </ol> </li> <li>2. Suggest that as with all new skills, active listening takes practice. Point out that it is a critical skill, especially in the workplace, and that it would be a good idea for participants to work to strengthen this skill.</li> <li>3. Invite participants to take a few minutes to choose three specific people with whom you will practice active listening before the next session. When you practice, do not tell the other person a specific technique you are practicing. You should just begin a normal conversation with that person, but use active listening to make the most out of that discussion and to really listen to what the other person is communicating to you.</li> <li>4. Allow a few minutes for participants to note the three people they have chosen in their action journals.</li> <li>5. When participants are finished, thank the group for its participation, and close the session.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<b>Assessment</b>	<p>The assessment has been integrated throughout the session and is noted within:</p> <ol style="list-style-type: none"> <li>Objective 1: Express the importance of listening effectively at work. <i>Assessed in Information, No. 5.</i></li> <li>Objective 2: Employ an active listening model. <i>Assessed in Practice, No. 4</i></li> </ol>
<b>Trainer Notes for Future Improvement</b>	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:



## Flip chart 2: Active Listening

**Focus**

**Reflect**

**Check In**

**Draw Out**



## Trainer Material 1: Gladys' New Job

Adapt this skit to make it most appropriate for the local context. Choose two participants to play Gladys and Lucy, and rehearse the skit with them before the session.

Gladys is walking home from work, looking discouraged. Her friend Lucy rushes up to her in excitement and hugs her, while saying:

**Lucy:** Gladys! I heard you got the job! I am so excited for you!

**Gladys:** (reluctantly and quietly) Yes, thank you, Lucy.

**Lucy:** (still excited) How long have you been working there now? Tell me all about it! Do you like the customers? How is your boss?

**Gladys:** (looks more and more upset)

**Lucy:** (finally noticing) Oh, Gladys! What's the matter?

**Gladys:** (breaking down) Oh, Lucy! I just don't think I'm making a very good impression! I try to do whatever they tell me, but it seems I sometimes get my boss's instructions wrong. Today I restocked all the shelves like she asked me to, but when she came to review my work, she said that they don't set up stock that way, and why didn't I just ask her? But I don't want to look like I don't know what I'm doing, and besides, she talks so fast, sometimes that I don't even understand everything that she is saying.

**Lucy:** Oh, my friend!

**Gladys:** And then she said that she told me to file all of the receipts today, but I didn't hear her say that at all! Maybe I'm not a good fit for this job. Maybe I'm just not the right one.

**Lucy:** (reassuringly) No, my friend. Maybe you just need a little help with your listening.



## Trainer Material 2: Active Listening Cards

Develop active listening cards in sets of two—one for the person practicing listening, and the other for the partner playing the role of the speaker.

You will want to develop scenarios that will be interesting and resonate for participants. Although it might be tempting to develop situations related only to the world of work, that is not the best way to practice this model. Participants will find it easy to pretend to listen actively if the topic does not matter much to them; it will be a performance more than a practice. In order to structure a situation in which participants can really practice the model, you will want to choose ideas that they have strong feelings about and so will want to express their own opinion on, whether or not it relates to employability. You will want to work with your counterpart in developing these cards, and also rely on your own knowledge of participants from your time with them.

Some samples:

<b>Speaker:</b>  You meet a friend and talk about the local sports team. You don't believe they have any chance at winning the (insert name of championship). You think they have no talent at all, and you feel strongly about it.	<b>Listener:</b>  You are speaking to a friend about the local sports team. You are a big fan, and you think this is the year they will win the championship. They have a lot of talent.
<b>Speaker:</b>  You are very upset about your boyfriend/girlfriend who has broken up with you. You meet a friend in the street. You are very upset and you tell him/her the whole story.	<b>Listener:</b>  You meet a friend in the street. You don't like his/her boyfriend/girlfriend. You think the boyfriend/girlfriend treats your friend terribly.
<b>Speaker:</b>  You run a local business and you have recently hired this person. You are asking him/her to do a number of different things and you are in a hurry.	<b>Listener:</b>  You are speaking to your new employer and he/she is giving you instructions for the day.





## Session 18: Managing Priorities at Work

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Time management, communication skills, prioritizing
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To improve participants' ability to get and keep a job.

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**Session Rationale:** Youth will discuss how to prioritize work and manage time on the job, and when to ask for help.

**Target Audience:** In-school and out-of-school youth who have completed at least primary education.

**Trainer Expertise:** Basic understanding of time management, priority setting.

**Time:** 2 hours

**Prerequisites:** None

**Version:** Oct-2012



<b>Session 18: Managing Priorities at Work</b>		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Have the three balls ready for the warm-up, but conceal two of them until you surprise the group by adding them into the circle.</li> <li>3. Prepare a hard-boiled egg for the warm-up, but conceal it until the very end of the warm-up.</li> <li>4. Adapt Handout 1 and make enough copies for each pair.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> <li>4. Three balls; if not available, use paper rolled up into balls</li> <li>5. Hard-boiled egg</li> </ol> </li> <li>• <b>Handouts:</b> Handout 1: Practice in Prioritizing</li> <li>• <b>Prepared Flip charts</b> Flip chart 1: The Bridge to Employability (see Session 1) Flip chart 2: The “A-B-C’s” of Priorities</li> </ul>		
<p><b>Session Learning Objectives:</b> Participants will</p> <ol style="list-style-type: none"> <li>1. Use an “A-B-C” Priorities model for setting priorities on the job.</li> <li>2. Determine when to ask one’s supervisor for guidance in setting priorities and managing time.</li> </ol>		



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>20 minutes</p> <p>3 balls</p> <p>Hard-boiled egg</p>	<p><b>Juggling Jobs</b></p> <p>This warm-up energizes the group and introduces the topic.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back to the sessions. Suggest that participants begin with a warm-up.</li> <li>2. Invite participants to stand up and form a circle.</li> <li>3. Indicate that you are going to toss a ball to someone in the group. Then add: <i>"When you get the ball, you must quickly state your name, the type of job you'd like to have, and then name the person you are going to throw the ball to, as you throw it. Continue in this way until we tell you to stop."</i></li> <li>4. Begin the warm-up. After a couple of minutes, toss a second ball into the circle, so now there are two different balls in circulation, with everyone still playing the same way. <p><u>Note:</u> Participants will be surprised and quickly overwhelmed by the extra ball, and you can expect lots of laughter!</p> </li> <li>5. Play for another few minutes, and then add the third ball into the circle and continue playing with the three balls in circulation.</li> <li>6. Allow play to continue for a few minutes, and then toss the egg into the circle. <p><u>Note:</u> Participants will be shocked by the addition of the egg and may panic (amid lots of laughter). Expect the egg to be dropped at some point.</p> </li> <li>7. Allow the play to continue for another minute or two, and then reconvene the group.</li> <li>8. Process the exercise, using some of the following questions: <ol style="list-style-type: none"> <li>a. <i>"How did it feel to participate in this warm-up?"</i></li> <li>b. <i>"What was it like when the second ball was added? The third?"</i></li> <li>c. <i>"What was most challenging about dealing with two balls at once? Three?"</i></li> <li>d. <i>"How did you feel when the egg was added?"</i></li> <li>e. <i>"Did you change the way you were playing when the egg was added?"</i></li> <li>f. <i>"What similarities do you see between this warm-up and working at a job?"</i></li> </ol> </li> <li>9. Agree that sometimes the world of work, and even life itself, requires us to respond to many different issues at the same time. We sometimes need to be focused on several different things at once, and it can sometimes be challenging to keep all of the "balls in the air," and perform effectively. It is important to know which issue is the priority, and which we should focus on the most, or be most careful with, as with the egg. Sometimes, we are not in the best position to determine which issues to make top priority, and we know when to ask our supervisors to make those choices.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>10. Indicate that participants will turn to this discussion in this session—managing time, and making the right choices about setting priorities at their jobs.</p> <p>11. Summarize the discussion and transition to the next part of the session.</p>
<p><b>Information</b></p> <p>40 minutes</p> <p>Prepared Flip chart 2: The “A-B-C’s” of Priorities</p>	<p><b>The “A-B-C’s” of Priorities</b> Participants learn a model for setting priorities—the “A-B-C’s” of Priorities.</p> <ol style="list-style-type: none"> <li>1. If any of your participants have held jobs in the past, invite them to share any stories they may have about juggling priorities at work.</li> <li>2. Provide the following scenario: “You are at your job. Your employer has asked you to record dozens of receipts in a ledger before he returns at 3 o’clock. At the same time, you have wanted to rearrange a shelf of clothing to make it look more attractive—that is your favorite part of the job. A customer comes in. Then another customer comes in. Then the phone begins to ring. You look at the time and it is 2:45, but you are still waiting on the customer, who is getting frustrated because you keep answering the phone.”</li> <li>3. Invite participants to suggest what they might do in such a situation: <i>“What do you do? How do you decide which task is more important? Is it most important to answer the phone? Do you ignore the phone to provide service to the customers? And what about your 3 o’clock deadline for the receipts?”</i></li> <li>4. After hearing a few ideas, agree that some days on the job, it can be difficult to know how to juggle the different tasks and get all the work done. It is important to have a clear sense of priorities.</li> <li>5. Reveal Prepared Flip chart 2: The “A-B-C’s” of Priorities and review it with the group, as outlined in the next steps.</li> <li>6. Indicate that sometimes it is helpful to categorize tasks into these three groups—“A” priorities, “B” priorities, and “C” priorities.</li> <li>7. Invite the group to suggest what might count as an “A” priority. What are “A” priorities?</li> <li>8. Agree that “A” priorities are the most important tasks that need to get done. Brainstorm what kinds of tasks might fall into that category, and note these ideas on the flip chart.</li> <li>9. Agree that “A” priorities might include tasks that are critically important, that are time-bound, that have to happen very soon, or that have a very short turnaround time. But suggest that “A” priorities also might include tasks that you know will take a long time or a lot of effort, and for that reason, it is critical that you begin in enough time to get the whole project completed.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>10. Next, invite participants to suggest the meaning of a “B” priority. Chart the ideas on the flip chart.</p> <p>11. Agree that a “B” priority is an important task, but that doesn’t have the same urgency or need to do it immediately as an “A” priority. It is important to complete a “B” priority, but it would be a mistake to focus on a “B” priority while an “A” priority remained unfinished.</p> <p>12. Finally, ask participants to suggest the meaning of a “C” priority.</p> <p>13. Note the ideas on the flip chart.</p> <p>14. A “C” priority is the least important, and it can usually wait. Often, a “C” priority is something you enjoy doing or can do very quickly so it should never be put before your “A” or “B” priorities, and should always be worked on after they are completed.</p> <p>15. Invite participants to think about the earlier example you gave. Your boss has asked you to organize receipts by 3 p.m. You want to work on reorganizing the clothing. Customers are coming in and the phone is ringing. Which of these is an “A” priority?</p> <p>16. Listen to several different answers before suggesting that among these four tasks—organizing receipts, reorganizing clothing, working with customers, and answering the phone—the two tasks that are “A” priorities are providing service to customers and answering the phone. Can you imagine letting customers sit and wait for you while you reorganize receipts? The shop would quickly lose customers if it got a reputation for such bad service. Can you imagine if customers were not able to reach the shop by phone? Again, this would be a disaster for the business.</p> <p>17. Some participants might suggest that they must do what the boss said—to get the receipts in order before 3 p.m. Suggest that this task is important and it is a solid “A” priority when there are no customers in the shop or phones to answer. But the employer himself would be shocked if the employee worked on this project while customers stood waiting. So, when a customer enters the shop, the task of organizing receipts slips to a “B” priority, at least until the customer has been helped and has left, at which time it can become an “A” priority again.</p> <p>18. Next, ask which of the tasks is a “B” priority. After hearing a few ideas, agree that organizing the receipts is a “B” priority while there are customers in the shop or while the phone is ringing.</p> <p>19. Finally, ask participants to identify the “C” priority. After hearing a few ideas, agree that reorganizing the clothing is the “C” priority. It would be nice to do this and it would be good for the business, but it isn’t as critical as any of the other tasks.</p>



Phase/Time/Trainer Materials	Instructional Sequence
	<p>20. Ask the group, <i>“But suppose the person on the phone is your mother, checking to see if you’ll be at dinner tonight?”</i> After listening to a few responses, agree that if the phone call is personal, it quickly slips to a “C” priority, and all the other tasks become more important than it.</p> <p>21. Suggest that the tricky part is that priorities aren’t always clearly “A,” “B,” or “C.” As we can see from the example, sometimes an “A” priority like the receipts becomes a “B” priority if something more important than it develops—like the customers coming in. Once all the receipts are finished, the shop is empty, and the phone isn’t ringing, the organizing of the clothing becomes the “A” priority.</p> <p>22. Suggest that it is crucial always to be conscious of what is most important, and to be able to decide what is most important to do at any given time. The longer you are at a job, the easier these decisions are to make, and you begin to make them without even thinking about it. But this can be challenging when you first start working at a job.</p> <p>23. Invite participants to suggest what they should do when they’ve just started a job, or have only been there a few days, weeks, or months, and they are confronted with making a decision about priorities. What is their best approach for handling this?</p> <p>24. Allow a few ideas, and then agree that in these early days of a new job, it is probably best to ask your supervisor or employer whenever you aren’t sure which of the tasks assigned to you is most important, and which ones should always be done first.</p> <p>25. Finally, suggest that sometimes we fall into the mistake of thinking that, “Well, I’ll just do a bunch of these ‘C’ priorities and get them out of the way—then I can focus better on the ‘A’ priority.” Suggest that this is a mistake. It is far better to focus on the more time-sensitive or more difficult project—usually the “A” priority—and the “C” priorities can be taken care of quickly once that big work—and the most important—is done.</p> <p>26. Check for understanding of the model and answer any questions participants might have about it.</p> <p>27. Transition to the practice section of the session.</p>
<p><b>Practice</b></p> <p>30 minutes</p> <p>Handout 1: Practice in Prioritizing</p>	<p><b>Practicing Managing Priorities</b> Participants practice using the “A-B-C’s” model in pairs.</p> <ol style="list-style-type: none"> <li>1. Suggest that managing priorities effectively is a skill, and, as with all skills, we need to practice it to develop strength in it. Indicate that participants will practice this new skill in pairs, and invite everyone to choose a partner.</li> <li>2. Provide instructions for the pair work:</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<ol style="list-style-type: none"> <li>a. "In a moment, I will give each pair a handout."</li> <li>b. "There are several situations on the handout."</li> <li>c. "Your job is to read the tasks and discuss which of the tasks is an 'A' priority, which is a 'B' priority, and which is a 'C' priority."</li> <li>d. "Note your answers on the handout."</li> <li>e. "When you have finished the first situation, move on to the second situation, and so on until you are finished."</li> <li>f. "We will meet and discuss your answers in 30 minutes."</li> </ol> <ol style="list-style-type: none"> <li>3. Check for understanding of the instructions and then distribute Handout 1: Practice in Prioritizing.</li> <li>4. Begin the pair work. Circulate among the group to answer questions and to check progress.</li> <li>5. Remind the group when only a few minutes remain, and then when only one minute remains.</li> <li>6. Reconvene the group, and transition immediately into the next part of the session.</li> </ol>
<p><b>Application</b></p> <p>30 minutes</p> <p>Flip chart or board Markers or chalk</p>	<p><b>Applying the "A-B-C's" model</b></p> <p>The group discusses each of the scenarios in the practice activity and applies the "A-B-C's" model.</p> <ol style="list-style-type: none"> <li>1. Process the practice activity: <ol style="list-style-type: none"> <li>a. Review each of the scenarios in turn. Invite participants to provide their responses to each, and discuss the answers. Suggest scenarios that might change the answers, so participants see that priority-setting is constantly shifting and relative.</li> <li>b. Be sure to underline specific situations in which they should ask their supervisor for further direction about which priority to focus on first.</li> </ol> <p><u>Note:</u> Careful attention to this discussion will serve as an assessment of Objectives 1 and 2.</p> </li> <li>2. When you have discussed each scenario, suggest that participants will get more and more skilled at setting priorities as they continue their growth and their experience at work.</li> <li>3. Suggest that when they are swamped with work on the job, it can be helpful to stop and write down the different tasks that are facing them, and to label each task as an "A," "B," or "C" priority. Having the different tasks in front of them can help them to make the right choices, and using this model can be a good guide. Taking this extra step can also help them to be mindful of when they need to ask their supervisor for further direction.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<ol style="list-style-type: none"> <li>4. If there is time, invite participants to take a few moments to list the different tasks currently in front of them in their lives, and to decide whether each is an “A,” “B,” or “C” priority. Tasks might include looking for a job in the local paper, contacting references, finishing some specific task or work in the home, and so on—whatever they have to do today and this week.</li> <li>5. Allow a few minutes for participants to apply the model to the work ahead of them in their own lives in their action journals.</li> <li>6. When participants are finished ask for a few examples.</li> <li>7. Thank the group for its participation, and close the session.</li> </ol>
Assessment	<p>The assessment has been integrated throughout the session and is noted within:</p> <ol style="list-style-type: none"> <li>1. Objective 1: Use an “A-B-C” Priorities model for setting priorities on the job. <i>Assessed in Application, No. 1.</i></li> <li>2. Objective 2: Determine when to ask one’s supervisor for guidance in setting priorities and managing time. <i>Assessed in Application, No. 1.</i></li> </ol>
Trainer Notes for Future Improvement	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:





## Flip chart 2: The “A-B-C’s” of Priorities

**“A” Priorities are:**

**“B” Priorities are:**

**“C” Priorities are:**



## Handout 1: Practice in Prioritizing<sup>35</sup>

### Situation 1:

You are expecting relatives to visit today, and they will be staying at your house for a few days. They will be arriving at 3 p.m.

You need to clean up your room, as you will be sharing it with your cousins.

Your mother has asked you to go to the market to get food for dinner. It is already noon, and she will need to start cooking very soon.

You want to look through the job ads in today's paper, as it is getting critical for you to get a job quickly.

Your friend just arrived and wants to speak with you about a problem.

Which of these is an "A" priority? Which is a "B" priority? Which is a "C" priority?

Write your answers and justify them.

### Situation 2:

You are working in an office. Your supervisor has asked you to work on a 10-page report that is due tomorrow.

You are also responsible for a weekly company newsletter, and that was due yesterday. You are a bit behind on developing that.

You also have to process today's usual daily filing, which piles up if you don't do it right away.

The phone keeps ringing.

Which of these is an "A" priority? Which is a "B" priority? Which is a "C" priority? Will you need further direction from your supervisor?

Write your answers and justify them.

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<sup>35</sup> Work with a counterpart to adapt these scenarios to better match your context.



Situation 3:

You are working at a construction site.

You and your team have been told to finish building the outer walls by the end of the day.

The foreman from the electrical team has warned you that you must build the infrastructure inside one room, so his team can begin the wiring.

The owner of the job site is visiting today, and everyone is trying to organize a tour and give him a good impression of the work. You have been asked to help.

Which of these is an “A” priority? Which is a “B” priority? Which is a “C” priority? Will you need further direction from your supervisor?

Write your answers and justify them.

Situation 4:

You are working at a local farm.

You need to prepare one field for planting.

You need to water the crops every day.

You need to get the tractor fixed. You can’t get out to the fields without it.

The boss’s wife has asked you to pick vegetables from the fields for a dinner they are hosting tonight.

Which of these is an “A” priority? Which is a “B” priority? Which is a “C” priority? Will you need further direction from your supervisor?

Write your answers and justify them.



## Session 19:

# Addressing Common Challenges at Work

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Conflict resolution skills, decision-making skills, communication skills
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To improve participants' ability to get and keep a job.

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**Session Rationale:** Youth will brainstorm common challenges at any workplace.

**Target Audience:** In-school and out-of-school youth who have completed at least primary education.

**Trainer Expertise:** Basic knowledge of typical challenges at a workplace; ability to facilitate a lively game; ability to coordinate participation of community members.

**Time:** 2 hours

**Prerequisites:** None

**Version:** Oct-2012



<b>Session 19: Addressing Common Challenges at Work</b>		
<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<p><b>Trainer preparation:</b></p> <ol style="list-style-type: none"> <li>1. Write session outline and objectives on board or flip chart.</li> <li>2. Invite three to five community members to serve as judges on the “Best Response Game” and to offer strategies regarding performing well.<sup>36</sup></li> <li>3. Set up a “Judge’s Table” with water, pen, and paper for the judges.</li> <li>4. Adapt Trainer Material 1 to the local context.</li> <li>5. Prepare materials for the Best Response Game.</li> <li>6. You may wish to tell participants about the participation of the guests about a week before this session, in case they want to come up with an appropriate way to thank them.</li> <li>7. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from previous sessions.</li> </ol> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• <b>Equipment</b> <ol style="list-style-type: none"> <li>1. Flip chart, whiteboard, or blackboard</li> <li>2. Markers and tape, or chalk</li> <li>3. Pens and paper for those who forget their action journals</li> <li>4. Cards or paper cut up into card-size pieces</li> <li>5. Scoreboard created on a flip chart</li> <li>6. Timer</li> <li>7. Chime, bell, or other noisemaker (optional—can just clap hands)</li> <li>8. Judges’ table</li> <li>9. Prize(s) for the Best Response Game</li> </ol> </li> <li>• <b>Handouts:</b> None</li> <li>• <b>Prepared Flip charts</b> Flip chart 1: The Bridge to Employability, from Session 1</li> <li>• <b>Trainer Materials:</b> Trainer Material 1: Best Response Game<sup>37</sup></li> </ul>		
<p><b>Session Learning Objectives:</b> Participants will</p> <ol style="list-style-type: none"> <li>1. Anticipate common workplace challenges.</li> <li>2. Develop strategies to address common workplace challenges.</li> </ol>		

<sup>36</sup> Consider inviting those local employers you worked with for the job shadowing or practice interviews.

<sup>37</sup> The Best Response Game is adapted from Peace Corps M0063, *Life Skills Manual*, p. 183.



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>20 minutes</p> <p>Flip chart 1: The Bridge to Employability</p>	<p><b>Spider Web<sup>38</sup></b></p> <p>This warm-up energizes the group and introduces the topic.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back to the sessions.</li> <li>2. Indicate that they have only two more sessions left in their time together. Briefly review Prepared Flip chart 1: The Bridge to Employability with the group.</li> <li>3. Indicate that this is the final session of new content and will focus on the common challenges one will experience in any workplace. The group will discuss them and develop strategies for addressing those challenges.</li> <li>4. Introduce the community members who have joined the group as guests today—to provide guidance and advice for participants on this topic.</li> <li>5. Suggest that participants have a short warm-up before getting started.</li> <li>6. Divide participants into groups of five or six.</li> <li>7. Instruct each group to stand in a small, tight circle. Next, tell participants they must take the hands of two of the people in the circle. It must be two different people, and the two people cannot be the ones standing next to them.</li> <li>8. Circulate among the groups to make sure everyone has followed the instructions correctly.</li> <li>9. Instruct the groups that they must now untangle themselves without letting go of the hands they are holding. They should be in a continuous circle when they have finished, and they should not let go of the hands they are holding.</li> <li>10. Begin the activity. Circulate among the groups to check in.</li> <li>11. When all groups have successfully untangled, process the activity: <ol style="list-style-type: none"> <li>a. <i>“What was it like to work together on this exercise?”</i></li> <li>b. <i>“How well did you work together?”</i></li> <li>c. <i>“Was anyone directing your team’s movements?”</i></li> <li>d. <i>“What was the process like?”</i></li> <li>e. <i>“What strategies did you use to untangle yourselves?”</i></li> </ol> </li> </ol> <p>Summarize the discussion and suggest that sometimes in the world of work, it can feel like we are in a tangle—with challenges that seem quite difficult. It is important to work in our teams, to show leadership, and to persevere through such challenges in order to successfully keep a job. Transition to the next part of the session.</p>

<sup>38</sup> This warm-up is taken from Peace Corps M0063, *Life Skills Manual*, p. 229.



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Information</b></p> <p>20 minutes</p> <p>Flip chart or board Markers or chalk</p>	<p><b>Common Challenges at Work</b> Participants brainstorm common challenges they will encounter in the workplace.</p> <ol style="list-style-type: none"> <li>1. Suggest that no matter what job we get, we will encounter challenges.</li> <li>2. Indicate that it can be helpful to anticipate the types of challenges we might face in the workplace and to develop some strategies for addressing them before they happen. Suggest that preparing ourselves in this way will help us to perform better in the workplace, as we will be conscious of issues before they arise and will have ideas about how to solve problems once they occur.</li> <li>3. Indicate that the group's guests have come here to share some of their insights and strategies that they have developed over the years of working at their jobs and supervising others.</li> <li>4. Invite participants (not the guests) to suggest the types of challenges they might encounter in the workplace, and chart those ideas on the flip chart or board. Do not allow any discussion on addressing these challenges at this point.</li> </ol> <p><u>Note:</u> At this stage, do not invite the guests to add common challenges; allow participants to share what they are thinking first.</p> <p><u>Note:</u> Careful attention to this discussion will serve as an assessment of Objective 1.</p> <ol style="list-style-type: none"> <li>5. When participants have come up with as many challenges as they can think of, invite the guests to add any others that come to mind.</li> <li>6. Indicate that participants are going to play a game that will help them to develop some strategies for addressing these challenges. This game will also give them a chance to hear other strategies from their peers. And the group will get advice from the guests, as well.</li> <li>7. Transition to the practice section of the session.</li> </ol>
<p><b>Practice</b></p> <p>Up to 1 hour</p> <p>Trainer Material 1: Best Response Game</p> <p>Cards or paper cut up into cards</p>	<p><b>The Best Response Game</b> Participants work in teams to come up with the best response to common challenges in the workplace. Community members offer strategies for addressing these challenges and performing well at work.</p> <ol style="list-style-type: none"> <li>1. Divide participants into four small groups. Tell them to choose a team name. Write all four team names at the top of a flip chart or the board, and use this as your scoreboard.</li> <li>2. Distribute a stack of small cards or paper cut into cards to each team, and make sure each has a pen.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
<p>Pen for each team</p> <p>Scoreboard created on a flip chart</p> <p>Timer</p> <p>Chime, bell, or other noisemaker (optional—can just clap hands)</p> <p>Judges' table with water, pens, and paper for judges</p> <p>Prize(s) for the Best Response Game</p>	<ol style="list-style-type: none"> <li>3. Provide instructions for the game: <ol style="list-style-type: none"> <li>a. <i>"In each round, I will read out a common challenge at work."</i></li> <li>b. <i>"Your team will have two minutes to quickly decide on the best response to that challenge. Write your answer clearly on one of the cards provided."</i></li> <li>c. <i>"When two minutes are up, I will ring the chime or clap. I will then read out all of your responses and give them to the judges."</i></li> <li>d. <i>"The judges will have one minute to meet and decide which is the best response to the situation."</i></li> <li>e. <i>"The judges should not declare ties. As much as possible, they must choose the best response among the four, even if all four are good responses."</i></li> <li>f. <i>"The team with the best response will win a point, and the judges will share with us their reasoning and their best advice for addressing the challenge."</i></li> <li>g. <i>"We will then go on to the next common challenge."</i></li> <li>h. <i>"The game will continue in this way until we run out of time."</i></li> <li>i. <i>"The team that is in the lead when we end the game is the winner."</i></li> </ol> </li> <li>8. Check for understanding of the instructions and then begin the game. Keep it lively and fun!</li> </ol> <p><u>Note:</u> The sharing of strategies in this discussion will serve as an assessment of Objective 2.</p> <ol style="list-style-type: none"> <li>9. When time is up, tally the scores and announce a winner. Award prizes to the winning team.</li> <li>10. Transition immediately into the next part of the session.</li> </ol>
<p><b>Application</b></p> <p>20 minutes</p>	<p><b>Addressing Common Challenges at Work</b></p> <p>The group will discuss strategies for addressing common challenges at work, and hear final advice from the guests.</p> <ol style="list-style-type: none"> <li>1. Process the practice activity, using some of the following questions: <ol style="list-style-type: none"> <li>a. <i>"Think about the many strategies that you heard in response to these challenges. What stands out for you?"</i></li> <li>b. <i>"What themes emerge from this discussion?"</i></li> <li>c. <i>"Can you suggest any general 'rules' for addressing common challenges?"</i></li> </ol> </li> <li>3. Invite the guests to share any final advice for addressing workplace challenges and performing well at work.</li> </ol> <p><u>Note:</u> The sharing of strategies in this discussion will serve as an assessment of Objective 2.</p> <ol style="list-style-type: none"> <li>4. Thank the guests for participating and for sharing their strategies and advice. Allow participants to thank them as well.</li> <li>5. Remind the group that the next session will be the final one, and close the session.</li> </ol>





Phase/Time/Trainer Materials	Instructional Sequence
Assessment	<p>The assessment has been integrated throughout the session and is noted within:</p> <ol style="list-style-type: none"> <li>Objective 1: Anticipate common workplace challenges. <i>Assessed in Information, Nos. 4 and 5.</i></li> <li>Objective 2: Develop strategies to address common workplace challenges. <i>Assessed in Practice, No. 4 and Application, No. 2.</i></li> </ol>
Trainer Notes for Future Improvement	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:

Peace Corps M0063, *Life Skills Manual*



## Trainer Material 1: Best Response Game<sup>39</sup>

You have been doing very well at your new job, and you notice that one of your fellow employers has started to act jealous of you. He or she has been making it unpleasant to come to work.

You have been working at your job for about a year now, and you are taking on more and more responsibility. You like the job, but it just isn't paying enough.

There is one task that you are asked to do at your job that you just don't do very well. You are having a hard time managing it, and even though you do well at other tasks, you are embarrassed about how poorly you perform on this one task.

Now that you have been working at your job for a while, your family has been pressuring you to get a job for your brother at the same place. You feel uncomfortable asking your employer about this, but your family is really insisting.

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<sup>39</sup> Work with a counterpart to adapt these situations to the local context and to develop more scenarios. You might also get suggestions from the community members who will be serving as judges in the session. After the “Information” section of the session, you might also add some of the common challenges that came up in the brainstorm to the list of situations for the Best Response Game.



## Session 20:

# Crossing the Bridge: Course Wrap-Up

<i>Sector:</i>	Youth in Development
<i>Competency:</i>	Employability skills
<i>Training Manual:</i>	<i>Youth Livelihoods: Employability</i>
<i>Terminal Learning Objective:</i>	To improve participants' ability to get and keep a job.

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**Session Rationale:** Youth will review what they have learned in the course and will complete a final self-assessment.

**Target Audience:** In-school and out-of-school youth who have completed at least primary education.

**Trainer Expertise:** Understanding of the knowledge and skills taught in the course.

**Time:** 2 hours

**Prerequisites:** Any session from Sessions 1 to 19 that you intend to review and refer to in this session.

**Version:** Oct-2012



## Session 20: Crossing the Bridge: Course Wrap-Up<sup>40</sup>

<b>Date:</b>	<b>Time:</b> 2 hours	<b>Trainer(s):</b>
<b>Trainer preparation:</b> <ol style="list-style-type: none"><li>1. Write session outline and objectives on board or flip chart.</li><li>2. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from previous sessions.</li><li>3. Create Flip charts 2–6 on individual flip charts. Clear space for participants to work around these five flip charts on the tables or floor before the session begins. Have markers available for each participant for this introductory activity.</li><li>4. Gather props and flip chart paper and markers for a practice section. (Optional)</li></ol> <b>Materials:</b> <ul style="list-style-type: none"><li>• <b>Equipment</b><ol style="list-style-type: none"><li>1. Flip chart, whiteboard, or blackboard</li><li>2. Markers and tape, or chalk</li><li>3. Pens and paper for those who forget their action journals</li><li>4. Chime, bell, or drum (optional—you can clap instead)</li><li>5. Certificate of completion for the course (optional)</li><li>6. Small gift or memento for participants (optional)</li><li>7. Refreshments (optional)</li></ol></li><li>• <b>Handouts:</b><p>Completed copies of Handout 2: I Can Do It! Self-Assessment from Session 1</p></li><li>• <b>Prepared Flip charts</b><p>Flip chart 1: The Bridge to Employability (see Session 1) Flip charts 2–6: What Have We Learned?</p></li></ul>		
<b>Session Learning Objectives:</b> <p>Participants will</p> <ol style="list-style-type: none"><li>8. Review key learnings from the course.</li><li>9. Assess their progress since starting the course.</li></ol>		

<sup>40</sup> As this is the final session, you may wish to organize a small celebration, with light refreshments, music, and maybe even a small gift. You might even organize a “graduation ceremony” and present certificates, invite family members, and invite those community members who have been a part of the course.



Phase/Time/Trainer Materials	Instructional Sequence
<p><b>Motivation</b></p> <p>30 minutes</p> <p>Flip charts 2–6</p> <p>Markers for each participant</p> <p>Tape</p> <p>Chime, bell, or drum (Optional—you can clap instead)</p>	<p><b>What Have We Learned?—Round Robin</b></p> <p>This warm-up energizes the group and introduces the topic.</p> <ol style="list-style-type: none"> <li>1. Welcome the group back to the sessions.</li> <li>2. Remind the group members that this is their last session together and they will use it to review what they have learned in this course, and to say goodbye to each other.</li> <li>3. Suggest that participants will start with an activity to remind them of some of the key topics from the course.</li> <li>4. Provide instructions for the activity: <ul style="list-style-type: none"> <li>a. <i>“We will divide into five groups.”</i></li> <li>b. <i>“Each group will begin at one of the flip charts. Each participant should have a marker in his or her hand and use it until the end of this activity.”</i></li> <li>c. <i>“At each flip chart, you will see a question. You may discuss the question briefly with the group and write responses right onto the flip chart, or you might just decide to write your own responses. You don’t need to present the information in any particular way or format—just write some ideas, words, images, drawings—onto the flip chart in response to the question.”</i></li> <li>d. <i>I will ring a chime, beat a drum, or clap when it is time to move to the next flip chart—about every three minutes. When you hear the sound, move to the flip chart to your right.”</i></li> <li>e. <i>Continue in this way—moving and answering questions on the flip charts—until you have visited all five flip charts.”</i></li> </ul> </li> <li>5. Clarify any questions and check with each group that they understand what to do. Begin the activity. Make your sounds every three minutes and assist groups to move to the next flip chart correctly.</li> <li>6. When groups have visited all five flip charts, ask them to help you post the flip charts in an easy-to-read spot on the wall.</li> <li>7. Invite participants to spend the next five minutes walking among the flip charts and reading input from their peers.</li> </ol> <p><u>Note:</u> Careful attention to this discussion will serve as an assessment of Objective 1.</p> <ol style="list-style-type: none"> <li>8. After five minutes, reconvene the whole group. Transition immediately to the next part of the session.</li> </ol>
<p><b>Information</b></p>	<p><b>What Have We Learned?</b></p> <p>Participants review and discuss the key learnings they have identified.</p>



Phase/Time/Trainer Materials	Instructional Sequence
<p>15 minutes</p> <p>Prepared Flip charts 2–6: What Have We Learned?</p>	<ol style="list-style-type: none"> <li>1. Briefly review the information on each of the five flip charts with the group, and then process the activity. Ask:               <ol style="list-style-type: none"> <li>b. <i>“What stands out for you as you review the work of our time together in this course?”</i></li> <li>c. <i>“Which of these key learnings is most important to you? Which do you feel will help you the most to get and keep a job?”</i></li> </ol> <p><u>Note:</u> Careful attention to this discussion will serve as an assessment of Objective 1.</p> </li> <li>2. Transition to the practice section of the session.</li> </ol>
<p><b>Practice</b></p> <p>Up to 1 hour</p> <p>Props for skits (optional—as needed by groups)</p> <p>Flip chart or board Markers or pen (optional—as needed by groups)</p>	<p><b>Bringing Our Learning to Life</b></p> <p>Participants work in teams to develop a skit, poem, rap, song, or other creative avenue for showcasing the most important learnings from this course.</p> <ol style="list-style-type: none"> <li>1. Suggest that the group members spend some time affirming the importance of their time together and having a bit of fun.</li> <li>2. Ask participants to form groups of four or five people.</li> <li>3. Indicate that they will spend the next 20 minutes in their groups, coming up with a creative way to share what they have learned in the course, and the most important messages they are taking away from the course.</li> <li>4. Indicate that they can perform a skit; share a song, drawing, poem, or rap; or deliver a speech. Urge them to be creative in coming up with a final summary of their learnings in this creative way.</li> <li>5. Indicate that each group will have only five minutes to present to the rest of the group.</li> <li>6. Clarify any questions, and begin the activity. Circulate among the group to provide assistance and check progress.</li> </ol> <p><u>Note:</u> If a group is having trouble coming up with something, you might suggest that they create a final installment of the “Gladys and Lucy” story.</p> <ol style="list-style-type: none"> <li>7. Remind the group when time is almost up, and reconvene the group in plenary when the 20 minutes have expired.</li> <li>8. Guide the presentations, using the following suggested format:</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
	<ol style="list-style-type: none"> <li>a. Each group presents its creative summary of the course's learnings.</li> <li>b. Clap for the group and invite other participants to say what they most appreciated about the presentation or performance.</li> <li>c. Move on to the next group.</li> </ol> <p><u>Note:</u> Careful attention to these presentations will serve as an assessment of Objective 1.</p> <ol style="list-style-type: none"> <li>9. When time is up, thank everyone for their participation and their creativity, and summarize the wonderful presentations you have just seen.</li> <li>10. Transition to the final part of the session.</li> </ol>
<p><b>Application</b></p> <p>20 minutes</p> <p>Prepared Flip chart 1: Bridge to Employability</p> <p>Completed copies of Handout 2 from first session</p>	<p><b>Final Self-Assessment</b></p> <p>Participants will check their progress by completing the self-assessment for one final time.</p> <ol style="list-style-type: none"> <li>1. Review Flip chart 1: Bridge to Employability one last time, using it to review the sessions and experiences participants have had together during this course.</li> <li>2. Indicate that the final activity together will be to revisit the self-assessment the group took at the very beginning of the course and in the middle of the course. Completing this self-assessment one last time will provide a final check-in on their progress.</li> <li>3. Distribute the two-thirds-completed self-assessments, which have only one more column for participants to fill in.</li> <li>4. Allow about five minutes for participants to fill in their self-assessments.</li> <li>5. Collect the self-assessments when participants are finished.</li> </ol> <p><u>Note:</u> These self-assessment forms serve as an assessment of Objective 2.</p> <p><u>Note:</u> Participants may want to keep these forms. You might suggest (a) that they can pick them up at a certain date and time after you have reviewed them, (b) that you will mail them back to them, or (c) that you can make them a photocopy before they leave (if a photocopier is readily available).</p> <ol style="list-style-type: none"> <li>6. Invite participants to think about the continued learning they would like to do in order to better prepare them to get and keep a job.</li> <li>7. Invite each to state one goal for the future.</li> <li>8. Say some final inspirational parting words, and close the course with any refreshments or ceremony (such as presenting certificates) you may have planned.</li> </ol>



Phase/Time/Trainer Materials	Instructional Sequence
Assessment	<p>The assessment has been integrated throughout the session and is noted within:</p> <ol style="list-style-type: none"> <li>Objective 1: Review key learnings from the course. <i>Assessed in Motivation, No. 7, in Information, No. 1, and in Practice, No. 8.</i></li> <li>Objective 2: Assess their progress since starting the course. <i>Assessed in Application, No. 5.</i></li> </ol>
Trainer Notes for Future Improvement	<p>Date &amp; Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]</p>

Resources:





## Flip charts 2–6: What Have We Learned?

Prepare separate flip charts, one with each of the following titles:

What have we learned

... about job interviews?

What have we learned

... about resumes/CVs?

What have we learned

... about ourselves?

What have we learned

... about what it takes to move across the bridge to employability?

What have we learned

... about jobs in the community?

