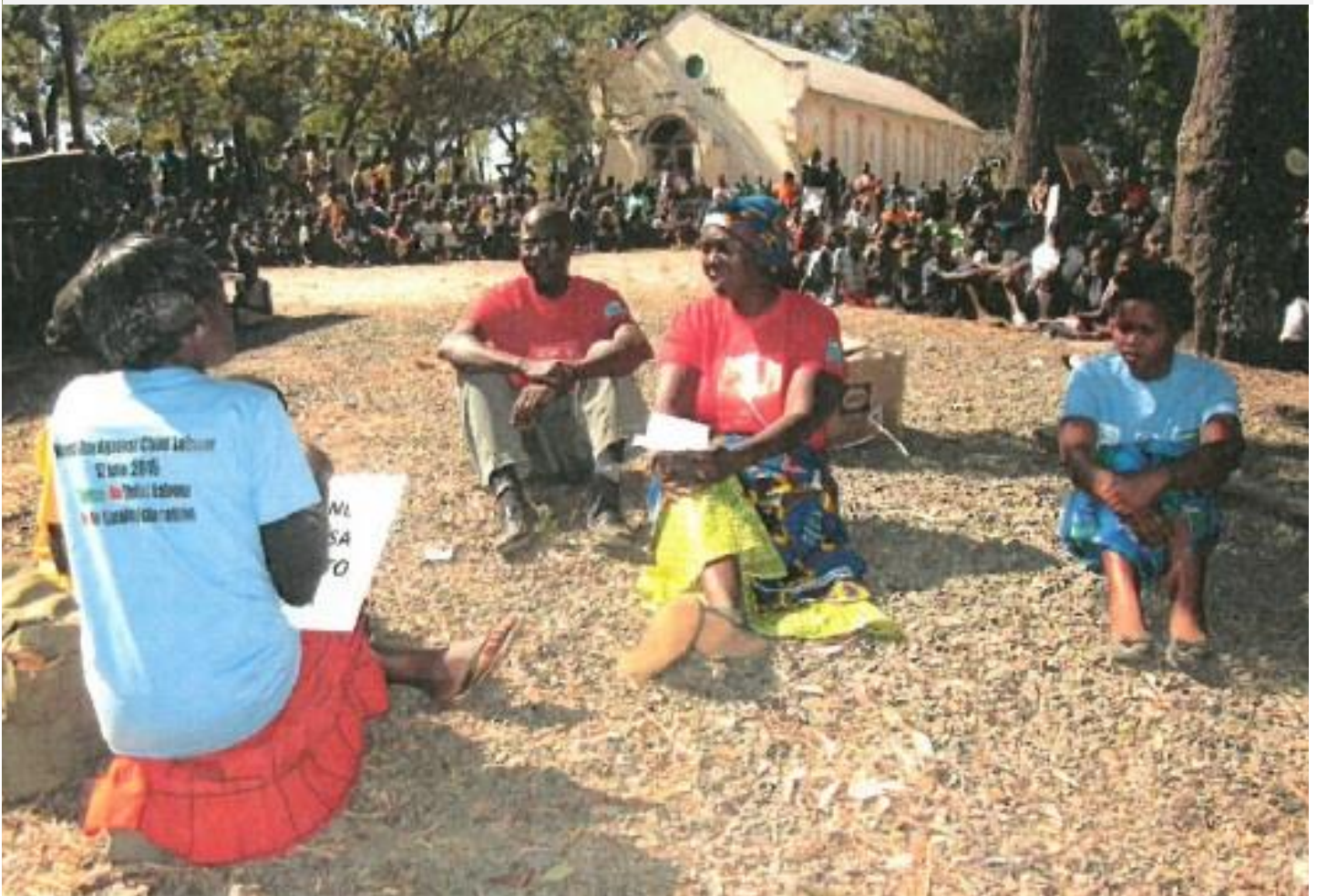




**EMPOWER: Increasing Economic and Social Empowerment
for Adolescent Girls and Vulnerable Women in Zambia**

Rural Entrepreneurship and Leadership (REAL) COURSE CURRICULUM



Funding is provided by the United States Department of Labor under cooperative agreement number IL-29964-16-75-K. These statements do not necessarily reflect the view or policies of the United States Department of Labor, nor does mention of trade names, commercial products, or organizations imply endorsement by the United States Government. 100% of the total costs of the project or program is financed with Federal funds, for a total of \$5 million dollars.

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WINROCK INTERNATIONAL

As a trusted partner of DOL's Bureau of International Labor Affairs, Winrock International has implemented 12 child labour projects across 30 countries since 2002. Our projects have reached more than 134,000 households and have removed or prevented nearly 90,000 children from exploitive and hazardous labour. With current operations in 10 districts in Zambia, Winrock works with Panos to bring extensive experience designing and carrying out community-based strategies to raise awareness on acceptable work conditions, education, and girls' empowerment. Also Winrock works with WARESA to effect policy change for women and youth at national and district levels, and builds public-private partnerships to improve livelihoods for rural populations.

For additional information on Winrock International's products and services, please contact us:

Address: 2101 Riverfront Drive, Little Rock, Arkansas 72202, USA.

Tel: +1 (501) 280 3000

Website: www.winrock.org

Implementing Partners: Panos; WARESA

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ACKNOWLEDGEMENTS

Publisher: Winrock International

Funder: United States Department of Labour

Contact Information: (202) 693-4843 / Office of Child Labor, Forced Labor, and Human Trafficking (OCFT)

Writers: Diana Bulanda, Sheila Speed

We would like to acknowledge several organisations whose materials have been adapted or used in this manual. They are:

- Saddleback Church, Rick Warren Ministries, S.H.A.P.E.;
- AGEP, Dream Big! Kwacha For our Future – Financial Education Curriculum;
- AGEP, Health and Life Skills Curriculum;
- MakingCents International, Enterprise Your Life, Building the Capacity of Youth for Economic Engagement;
- UNICEF, Life Skills;
- USAID, GO GIRLS, Community-Based Life Skills For Girls; African Youth Alliance, Life Planning Skills, A Curriculum for Young People (Ghana Version);
- Red Cross, Life Skills, Skills for Life;
- AED, Centre for Gender Equality, Girls' Success, Life Skills;

- ILO, Regional Office for Africa, Gender+ Entrepreneurship Together (GET) Ahead for Women in Enterprise;
- Peace Corps, Life Skills Manual;
- Save the Children, Engendering Transformational Change, Save the Children Gender Equality, Program Guidance & Toolkit;
- NERCEP (New England Rehabilitation Continuing Education Program), Teaching Networking Skills: Paving a Way to Jobs and Careers;
- LOHP (Labour Occupational Health Program), University of California, Tips for Teens, 5 Ways to Stay Safe at Work;

EMPOWER Zambia Project:

Increasing Economic and Social Empowerment for Adolescent Girls and Vulnerable Women in Zambia

Region / Country: Sub-Saharan Africa, Zambia

Project Duration: November 2016 – October 2020

Fiscal Year & Funding: FY2016: USD 5,000,000

Winrock International, in partnership with Panos Institute of Southern Africa (PANOS) and Women and Resources in Eastern and Southern Africa (WARESA), in collaboration with the Ministry of Labour and Social Security is implementing a project called EMPOWER Zambia: “Increasing Economic and Social Empowerment for Adolescent Girls and Vulnerable Women in Zambia”. EMPOWER Zambia is a four-year project funded by the United States Department of Labour (USDOL). EMPOWER Zambia will provide 2,500 adolescent girls with relevant skills and access to acceptable work, help 1,500 vulnerable women access livelihood opportunities, and increase understanding of acceptable work and gender equality by 1,000 men.

The EMPOWER project will reduce child labour in Zambia’s eastern province by increasing adolescent girls and vulnerable women’s access to acceptable work and high-quality training opportunities. In addition, the project will increase public awareness on the importance of addressing child labour and strengthen efforts amongst government and the private sector towards gender equality through the promotion of acceptable work for adolescent girls and vulnerable women.

The Problem

More than half a million children ages 15 to 17 work in Zambia – nearly four out of five in rural areas and more than half of them adolescent girls. Elevated high school dropout rates, child marriages, and negative gender norms contribute to increased levels of child labour amongst adolescent girls in rural areas. Moreover, women in rural areas often lack the economic opportunities needed to help them meet basic needs without relying on the labour of their children. Lack of awareness of child labour and its impact on children also contributes to the problem.

Our Strategy

To address these vulnerabilities and reduce child labour in targeted rural areas of Zambia, the EMPOWER project will provide direct services to 2,500 adolescent girls aged 15-17 who are engaged in, or at high risk of engaging in, child labour with education, vocational or technical training, apprenticeships, and other services to help them develop the skills they need to secure good jobs or start their own businesses.

The EMPOWER project will also help 1,500 vulnerable women with children engaged in or at risk of child labour, to improve their economic situation, including establishing or expanding their own businesses. As well as serve 1,000 men from the girls' or women's households.

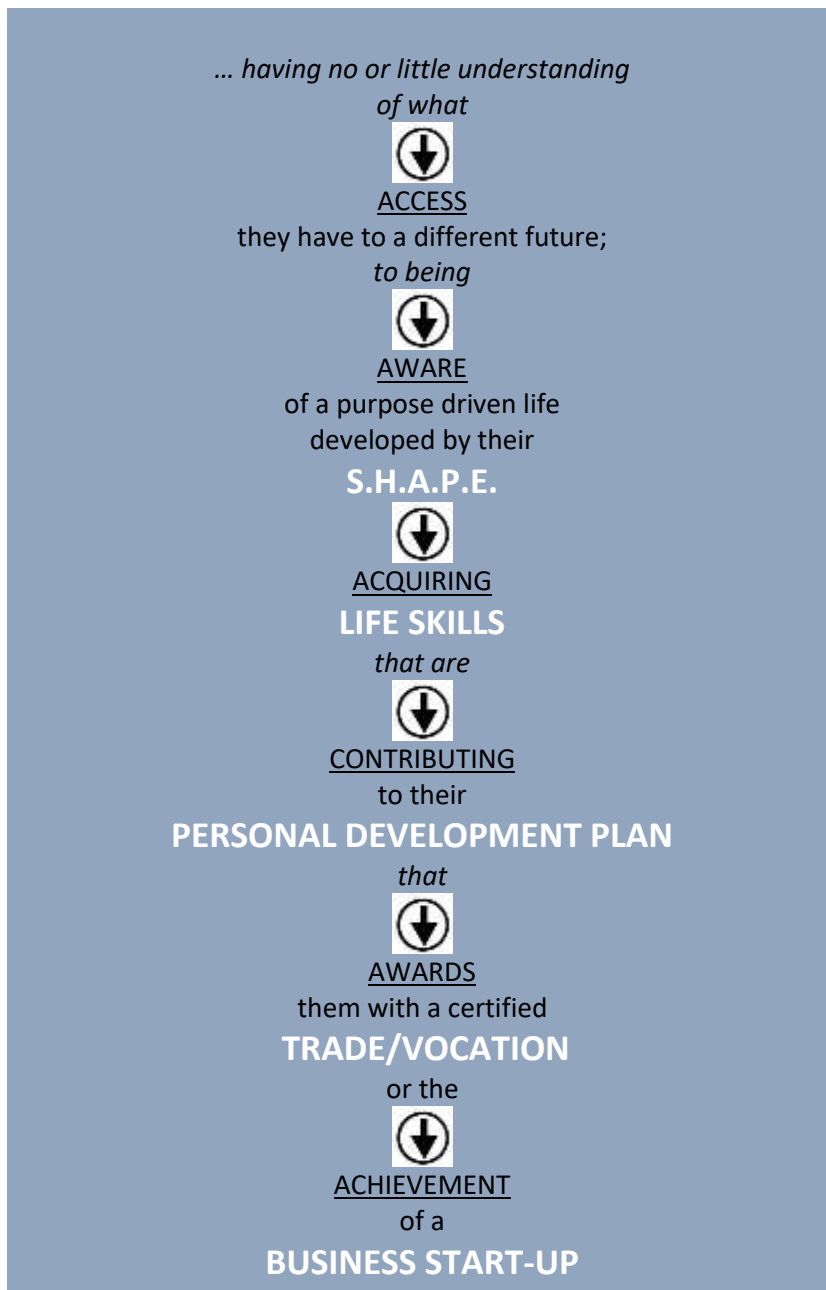
Traditional community leaders, men, boys, and teachers will also be included in EMPOWER's awareness raising strategy to ensure communities build an increased understanding of gender equality, including the value of supporting women and adolescent girls to be economically empowered through acceptable work.

EMPOWER will also collaborate with key stakeholders such as the Zambian Government and the private sector towards promoting public awareness on child labour and gender equality in employment practices.

REAL Course

This Facilitators Manual is for the 3-Months Life Skills Module, part of the 6-month course curriculum of EMPOWER's Rural Entrepreneurial and Leadership (REAL) course. The Life Skills Module is three months of thirty one (31) applied skills learning sessions focused on participatory learning experiences. The goal is to provide the participants with individual psycho-social and interpersonal development, and leadership skills. After the Life Skills Module the participants will participate in two months of hands-on technical skills training with a lead farmer, agricultural extension agent, a TEVETA trainer or potential employers in other available job settings.

This component will also provide for Occupational Safety and Health (OSH) training. During the sixth month the participants will transition to one month of practical application by joining a women-led business team or obtaining formal or informal employment. The course targets rural – based adolescent girls 15-17 years old who are out of school, vulnerable women and men with possibly higher illiteracy rates. The curriculum is tailor-made to suit the needs of the learners and transform them from ...



Personal Development Plans

(Note: Only for the participants who have completed all 31 Sessions .)

Throughout the Life Skills Module (in red colour) each session has encouraged, enabled and equipped each participant to make a choice that will change their future. The changes in their future follow the choices they have made. The way forward in the choice they have made is through the development of their own personal plan. We call this a Personal Development Plan (PDP).

The Personal Development Plan guides the participant through:

- (1) Making a choice for employment or business start-up;
- (2) Identifying the skills they need to reach their choice;
- (3) Identifying their existing skills to reach their choice;
- (4) Assessing the skills that are lacking to reach their choice;

- (5) Recognising the Short Term, Medium Term, and Long Term goals needed to succeed in the choice for employment or business start-up;
- (6) Recognising the steps needed to take to achieve the goals;
- (7) Recording the Life Skills already learnt that can be applied to their choice of employment or business start-up;
- (8) Recognising and recording new knowledge gained with the Life Skills Module to support their plan.

During the **Peer-to- Peer Sessions**, as their Facilitators, you will support and mentor the participants through the filling in of their PDP document and keeping it up-to-date as they progress with their plan.

HOW TO USE THIS MANUAL






Overview for Facilitators

Welcome to the “REAL Course” Life Skills Module Curriculum. The REAL Course curriculum lies at the crossroad of a young adolescent girl, vulnerable women and men’s lives where they can make a choice different from what is expected and predicted for their future. This curriculum provides the direction to employability or entrepreneurship, and understanding of acceptable work and gender equality, through Life Skills and Technical Skills training. The relevant skills will focus on self-discovery, social skills, health, rights, employability, entrepreneurship and leadership.

This Facilitator’s Guide is designed to provide you, the facilitator, with applied skills training sessions that you can lead them through. The sessions are (1) practical and highly impactful, (2) characterised by quality learner-centred learning, (3) promoting lifelong self-learning, and (4) relevant to rural entrepreneurship and leadership development.

The sessions in this guide follow a common format – which blends activities with key learning, along with opportunities to apply newly learnt skills. Each session in this guide will start with a Session Overview that looks like the following – and which will help to orient you to its purpose and key elements: Session Logo, Session Title, Session Description, Objectives, Time Breakdown, Materials, Pre-Session Preparation, Related / Cross Cutting Skills, Facilitator Notes, Terms, and Icebreaker.

SESSION OVERVIEW - SESSION 1: WHAT TO EXPECT

SESSION LOGO	SESSION TITLE	SESSION DESCRIPTION	SESSION OBJECTIVE PURPOSE DRIVEN LIFE	TIME BREAKDOWN 120 MINUTES	MATERIALS	PRE-SESSION PREPARATION
	WHAT TO EXPECT	The opening session of the REAL Course and the 6 sessions on “Knowing Myself” using the S.H.A.P.E.	The participant will recognise that the S.H.A.P.E. guides them in self-knowing, is the basis to a purpose driven life, and will prepare and equip them to achieve their ‘future changing’ goals.	Minutes Getting Started 20 Ground Rules 20 Pre-test 30 Pause 10 Where am I going? 20 Goal Setting 15 Session Wrap-up 5	Chalkboard/ flipchart paper Talking Stick	Review the session and prepare any necessary materials before the training begins. The success of the learning session depends on your ‘prep-work’.
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here)						
				S.H.A.P.E. DECISION MAKING PROBLEM SOLVING CRITICAL THINKING		
FACILITATOR NOTES We need a purpose driven life. Setting goals gives our life direction, boosts our motivation and self-confidence. A goal is something that you want to achieve or accomplish. It can be something to do, someplace to go or something to have. Goals give us something to look forward to and can motivate us and give us energy. To set a goal, we must gather information and make decisions and choices. We must learn about what we want to achieve. Goals should be specific, practical and have a deadline. Something realistic and easy to manage makes achieving it easier and creates confidence to make other, greater goals. To help reach a goal, it is helpful to have a plan with steps to achieve it, and also think about possible			difficulties and how they can be overcome. It is our S.H.A.P.E. that will prepare and equip us to achieve goals. The next 6 sessions will give each participant the chance to develop their own S.H.A.P.E. TERMS S.H.A.P.E: The five things that shape a person: (inner) Self, Heart, Abilities, Personality, Experiences. SELF: Our inner being that lets us know what we think, feel, and want. It is makes us unique to others. HEART: The centre of a person’s emotions e.g. surprise, fear, anger, pain, sadness, happiness, love. ABILITIES: The skill to do something. PERSONALITY: The qualities, way of behaving that makes a person different from others.		EXPERIENCES: When you do something or go through something and it leaves an impression. ICEBREAKER Reporter / Reporting	

FEATURES OF THE LEARNING SESSIONS

Each learning session in this module begins with a summary page that contains the following:

Session Logo

Each session has an identifiable logo designed to promote recognition of the life skill being trained.

Session Title

The name given to describe the session.


Session Description

Words describing the session content.

Session Objectives

List of actions that the activities in the learning session are designed to accomplish.

Time Breakdown

The estimated time  needed to implement all of the activities designed for the learning session.

Materials

List of materials that the facilitator must prepare before the session can be presented. ***Review this information carefully.***


Pre-Session Preparation

Because the learning sessions are spelled out in detail, you do not have to create anything from scratch. However, you must review the sessions and prepare any necessary materials before the training begins. The success of the learning sessions depends on your preparation work. “Success is 90% preparation!” As you read the step-by-step instructions, give yourself permission to imagine a training session that is active, sometimes noisy, and fun. As the facilitator/trainer you will not be doing all the talking. Instead, you will be part of a dynamic learning process. The sessions have been designed with (mainly) adolescent girls in mind. Therefore, where indicated, some of the activities will need to be reviewed for relevancy when you are facilitating groups with vulnerable women, or men.

Repeated/Cross Cutting Skills

These are the skill with transversal abilities used to reinforce the experienced-based learning processes.

Facilitator Notes

The sessions in the manual also include LIGHTBULB  icons to highlight key messages for facilitators. These key messages contain useful information and helpful suggestions especially when sensitive issues are raised.

Terms

These are the explanation of specific words and their meanings that are particularly relevant to the life skills training sessions.

Icebreaker

Every session begins with an icebreaker, which is intended to help the group in the process of forming themselves into peer-to-peer groups. Also, they are used to “warm up” the group by helping the participants to get to know each other well.

Step-by-step Descriptions

The manual contains step-by-step descriptions for every learning activity as well as background information to orient you, the facilitator, to teach the content and facilitate the learning process of every life skill. Blue dialogue boxes are used throughout the manual to show where the activity should be reviewed for appropriate changes, where necessary, for women or men participants.

Training women or men:
REVIEW the ... and make appropriate changes, where necessary.





The Learning Sessions

This module contains 31 core learning sessions. Each session takes 120 minutes to complete. The “Learning Sessions at a Glance” provides an overview of the sessions, listing the title and purpose of each. Sessions 1 to 7 are designed for the participant to discover their unique S.H.A.P.E. and how it prepares and equips them to achieve personal development goals. Sessions 8 to 14 focuses on the participants understanding the importance of gender equality for household well-being and economic prosperity as well as the difference between acceptable and unacceptable work, while also highlighting the importance of education, understanding the development stages of adolescence and associated health risks. Sessions 15 to 20 equips the participants with employability skills, and Sessions 21-30 provides participants with the skills for entrepreneurship.

The Four A Learning Technique

Each of the sessions in the Guide are then broken into the Four A Learning Technique i.e. a strategy to connect the content you are teaching to the life experiences / skills of learners.

The four parts are: Anchor, Add, Apply and Away.

	ANCHOR	Engaging Activity or Narrative It is way to connect what the learner already knows to the new content, through the use of a story or activity that draws on their experiences and gains their interest.
	ADD	Teachable Moment Which provides the coach with an opportunity to equip learners with new useful knowledge, skills, or attitudes related to the main topic of the session .
	APPLY	Practical Application Which gives learners the chance to apply knowledge, skills or attitudes gained from the “teachable moment” .
	AWAY	Summary and Next Steps Which serves to wrap-up the session and to provide the facilitator with a chance to summarize key learning and to assign a practical activity to do outside of the learning environment, as appropriate.

Curriculum Structure

These life skills learning sessions were developed as part of the REAL Course. The overall goal of REAL is to provide participants with relevant skills and access to acceptable work, access livelihood opportunities, and increase understanding of acceptable work and gender equality. The complete Life Skills Module is included here. The full session order is as follows:



PURPOSE DRIVEN LIFE - S.H.A.P.E.

- Session 1: What to Expect
- Session 2: S.H.A.P.E. (S) Knowing my Self
- Session 3: S.H.A.P.E. (H) Knowing my Heart
- Session 4: S.H.A.P.E. (A) Knowing my Abilities
- Session 5: S.H.A.P.E. (P) Knowing my Personality
- Session 6: S.H.A.P.E. (P) Knowing my Personality (Continued)
- Session 7: S.H.A.P.E. (E) Knowing my Experience



SKILLS, HEALTH AND RIGHTS

- Session 8: Importance of Education
- Session 9: Adolescence – Stages of Development
- Session 10: HIV/AIDS/STIs/Risky Behaviour
- Session 11: Child Labour
- Session 12: Acceptable Work
- Session 13: Child Rights
- Session 14: Gender Equality I and Gender Equality II



EMPLOYABILITY SKILLS

- Session 15: Self-Presentation
- Session 16: Developing Professionalism
- Session 17: Interviewing I
- Session 18: Interviewing II
- Session 19: Problem Solving
- Session 20: Relationships



ENTREPRENEURIAL SKILLS

- Session 21: Money I (Financial Numeracy)
- Session 22: Money II (Make Money, Save Money, Identify Risky Income)
- Session 23: Money III (Needs and Wants, Avoiding Debt)
- Session 24: Critical Thinking
- Session 25: Negotiating
- Session 26: Decision Making
- Session 27: Networking
- Session 28: Leadership
- Session 29: Business Teams
- Session 30: Group Dynamics

SOME TRAINING TIPS AND TECHNIQUES

This Facilitators Manual is full of activities that require organising participants into pairs or small groups. The instructions frequently direct you to do this, but leave the method up to you, the facilitator. This section offers a few ideas of techniques for forming pairs and small groups. You will find these handy at the opening of a workshop, and you may also find reason to do introductions again at a later time.

A. Forming Pairs

1. Form pairs by dividing the total number of participants in half. Ask participants to count off up to the number that represents half of the total. For example, if you have 20 participants, they will count off up to 10 and then start again at 1. The two people who have the same number are partners (the 1s, 2s, 3s, etc.).
2. Ask the participants to turn to the person on their right (or left). This person is their partner.
3. Create sets of pairs constructed around opposite words or similar objects or first and last names of famous people. The number of pairs you create should equal half the number of participants. Each pair must have two parts. Write one word of each pair on a slip of paper. Ask participants to draw a slip of paper from a container and find the other half of their pair.

This is their partner. Some examples for a group of 10 participants include:

Opposites		Matching objects		Famous people	
Black	White	Bed	Sheets	Nelson	Mandela
Sad	Happy	Table	Chair	Bob	Marley
Dark	Light	Camera	Photograph	Sakala	Brothers
Tall	Short	Car	Driver	Michelle	Obama
Wide	Narrow	Shoes	Socks	Levy	Mwanawasa

The group's theme can provide the inspiration for your selection of paired words. Or, select famous people who are relevant to the age range of your participants. For example, music, sports, and movie stars tend to work well with young people.

B. Group Introductions

When you first begin meeting together as a group, all participants should introduce themselves. You can make this as fun or as serious as you feel is appropriate. Here are some ideas for introductions:

1. Participants can simply give their name or the area they live. Or you can ask each person to say something unusual about herself/himself, to help the others remember her/him.
2. Go around and instruct participants to state their name, occupation, town of residence, plus one of the following: favourite food, favourite animal, or favourite movie star. You can be creative and think of a different category that may be more enjoyable or relevant to your participants.
3. Distribute paper and markers or coloured pencils to each participant. Ask them to draw a picture that tells the others something important about themselves. Give them five minutes to draw. Then, one by one, ask each person to give their name and explain her picture.

Additionally, you can collect the pictures, post them on the wall or on a tree, and sometime later in the day have a contest to see who can match names to pictures.

4. Instruct participants to form pairs (see Section A above), and tell the partners to introduce themselves to each other. Give them five minutes to talk to each other. Then ask each person to introduce her partner to the group.
5. Ask participants to form a circle. Explain that each person must state certain information when introducing herself (you might add “something different or special about yourself” to the normal information like name, school, favourite food, or main interests). Then toss a soft ball (or rolled up sock or ball of yarn) to someone in the circle who introduces herself. After she has introduced herself, she tosses the ball to someone else in the circle. The game continues until each person has had a chance to give an introduction.

C. Ways to Form Groups

1. Count off. For example, ask participants to count off by 4s. One by one, each participant will say a number (the first participant says “1,” the second says “2,” and when it is the fifth participant’s turn, he will start again at 1). When everyone has counted, instruct participants to form groups with people who have the same number. In the end, you will have four groups.
2. Make simple puzzles with 3–5 pieces each. Distribute the puzzle pieces to participants and ask them to find all of the others who have the pieces to complete their puzzle. Be sure to use simple puzzles and have the same number of puzzle pieces as participants. See Chapter 2, Session 2 for sample puzzles that you could adapt to this exercise.
3. Ask participants to stand in line in the order of their birthdays – month and day only – and then count off (such as 1 through 3) to form groups.
4. Assign colours, symbols, or pictures at random. Instruct participants to find all others with the same assigned colour, symbol, or picture.
5. Place the names of four well known pop culture stars in different places around the room and ask participants to stand next to their favourite. If everyone flocks to the same star, you will have to adjust the exercise so that you end up with more than one group. For example you can ask participants to move to their second favourite star.
6. Select four different animals (or whatever number of groups you want to create) and write the name of each animal on several slips of paper. The number of slips will depend on how many participants will be in each group. For example, if you have 16 participants, you can make four groups of four people. In that case, you will write the name of each animal on four slips of paper. Each participant will draw one slip of paper from a container. Tell participants that when you say “now,” each person must make the noise of the animal written on her slip of paper. While making their noises, participants must look and listen for those making the same animal noise they are making. These people are their group members.

LEARNING PRINCIPLES AND PRACTICES TO KEEP IN MIND

The box below is a reminder of some important principles and practices of youth learning to keep in mind as you lead each session. Remember that you, the trainer, do not have all the answers. The participants come to the learning sessions with a great deal of experience and have many things to add. It is important that all participants teach and learn.

IMPORTANT PRINCIPLES TO REMEMBER

- Create a **safe** learning environment.
- Give feedback to the participants and **praise** them for their efforts.
- Think about ways of making the skill **useful** to all participants present.
- Let the participants know that you are a **learner** with them, as well as a facilitator, leader, and a mentor.
- Promote conversations and questions that allow young people to **explore** and **clarify** their values as they develop a sense of self-esteem.
- Use a **variety** of activities that are appropriate for different maturity levels to cover young people's many developmental stages.
- Make the learning **relevant** to young people's current situation. Be cautious about asking them to project far into the future.
- **Anticipate** that young people may have limited experience with a skill. Simulations or stories may have to substitute for real-life experience.
- Be sure that throughout the session there is an opportunity for **thinking, acting, and feeling**.
- Include current **media** to ensure relevance of the topic and to promote discussion.
- **Engage participants' families and communities** to connect with the program, understand its content, and support the young people in changing behaviours and meeting goals.
- Encourage humour and use interactive games so that the training is dynamic and **fun!**

REAL COURSE LIFE SKILLS MODULE: LEARNING SESSIONS AT A GLANCE

The following table presents the module’s learning sessions and their purposes.

PURPOSE DRIVEN LIFE - S.H.A.P.E.	
SESSION TITLE	OBJECTIVE OF THE SESSION
1. What to Expect	The participant will recognise that the S.H.A.P.E. guides them in self-knowing, is the basis to a purpose driven life, and will prepare and equip them to achieve their ‘future changing’ goals.
2. S.H.A.P.E. Knowing my Self	By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Define the term “self-esteem.” • Describe the link between self-esteem and S.H.A.P.E. • Identify that telling someone a quality they most like about them builds their self-esteem. • Can rate their level of self-esteem.
3. S.H.A.P.E. Knowing my Heart	By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Define the term “heart desire.” • Describe the link between Heart Desire and S.H.A.P.E. • Can listen (skill). • Can instruct (skill). • Practice a technique to listen to the heart. • Select what they love to do for work or business.
4. S.H.A.P.E. Knowing my Abilities	By the end of this session participants will be able to: <ul style="list-style-type: none"> • Define the term “abilities”. • Describe the link between abilities and S.H.A.P.E. • Do a new skill. • Define their top three skills.
5. S.H.A.P.E. Knowing my Personality	By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Recognise the different personality types • Describe the link between Personality and S.H.A.P.E. • Examine that how we look, think, act and feel reflects our personality
6. S.H.A.P.E. Knowing my Personality (continued)	By the end of this session, participants will recognise their personality type and who they are as a person, particularly how they relate to others, take in information, make decisions and structure their life.
7. S.H.A.P.E. Knowing my Experience	By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Determine that nothing teaches us better than our own experiences • Complete their S.H.A.P.E.

SOCIAL SKILLS, HEALTH & RIGHTS	
SESSION TITLE	OBJECTIVE OF THE SESSION
8. The Importance of Education	By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Identify what their dreams are and how their achievement links to education; • Identify the benefits of education while faced with barriers to continuing education.
9. Adolescence – Stages of Development	By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Describe the meaning of adolescence and it’s characteristics; • Identify ways in which to deal with the social and emotional changes that come with adolescence.
10. HIV/AIDS/STIs/Risky Behaviours	By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Identify basic facts about HIV and AIDS.

	<ul style="list-style-type: none"> Identify types of STIs, their transmission prevention and treatment. Identify the risky and non- risky behaviours related to HIV.
11. Child Labour	<p>By the end of this session, participants will:</p> <ul style="list-style-type: none"> Recognise and understand what CL, HCL and WFCL is; Recall main causes; Provide examples of CL situations.
12. Acceptable Work	<p>By the end of this session, participants will recognise that acceptable work is work where there is (1) dignity, (2) equality, (3) fair income, and (4) safe working conditions.</p>
13. Child Rights	<p>By the end of this session, participants will identify: children are born with fundamental freedoms and inherent rights of all human beings, they have special needs that must be fulfilled and protected.</p>
14. Gender Equality	<p>By the end of this session, participants will relate to:</p> <ul style="list-style-type: none"> Sex and gender; Gender role discrimination; Gender equality; Gender-based violence.













EMPLOYABILITY SKILLS	
SESSION TITLE	OBJECTIVE OF THE SESSION
15. Self-Presentation	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> Present themselves well for interviewing recruitment – verbally and non-verbally. Are confident to say “I can present myself for an interview”.
16. Developing Professionalism	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> Recognise the 10 attributes of being professional. Be prepared for being professional at a recruitment interview. Bring the professional attributes to this course.
17. Interviewing I	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> Describe what employers are looking for. Easily talk about why they should be hired. Prepare for an interview.
18. Interviewing II	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> Perform well at a job interview.
19. Problem Solving	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> Define the problem solving steps and demonstrate problem solving.
20. Relationships	<p>By the end of this session, participants will be able to:</p> <ul style="list-style-type: none"> Respond to the colleagues needs, resolve conflict and respect individual differences.

ENTREPRENEURIAL SKILLS	
SESSION TITLE	OBJECTIVE OF THE SESSION
21. Money I (Financial Numeracy)	<p>By the end of this session, participants will recognise that managing money requires knowledge of numeracy and arithmetic (i.e. adding, deducting, multiplying and percentage).</p>
22. Money II (Make Money, Save Money, Identify Risky Income)	<p>By the end of this session, participants will have identified various options for making money, conclude there is a risk in making money, and agree that saving is good.</p>
23. Money III (Needs and Wants, Avoiding Debt)	<p>By the end of this session, participants will have distinguished between needs and wants, and decide to avoid debt.</p>




24. Critical Thinking	By the end of this session, participants will explain critical thinking and that it involves purposeful and positive thinking, careful examination and evaluation of one's own beliefs and reasons for action.
25. Negotiation	By the end of this session, participants will have defined the 5 basic principles of negotiation, and how persuasion is used in selling anything, even an idea.
26. Decision Making	By the end of this session, participants identify and consider all the options while making a decision.
27. Networking	By the end of this session, participants will conclude that developing their network is important for developing professional or social contacts. Also, they perform the Meet and Greet technique of networking.
28. Leadership	By the end of this session, participants will recognise that leading is a practical skill encompassing the ability of an individual or organisation to "lead" or guide other individuals, teams, or entire organisations.
29. Forming a Business Team	By the end of this session, participants will describe that business teams i.e. a group of individuals, have a strong voice, can produce better results, provide social interaction and a sense of belonging when collaborating for the same business achievements.
30. Group Dynamics	By the end of this session, participants will conclude that highly interactive teams need high task cohesion, not loafing, to be successful and to develop positive group dynamics.



SESSION OVERVIEW - SESSION 1: WHAT TO EXPECT

 SESSION LOGO 	Title  SESSION TITLE WHAT TO EXPECT	 SESSION DESCRIPTION The opening session of the REAL Course and the 6 sessions on “Knowing Myself” using the S.H.A.P.E.	 SESSION OBJECTIVE PURPOSE DRIVEN LIFE The participant will recognise that the S.H.A.P.E. guides them in self-knowing, is the basis to a purpose driven life, and will prepare and equip them to achieve their ‘future changing’ goals.	 TIME BREAKDOWN 120 MINUTES <table border="0"> <tr><td>Minutes</td><td></td></tr> <tr><td>Getting Started</td><td>20</td></tr> <tr><td>Ground Rules</td><td>20</td></tr> <tr><td>Pre-test</td><td>30</td></tr> <tr><td>Pause</td><td>10</td></tr> <tr><td>Where am I going?</td><td>20</td></tr> <tr><td>Goal Setting</td><td>15</td></tr> <tr><td>Session Wrap-up</td><td>5</td></tr> </table>	Minutes		Getting Started	20	Ground Rules	20	Pre-test	30	Pause	10	Where am I going?	20	Goal Setting	15	Session Wrap-up	5	 MATERIALS Chalkboard/ flipchart paper Talking Stick	 PRE-SESSION PREPARATION Review the session and prepare any necessary materials before the training begins. The success of the learning session depends on your ‘prep-work’.
Minutes																						
Getting Started	20																					
Ground Rules	20																					
Pre-test	30																					
Pause	10																					
Where am I going?	20																					
Goal Setting	15																					
Session Wrap-up	5																					
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here)  S.H.A.P.E.  DECISION MAKING  PROBLEM SOLVING  CRITICAL THINKING																						
FACILITATOR NOTES We need a purpose driven life. Setting goals gives our life direction, boosts our motivation and self-confidence. A goal is something that you want to achieve or accomplish. It can be something to do, someplace to go or something to have. Goals give us something to look forward to and can motivate us and give us energy. To set a goal, we must gather information and make decisions and choices. We must learn about what we want to achieve. Goals should be specific, practical and have a deadline. Something realistic and easy to manage makes achieving it easier and creates confidence to make other, greater goals. To help reach a goal, it is helpful to have a plan with steps to achieve it, and also think about possible			difficulties and how they can be overcome. It is our S.H.A.P.E. that will prepare and equip us to achieve goals. The next 6 sessions will give each participant the chance to develop their own S.H.A.P.E. TERMS S.H.A.P.E: The five things that shape a person: (inner) Self, Heart, Abilities, Personality, Experiences. SELF: Our inner being that lets us know what we think, feel, and want. It is makes us unique to others. HEART: The centre of a person’s emotions e.g. surprise, fear, anger, pain, sadness, happiness, love. ABILITIES: The skill to do something. PERSONALITY: The qualities, way of behaving that makes a person different from others.		EXPERIENCES: When you do something or go through something and it leaves an impression. ICEBREAKER Reporter / Reporting																	

GETTING STARTED

 20 minutes	 Anchor 10 minutes	 Add 10 minutes
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1. Welcome the participants.
2. Begin the Icebreaker by asking the participants to divide into pairs, with one group of three. Ask each participant to act as a reporter and ask their partner the following questions:
 - What is your name?
 - What is something you like to do?
 - What do you want to be able to do? Or do better? (PDP)
 - What do you hope to get out of participation in this REAL course? (PDP)
3. After every participant has had an opportunity to interview and be interviewed, ask participants to sit in the circle.
Each participant should introduce their partner, what they like to do and what they hope to get out of the REAL course.
4. As they are sharing, record for each person what they want to be able to do, or do better, and what they hope to get out of the REAL course on flipchart paper.

Each participant will be given a record of their skills in the form of a Personal Development Plan (PDP). The PDP will assist the participant and facilitator in developing goals for their future.



Note to Facilitator:

Since this is the first session, you might be unsure of the literacy levels of the group. Be sure to offer all information in several forms, including written and spoken words and pictures, always using clear language.

If participants are hesitant to talk you can use a “talking stick” to get things started. Explain, that you, the facilitator, will pass the talking stick (a cane, stick, or rolled up piece of paper) to one participant. The participant with the talking stick shares, while everyone else listens. Then the participant passes the stick to another participant and that person talks while everyone else listens ... and so on.

5. Look over the list after all have answered and comment on which of these are covered in the REAL Course and which are not.
6. After the icebreaker, give the participants a very brief overview of the basic schedule and logistics of the course, including:
Where and at what time the group will meet.
 - Each meeting will include an interactive sessions of two hours in length with a ten (10) minute pause in between. There will be 31 sessions in total in this Life Skills Module.
 - Each meeting will address a different skill (e.g. Knowing self, problem solving, gender equality, managing money, leadership, etc.).
 - Explain that the activities are participatory and ask for and encourage the participants to talk, share, discuss, have fun and enjoy.
 - Emphasise that their agreement to participate in the programme calls for their commitment.
7. Explain, in your own words the goal of the REAL course. (See below)

REAL Course Goal:

To provide participants with relevant skills and access to acceptable work, access livelihood opportunities, and increase understanding of acceptable work and gender equality.

8. Explain that after the first three months of Life Skills they will have another 3 months of technical training where they can choose from different technical tracks, for example: Agriculture, Construction, Food Production, Cutting and Tailoring, Business Start-Up, etc. Also, that they will be informed at a later stage how they will transition to the technical tracks.
9. Any questions? Allow time for the group to ask questions.

GROUND RULES



20 minutes

1. Ask participants if they are familiar with ground rules or group norms. Ask participants to discuss why it is important to establish ground rules.
2. Explain that while this is a participatory course, participants will not be forced to participate more than they can. Encourage participants to “take risks, be safe and respect their own limits.” To help participants feel safe participating, ground rules or group norms are set.
3. Ask participants to brainstorm ground rules and record on chalkboard or flipchart paper and post them for reference throughout the entire course. Write in simple terms (also using pictures) to accommodate for all literacy levels.



Note to Facilitator:

Ground rules: The ground rules should always stay posted and participants should be reminded of them before beginning each session. Some suggested ground rules are: What is said is not repeated anywhere else; everyone should participate only if they want to; no putting someone else down for their feelings, opinions, or experience, be respectful; listen and do not interrupt, be on time, etc.

PRE-POST TEST



30 minutes

1. Administer the REAL Course Training Pre-Post Test for S.H.A.P.E. with the participants, which is enclosed at the end of this session.



Instruction to Facilitators:



Please administer this test prior to the first session and again after the last session of S.H.A.P.E. i.e. Session 7: S.H.A.P.E. (E) Knowing My Experiences. Give one form to each participant. Read each of the following statements aloud. In response to the statement ask the participants to circle the letter with their answer or tick the box. If participants are not literate, ask them to put a thumb print or sticker on the answers. Read each statement aloud to ensure you move together with the participants.

Tell participants that the pre-post test will help the facilitator to understand where to begin from and what areas to focus on. Participants should freely take the test as it will have no bearing on what the facilitator thinks of them or their relationship thereof.

PAUSE FOR 10 MINUTES



WHERE AM I GOING?

 20 minutes	 Apply 30 minutes
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1. Move to a place where each participant has access to a sizeable patch of dirt or distribute a piece of large paper and marker to each participant.
2. Ask each participant to draw a dot on the left side. Explain that this dot is their birth.
3. Ask the participant to draw another dot to the right of the dot (about two feet away) and explain that this is second dot is today.
4. Ask participants to think of what they are most proud of in their life until today. Ask the participants to use sticks, leaves, rocks, symbols and/or drawings to mark this accomplishment somewhere between the dot of their birth and the dot representing today.
5. Ask each participant to share their accomplishment to date.
6. Next ask participants to draw another dot close and to the right of the second dot. Explain that this dot is in six months from now i.e. at the end of the course.





Note to Facilitator:

Some participants may not immediately come up with a goal because they feel helpless or hopeless. You will need to provide extra encouragement to such participants to help them develop a goal that excites them or inspires them. Other participants may draw their goal as something this is expected of them, such as getting married.

7. Ask participants to close their eyes and imagine themselves six months from now:
 - Where you will be?
 - What you will be doing?
 - What you will be most proud of?
8. Ask participants to open their eyes. Ask them to use sticks, leaves, rocks, pictures or symbols to indicate where they want to be, who they want to be and what they want to accomplish in six months.
9. Ask participants to get into groups of three, and one group of four, and share their drawings with each other.
10. Bring everyone back together and explain to participants that they have just shared their goal with each other.
11. Ask participants to share their goal with the group in one sentence (optional).

GOAL SETTING

 15 minutes	 Apply 30 minutes
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1. Say – “Everyone needs a purpose driven life. When we think of where we want to be, or who we want to be, or what we want to be doing in six months – this is a goal directing our purpose driven life!”
2. Explain that a goal is something we are trying to do (accomplish) or achieve.



Note to Facilitator:

A goal is something that you want to achieve or accomplish. It can be something to do, someplace to go or something to have. Goals direct our purpose driven life and give us something to look forward to and can motivate us and give us energy. To set a goal, we must gather information and make decisions and choices. We must learn about what we want to achieve. Goals should be specific, practical and have a deadline. Something realistic and easy to manage makes achieving it easier and creates confidence to make other, greater goals. To help reach a goal, it is helpful to have a plan with steps to achieve it, and also think about possible difficulties and how they can be overcome.

3. Tell the participants that in order to develop a goal we need to have a simple outline. Ask the participants what things they think are needed to develop a goal. Encourage and lead the discussion to include the items in the “Developing Goals Outline” box below.

DEVELOPING GOALS OUTLINE	
Mission Statement:	A brief sentence explaining what you want to accomplish (e.g. to go to teacher college)
WHAT:	Be specific; explain the mission statement more here (e.g. to study to be a teacher)
WHO:	The people who will help you toward your goals (e.g. parents, teachers, and school administrators)
WHERE:	A place, anywhere in the world (e.g. local and national colleges or schools)
WHEN:	Set up a timeline and a specific date (e.g. study to take tests next year, to be in a teacher’s college within three years)
HOW:	Make lists of ideas to achieve the goal – explain “to do” lists (e.g. research what teacher colleges exist in the area, talk to teachers back home, contact friends and relatives who could help, look in the newspaper and on the internet for information and possibly, groups to support emotionally or financially)
WHY:	Should refer back to the mission statement (e.g. because I have a lot to offer my community as a teacher)

4. Remind participants: Goals are very important in life, just as in football. Also like in football, when setting a goal you will miss a few shots. Famous Zambian soccer player, Christopher Katongo, did not walk off the field when he missed a shot. He is not considered a failure. Expect to have failures and challenges as you work towards your goals.

5. Draw a circle on the board and divide it into 4 quarters. Start with the upper right quarter and go clockwise to explain the following Four Phases:

Phase 1 – The Good Times. The period when everything is perfect. Life is beautiful.

Phase 2 – Problems Arise. The period when things fail. In this dark time, people tend to quit, give up. Seem like no answer in sight.

Phase 3 – Solutions to Problems. When you are determined to follow your goal, know that to each problem there is a solution. This requires creativity and being open to new ideas.

Phase 4 – Growth. Once you have gone through the phases, you have grown and you are excited and ready for more. The circle starts all over again.

6. Say – “Setting goals gives us a purpose driven life, boosts our motivation and self-confidence.”
7. Explain that it is our S.H.A.P.E. that will direct our purpose driven life, prepare and equip us to achieve goals and that in the next session they will start developing their own S.H.A.P.E.

SESSION WRAP-UP

 5 minutes	 Away 10 minutes
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1. Ask: What did you learn today? How can you use what you have learnt today?
2. Review the goal for the REAL Course.
3. Explain that at the end of each session you will share an activity that they can practice on their own to help reinforce the skills and knowledge that was gained that day. The practice activity for this session is below.



Practice activity:

Between now and the next time the group meets, identify:

- What is one thing you do well?
- What is one thing you'd like to do better?

4. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



REAL Course Life Skills Module Pre-Post Test



Instruction to Facilitators:

Please administer this test prior to the first session and again after the last session of S.H.A.P.E. i.e. Session 7: S.H.A.P.E. (E) Knowing my Experiences. Give one form to each participant. Read each of the following statements aloud. In response to the statement ask the participants to circle the letter with their answer or tick the box. If participants are not literate, ask them to put a thumb print or sticker on the answers. Read each statement aloud to ensure you move together with the participants.

Tell participants that the pre-post test will help the facilitator to understand where to begin from and what areas to focus on. Participants should freely take the test as it will have no bearing on what the facilitator thinks of them or their relationship thereof.

1. Participant ID <input type="text"/>	5. Location of training site District <input type="text"/>
2. Name of Participant (First and last) <input type="text"/>	Community hub <input type="text"/> Village/Community <input type="text"/>
3. Name of Facilitator: <input type="text"/>	6. Type of group Adolescent girls <input type="checkbox"/> Women <input type="checkbox"/> Men <input type="checkbox"/>
4. Test: Pre <input type="checkbox"/> Post <input type="checkbox"/>	7. Date DD MM YY <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>
























Questions 1-20. Choose one correct answer by circling the letter or ticking the box.

1. The REAL Course is:
 - A Rural Entrepreneurship and Leadership training
 - B Rural Economy and Leadership training
 - C Real Entrepreneurship and Leadership training
 - D Real Leadership Academy
2. Life Skills are important because:
 - A We can boss other people
 - B We can be better at getting what we want
 - C They give us the ability to know what to do and how to do it
 - D We can tell others about life
3. Finish the sentence ... A goal is:
 - A For the football player to score points
 - B Making choices
 - C Something you want to achieve or accomplish
 - D Too difficult for a person to achieve



4. Each person has a _____ [fill in the word] S.H.A.P.E.:
- A Complicated
 - B Same
 - C Different
 - D Unique
5. Self-esteem describes:
- A How people feel about themselves
 - B How people feel about others
 - C The level of importance of a person
 - D Which people are more important than others
6. ABILITIES are our skills and tells us:
- A What a person can do
 - B What a person loves
 - C What a person reads
 - D What a person watches on television
7. Self-esteem comes from within _____ [finish the sentence]:
- A The family
 - B The community
 - C Yourself
 - D The school
8. Self-esteem is always _____ [finish the sentence]:
- A Changing
 - B Recycling
 - C Moving
 - D Feeling
9. If we follow our heart we _____ [finish the sentence]:
- A Fall in love
 - B Will make lots of money
 - C Do what we love, and we know why
 - D Never stop dreaming
10. Life skills help us fulfil our hearts desire:
- TRUE
- FALSE
11. Everyone has the ability to do something well:
- TRUE
- FALSE
12. Which statement is not correct?
- A Abilities are to help others
 - B Abilities are to work
 - C Abilities are to produce wealth
 - D Abilities are to stop dreams
13. Skills can be transferred between different jobs and different employment sectors:
- TRUE
- FALSE

14. The best way to learn a skill is:
- A Practice doing
 - B Watching others
 - C Watching lots of television
 - D Seeing how not to do things
15. Which one is not a part of the six families of skills:
- A Physical Skills
 - B Animal Skills
 - C Creative Skills
 - D Managerial Skills
16. My personality has an influence on:
- A how I look, think, act and feel
 - B how others look, think, act and feel
 - C how I do not look, think, act and feel
 - D how I should look, think, act and feel
17. If my personality is very outgoing, I am extroverted:
- TRUE
- FALSE
18. My personality has nothing to do with how I make decisions:
- TRUE
- FALSE
19. Nothing teaches me better than my own _____ [complete the sentence]. Our experiences shape who we are.
- A Mother
 - B Games
 - C Experiences
 - D Feelings
20. Which statement is not true? Sharing experiences is important because:
- A It builds relationships
 - B It helps has to comfort someone
 - C It helps to encourage someone
 - D It means everyone can do the same thing

SESSION OVERVIEW - SESSION 2: S.H.A.P.E. (S) KNOWING MY SELF

 SESSION LOGO 	Title  SESSION TITLE S.H.A.P.E. (S) Knowing my SELF	 SESSION DESCRIPTION Participants learn about self-esteem and self-image. They can identify qualities they like in themselves and each other.	 SESSION OBJECTIVES PURPOSE DRIVEN LIFE By the end of this session, participants will: Define the term “self-esteem”; describe the link between self-esteem and S.H.A.P.E.; identify that telling someone a quality they most like about them builds their self-esteem; can rate their level of self-esteem.	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>Find someone who</td> <td>20</td> </tr> <tr> <td>Review</td> <td>5</td> </tr> <tr> <td>A Pat on the Back</td> <td>30</td> </tr> <tr> <td>What is self-esteem</td> <td>20</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>Self-esteem check-up</td> <td>30</td> </tr> <tr> <td>Session Wrap-up</td> <td>5</td> </tr> </tbody> </table>		Minutes	Find someone who	20	Review	5	A Pat on the Back	30	What is self-esteem	20	Pause	10	Self-esteem check-up	30	Session Wrap-up	5	 MATERIALS Chalkboard/ flipchart paper Talking Stick SHEET: Self-esteem Check-up	 PRE-SESSION PREPARATION Review the session and prepare any necessary materials before the training begins. The success of the learning session depends on your ‘prep-work’.
	Minutes																					
Find someone who	20																					
Review	5																					
A Pat on the Back	30																					
What is self-esteem	20																					
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S.H.A.P.E.	DECISION MAKING	CRITICAL THINKING	PROBLEM SOLVING	RELATIONSHIPS																		
FACILITATOR NOTES A purpose driven life starts with getting to know our selves. In working to develop ourselves into the people we’d like to become, it can be helpful for us to have an understanding about how we assess ourselves right now. This session is a first step in understanding our feelings about ourselves. Self-esteem describes how people feel about themselves. This influences their actions towards others and what they can accomplish in life. People with high self-esteem may have a high regard for themselves. They know that they are worthy of love and respect. They respect themselves. When people feel worthy of love and respect, they expect it from others. Having self-esteem does not mean that you		FACILITATOR NOTES (CONTINUED) never get upset or angry with yourself. Everyone gets frustrated at times. But someone with high self-esteem can accept his or her mistakes and move on. If another person tries to convince or persuade him or her to do something they really do not want to do, people who feel good about themselves will be less likely to fall under another person’s pressure. They will feel more confident that their own decision is the right one and will make their choices based on their own desires, and not the desires and values of others. The opposite is also true. People with low self-esteem may be more likely to fall under the influence of others, not trusting their own values or decisions. In order for young people to develop and effectively use		FACILITATOR NOTES (CONTINUED) life skills, they must have an understanding of their own worth. Believing they have self-worth, or building self-esteem, is an integral part of all life skills in this course. TERMS SELF-ESTEEM: How people feel about themselves. ICEBREAKER Find someone who ...																		

FIND SOMEONE WHO ...

 20 minutes	 Anchor
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Training women or men:
REVIEW this list and make
appropriate changes,
where necessary.

1. Welcome the participants back to the course.
2. Give (by telling quietly so that only the participant can hear) each participant in the group one of the below to find out by asking the other participants.

1.	Has a birthday this month	S
2.	Has a last name that is 6 or more letters long	S
3.	Is wearing pink	P
4.	Loves cooking	A
5.	Has travelled to Lusaka	E
6.	Loves films	P
7.	Has a younger brother and sister	S
8.	Is the same age	S
9.	Has red as favourite colour	H
10.	Has seen a chicken being hatched	E
11.	Loves dogs	H
12.	Has climbed a tree	E
13.	Has blown up a balloon	E
14.	Who likes reading stories with lots of pictures	P
15.	Can ride a bicycle	A
16.	Loves singing	H
17.	Can milk a cow	A
18.	Has bigger feet than you	S
19.	Knows 5 countries in Africa	A
20.	Has sewn on a button	A
21.	Can whistle	E

22.	Who likes rules	P
23.	Has been in a taxi	E
24.	Went to the same school	E
25.	Can run faster than you	A

3. Give them 5 minutes to ask around. Some may not be found, that is ok, because the icebreaker activity is also about exploring.
4. After 5 minutes engage them in a discussion to reveal those that have been found by asking - Did you find that someone? Tell the group what it was that you had to find.
5. Ask the participants - What has it taught you about that person.
6. Explain that what we have found out about that person tells us something about their S.H.A.P.E. When it is ...
 - about what is unique to that person - it is their SELF (S)
 - about what that person loves - it is their HEART (H)
 - about what that person can do - it is their ABILITIES (A)
 - about how that person does things – it is their PERSONALITY (P)
 - about what that person has done – it is their EXPERIENCE (E)
7. Refer to the items on the list and ask the participants which ones they think are the S, the H, the A, the P, the E. Give them assistance when needed.
8. Keep the activity to 20 minutes.





Note to Facilitator:

As you are still learning the literacy levels of the group be sure to do as much as possible through verbal instruction.

Remember, if participants are hesitant to talk you can use the “talking stick” to get things started. Explain, that you, the facilitator, will pass the talking stick (a cane, stick, or rolled up piece of paper) to one participant. The participant with the talking stick shares, while everyone else listens. Then the participant passes the stick to another participant and that person talks while everyone else listens ... and so on.

REVIEW

 5 minutes	 Review
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1. Ask participants what key points were covered in the last session (optional: use the talking stick to encourage participation). Fill in any key points that are missed.
2. Ask the participants to share what they identified as (1) one thing you do well?, and (2) what is one thing you'd like to do better?

“A PAT ON THE BACK”

 30 minutes	 Add	 Apply
--	---	---

1. Divide the group into two groups.
2. Instruct the participants to form an inside/outside circle. This is when the participants in the inside circle should face outwards and the participants in the outside circle should face inwards. This will then result in the participants in the circles facing each other.
3. Instruct the participants to say one positive thing to each other. When finished only the inside circle moves to the right to stand in front of the next person. Keep going until everyone has said a positive thing to each other.
4. Ask a number of participants to share what positive things were said about them. Ask them how did that make them feel.

WHAT IS SELF-ESTEEM? WHERE DOES IT COME FROM?

 20 minutes	 Add	 Apply
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1. Ask the participants to brainstorm: What is the meaning of the term, “self-esteem”?



Note to Facilitator:

Encourage and direct the responses.

Some examples are - How you see yourself, Believing that you are worth a lot, Having personal strength, Liking yourself, You respect yourself, You are worthy, You are not worried if you make an honest mistake, You make your own choices, You are not easily influenced by others, etc.

2. List the answers on the chalkboard or flipchart.
3. Explain that:
 - Self-esteem develops and comes from within yourself, but it is influenced by messages that you receive about yourself.
4. Ask the participants to brainstorm: Where do you think self-esteem comes from?



Note to Facilitator:

Encourage and direct the responses.

Family

- Your self-esteem is higher if you and the other members of your family talk, support and spend time with one another.

Friends

- Your self-esteem is influenced by whether your friends support and respect you. You should not, however, base your self-esteem on what your friends think.

Teachers

- When teachers encourage you to be proud of your work, take challenges, and develop some of your skills to a finer point, it makes you feel good and causes you to have higher self-esteem.



Note to Facilitator (continued):

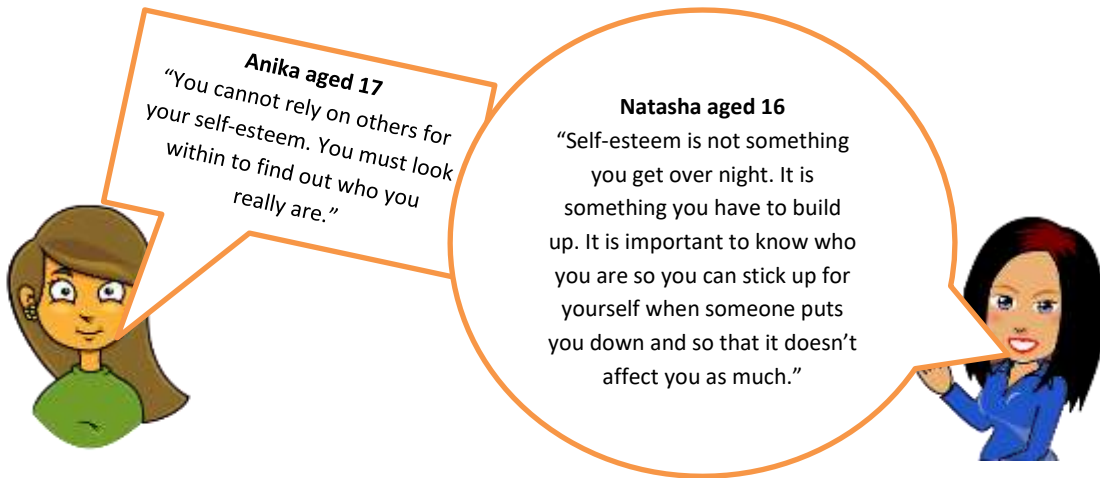
Encourage and direct the responses.
School Activities

- Playing on a team, or working on a school project helps you to learn new skills, try new things, and enjoy success, all of which raise your self-esteem.

Society

- How women are portrayed on TV and in the media can affect how you see yourself. Women are often portrayed as unusually thin.
- You should not compare yourself to these unreasonable images because that will cause you to have low self-esteem.

5. List the answers on the flipchart or chalkboard.
6. Share the following quotes from Anika and Natasha, two adolescent girls:



PAUSE FOR 10 MINUTES



SELF-ESTEEM CHECK-UP

30 minutes	Add	Apply
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1. Hand out the SHEET 1: Self-Esteem Check-Up and a pen or pencil to each participant.
2. Ask them to put their name and the date on the top of the sheet.
3. Explain to the participants that there are 15 statements that they must rate from zero to ten on how much they believe each statement. Zero '0' means you do not believe it at all and ten '10' means you completely believe it.
4. Read out the statements one by one. Ask if they understand the statement. If they do not understand the statement give a clear explanation.

Statement	Rating
1. I believe in myself	_____
2. I am just as valuable as other people	_____
3. I would rather be me than someone else	_____

- | | | |
|-----|---|-------|
| 4. | I am proud of my accomplishments | _____ |
| 5. | I feel good when I get compliments | _____ |
| 6. | I can handle criticism | _____ |
| 7. | I am good at solving problems | _____ |
| 8. | I love trying new things | _____ |
| 9. | I respect myself | _____ |
| 10. | I like the way I look | _____ |
| 11. | I love myself even when others reject me | _____ |
| 12. | I know my positive qualities | _____ |
| 13. | I focus on my successes and not my failures | _____ |
| 14. | I am not afraid to make mistakes | _____ |
| 15. | I am happy to be me | _____ |

Overall, how would you rate your self-esteem on the following scale:
 0 _____ 10
 I completely dislike who I am I completely like who I am

- Ask the group: "What would need to change in order for you to move up one point on the rating scale? (i.e. For example, if you rated yourself a "6" what would need to happen for you to be at a "7"?). Give the participants a chance to answer if they would like to i.e. to answer is optional.



Note to Facilitator:

As the participants rate themselves on the statements of self-esteem it awakens self-awareness. Self-awareness is NOT Self-judgement. It is a chance for participants to look, and see, and discover at what place their self-esteem is. Therefore, as Facilitator you can tell the participants "Your judgment is not in the room today."

Handling Emotion: The activities may remind participants of their own uncomfortable situations they have been in before the workshop, at home, school or in the community. If a participant is upset by an activity, you should try to talk to the participant in private to find out why the person is uncomfortable. You may suggest to the participant that they step out of the room. You should not force the upset person to talk about what's upsetting them. Listen to what the participant is saying. Your role is to provide her with understanding, support and assistance. Do not attempt to tell the participant how they are feeling or how you think they should feel. Assure them that it is ok and normal to feel upset. Please note you should be prepared to provide a participant who has been abused with contact information for counselling. You should have this information on hand before the first session.

- Explain that self-esteem is always changing and that as their Facilitator and Mentor you hope to see their self-esteem grow throughout the course.

SESSION WRAP-UP

 5 minutes	 Away
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- Remind them of S.H.A.P.E. and how this session has introduced the S. for SELF in S.H.A.P.E.: to identify qualities to admire about yourself, and to identify the qualities you need to strengthen to help build your self-esteem, a very important part of knowing yourself.

2. Remind them that at the end of each session you will share an activity that they can practice on their own to help reinforce the skills and knowledge that was gained that day. The practice activity for this session is below.



Session 1 - Practice Activity:

- Instruct participants to tell someone three things they (the participant) like about them (the other person) to improve that person's self-esteem.

3. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.























SHEET 1: Self-esteem Check-Up

Statement	Rating
1. I believe in myself	_____
2. I am just as valuable as other people	_____
3. I would rather be me than someone else	_____
4. I am proud of my accomplishments	_____
5. I feel good when I get compliments	_____
6. I can handle criticism	_____
7. I am good at solving problems	_____
8. I love trying new things	_____
9. I respect myself	_____
10. I like the way I look	_____
11. I love myself even when others reject me	_____
12. I know my positive qualities	_____
13. I focus on my successes and not my failures	_____
14. I am not afraid to make mistakes	_____
15. I am happy to be me	_____

Overall, how would you rate your self-esteem on the following scale:

0 _____ **10**
I completely dislike who I am **I completely like who I am**

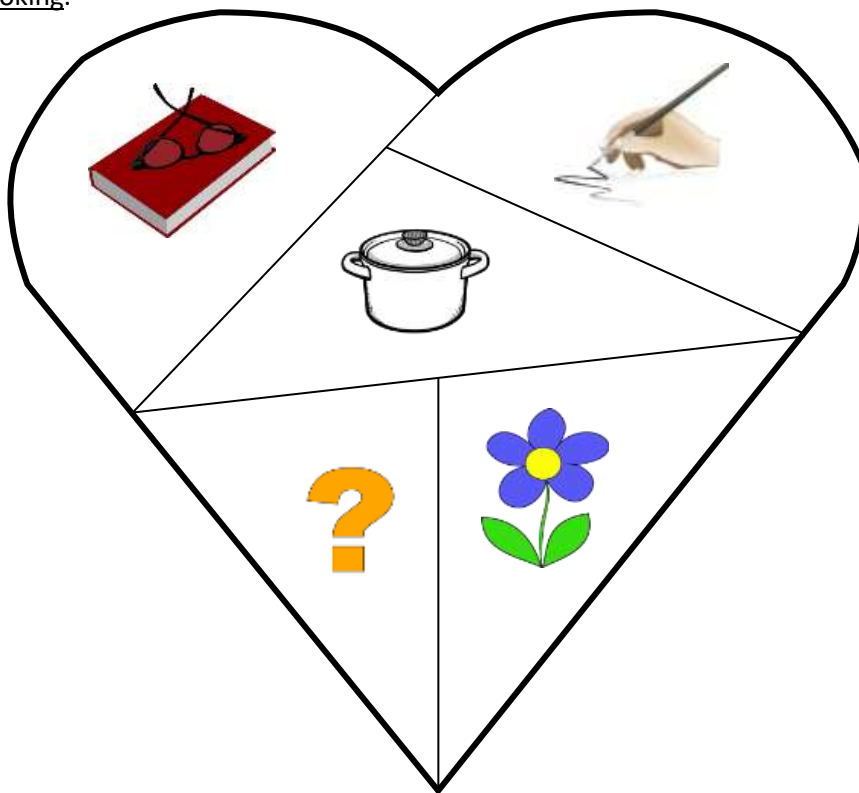
SESSION OVERVIEW - SESSION 3: S.H.A.P.E. (H) KNOWING MY HEART

 SESSION LOGO 	Title  SESSION TITLE S.H.A.P.E. (H) Knowing my HEART	 SESSION DESCRIPTION Participants learn about heart desire and how their job, vocation, volunteer work, and business should be something they love to do.	 SESSION OBJECTIVES PURPOSE DRIVEN LIFE By the end of this session, participants will: Define the term “heart desire”; Describe the link between Heart Desire and S.H.A.P.E.; Can listen and instruct (skills); Practice a technique to listen to the heart; Select what they love to do for work or business.	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Minutes</th> </tr> </thead> <tbody> <tr> <td>Listen and Draw</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Review</td> <td style="text-align: right;">5</td> </tr> <tr> <td>What is heart desire</td> <td style="text-align: right;">20</td> </tr> <tr> <td>The Heart Knows</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Needing Life Skills</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Session Wrap-up</td> <td style="text-align: right;">5</td> </tr> </tbody> </table>		Minutes	Listen and Draw	20	Review	5	What is heart desire	20	The Heart Knows	15	Pause	10	Needing Life Skills	45	Session Wrap-up	5	 MATERIALS Chalkboard/ flipchart paper Chalk & Pens Talking Stick SHEET: Listen and Draw	 PRE-SESSION PREPARATION Read the Notes to Facilitators throughout this session as there is very important mentoring advice given.
	Minutes																					
Listen and Draw	20																					
Review	5																					
What is heart desire	20																					
The Heart Knows	15																					
Pause	10																					
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REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td> . S.H.A.P.E.</td> <td> KNOWING SELF</td> <td> CRITICAL THINKING</td> <td> CRITICAL THINKING</td> </tr> </table>							 . S.H.A.P.E.	 KNOWING SELF	 CRITICAL THINKING	 CRITICAL THINKING												
 . S.H.A.P.E.	 KNOWING SELF	 CRITICAL THINKING	 CRITICAL THINKING																			
FACILITATOR NOTES Many people get a job just to have money to live, but the best way for a purpose driven life is to follow a dream and do a job that makes the heart feel good. There are few people given the chance in their teens to go after a dream. Today you are giving your group the chance to listen to the dream in their heart and with your help they can begin the transition from dream to purpose driven reality. With that reality they can live happily and contently in what they are doing. It is not a piece of cake to get a dream job, but it starts with knowing our interests and passions. Our passion is what we are really motivated to do: what we love, what we feel compassionate about, what we have long dreamed about getting involved with, what age		FACILITATOR NOTES (CONTINUED) group or type of people we love to work with the most, what ministries, issues or needs (within the church, community, region or world) we are excited or concerned with the most? The place to start is by listening – “listen to your heart, it knows.” The heart can also tell us that there is pain, loneliness, sadness, sorrow, hurt, bitterness, anger, etc. But we can follow our heart desire when we accept where we’ve been (past), understand where we are (present), and focus on where we are going (future). Letting the heart lead where we are going is the most satisfying way to live and brings great accomplishment and joy into our lives.		TERMS HEART DESIRE: something someone loves to do. ICEBREAKER Listen and draw																		

LISTEN AND DRAW

 20 minutes	Anchor
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1. Welcome the participants to the second session on S.H.A.P.E.
2. Begin the Icebreaker by asking the participants to divide into pairs, with one group of three. Ask them to sit with their backs to each other.
3. Hand out the SHEET 2: Listen and Draw to the person who will describe the drawing on the sheet.
4. Explain that the person with the sheet is the one describing and the other person listens and draws what that person is describing. The rule is that the one listening must draw without looking.





5. Give them 10 minutes to draw and then call them to come and sit in the circle.
6. Invite participants to share their drawing and explain if they found the activity easy or difficult, and why. Ask them if they thought they had received good instructions. (Optional: use the talking stick to encourage participation)
7. Ask the participants who were describing the drawing if they thought it was easy or difficult, and why. Ask their listening partner if they were good at describing, and why.
8. Ask 2 participants who were listening - What has it taught you about listening?
9. Ask 2 participants who were describing – What has it taught you about describing?



Note to Facilitator:

Remember, if participants are hesitant to talk you can use the “talking stick” to get things started. Also, when the participant passes the stick to another participant it is giving the participants the chance to lead and direct, and they are practicing being in the centre of the learning process.

REVIEW

 5 minutes	 Review
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1. Ask participants what key points were covered in the last session on Self-esteem (Optional: use the talking stick to encourage participation). Fill in any key points that are missed.
2. Go over the practice activities that were given at the last session.
 - Ask them to share what their experiences were helping someone's self-esteem to improve;
 - Ask them to share the answer to the question: what is one thing you do well? **Record their answers for the PDPs.**
 - Ask them to share the answer to the question: what is one thing you'd like to do better? **Record their answers PDPs.**

WHAT IS HEART DESIRE? WHERE DOES IT COME FROM?

 20 minutes	 Add	 Apply
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1. Ask the participants to brainstorm: What is the meaning of heart desire?



Note to Facilitator:

Encourage and direct the responses.

Some examples are – something someone wants very much / is passionate or compassionate about / has dreamed about doing, it is the thing someone loves to do the most, it is something that excites or concerns them the most, it is something where we can be the most effective in what we do, etc.

2. List the answers on the chalkboard or flipchart.
3. Explain that:
 - Our heart desire is very important to listen to, and remind them that it is something someone loves to do with a motivating reason why they are doing it.
4. Continue to explain that for our heart we need to have a job, vocation, volunteer work or business we love to do. Because, we will be spending most of our time in that job, vocation, volunteer work or business and it is better that we are doing something we love to do with a motivating reason why we are doing it.
5. Ask the participants to brainstorm: Why people do certain jobs?



Note to Facilitator:

Encourage and direct the responses. (Optional: use the talking stick to encourage participation)

Teacher

- A teacher loves to see students learning, gaining knowledge, and passing the test with good marks.

Nurse

- A nurse loves to see that everyone who is unwell gets better with special nursing care, treatment and/or medicine.

Carpenter/Plasterer/Painter

- They love to create something and make it look good.



Note to Facilitator (continued):

Cook

- A cook loves to see people eating and enjoying the food they have cooked.

Tailor/Sewer

- A tailor/sewer loves to make people happy wearing the clothes they have made.

Crop Farmer

- A farmer loves to produce food from a small seed, and when the farmer sells the harvest there is money for the family.

Dairy Farmer

- A dairy farmer loves cows and their calves, and loves to see the milk being used to feed the family or being sold for money.

6. Explain that when someone does something they love then they are fulfilling their “H” in S.H.A.P.E. and they are improving their self-esteem, an important part of their “S” in S.H.A.P.E.
7. Explain that they are now going to get the chance to discover what they would love to do for a job, vocation or business.

THE HEART KNOWS

 15 minutes	 Add	 Apply
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1. Ask the participants to brainstorm: How can you listen to your heart? (Optional: use the talking stick to encourage participation)



Note to Facilitator:

Encourage and direct the responses.

- Sit in a comfortable position
- Allow the mind and body to be quiet
- Let go of any thinking
- Listen to your breathing
- Place your attention on the feeling inside (point to the middle of the upper stomach)
- Ask yourself “I love to ... “ and then “The reason is”
- Listen to the impressions (thoughts, memories, visions, dreams, etc.) - focus only on those that are positive, are from good memories, happy moments, and those that give you peace

2. When everyone understands what to do, give them the two things they need to listen to their heart for: (1) “The work I would love to do is”, and (2) “The reason is.”
3. Then instruct the participants to go and find a place where they can be on their own - where it is peaceful and safe, but not too far away so they can hear you calling them back after 10 minutes.
4. After 10 minutes call them back.
5. Ask if there are any participants who have known, or now know, the work they would love to do and the reason. Let them share, openly or privately, if they want to.

[As Facilitator you are to write down what they have discovered: the work they would love to do and the reason why. This will be included in their PDP. It is possible that others will need more time, therefore this will be the practice activity for this session].

PAUSE FOR 10 MINUTES



NEEDING LIFE SKILLS

45 minutes	Add	Apply
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1. Explain to the group of participants that: life skills are needed to help us fulfil our heart desire to do the work we love to do.
2. Tape two flipchart papers on the wall. On one write the heading, “Do not have Life Skills” and on the other one write the heading, “Do have Life Skills”.
3. Explain further that we are going to look at the case of Comfort:

Training women or men:
REVIEW this case of Comfort and make appropriate changes, where necessary.

Comfort is a smart, energetic girl, who has a dream. At grade 7, she already knows she would love to work in a hotel and become a hotel manager one day. Her father on the other hand, wants to have a teacher in the family. Since Comfort’s two elder brothers have chosen other careers, Comfort becomes her father’s only hope. However, Comfort is not at all interested in becoming a teacher. What should she do?

4. Explain that we are now going to see how life skills can make a difference in Comfort’s life to fulfil her heart desire to work in a hotel and become a hotel manager.
5. Ask: What will be the scenario if Comfort does not have life skills?
6. Write down all responses on the flipchart with the heading, “Do not have Life Skills.”
7. Read the following Scenario: If Comfort does not have life skills.

Scenario I: If Comfort does not have life skills ...

Comfort is very troubled. She wants to talk to her father, but is afraid her father will lose his temper, which will get her nowhere. She knows she will not be able to persuade her father to change his mind, so what is the use of talking to him? After all, her father has always been the authority in the family. He decides everything.

Comfort is depressed. To avoid her father losing his temper, she goes ahead and enrolls at teacher training school but finds herself suffering every day. The lectures are boring, so are the textbooks. Her mind often drifts away from the lecture to thoughts of her boyfriend. When the other students are preparing for the final exams, Comfort simply does not care and she tells herself that she needs to spend more time with her boyfriend anyway. Comfort, fails in two subjects. When she returns home, her father is angry with her.

Comfort increasingly feels that life is meaningless except when she is with her boyfriend. That seems to be the only good thing in her life right now. However, there is the constant niggling in her mind of her dream and the conflict feeling that all that matters is whether her father is happy.

Not long later Comfort is shocked when she finds out she is pregnant. All at once she sees her life of being a hotel manager is gone and she is now facing being an unmarried pregnant teenager.

8. Ask: Do you recognise the situation Comfort is in? What do you recognise? What has happened to Comfort's heart desire/dream? Write down their responses on the flipchart headed, "Do not have Life Skills".
9. Ask: What will be the scenario if Comfort does have life skills?
10. Write down all responses on the flipchart with the heading, "Does have Life Skills."
11. Read the following Scenario: If Comfort does have life skills.

Scenario I: If Comfort does have life skills ...

When her father tells her she has to study to become a teacher, Comfort begins to think: "I am not interested in being a teacher at all and although I know education is important I do not think I would be a good educator (**knowing myself**). If I obey my father now, then fail the exams later on I will definitely disappoint him. The question is whether I would rather upset him now or later. In the past 17 years, I have always done what my father wants me to do. This time though, his decision will affect my future. My life and happiness now depend on whether I am able to pursue something of my interest, rather than his. If I don't defend my heart desire, I will be miserable for the rest of my life (**critical thinking and decision making**)."

Comfort continues to tell herself: "I know if I talk to him now he is bound to get angry ... maybe I should ask my elder uncle to help me. He is the most knowledgeable person in the family, he is more open-minded than my father, and cares about me. I think I can persuade him to help me convince my father to change his mind (**positive thinking**).

Comfort's uncle is the most respected figure in the family. He is the only person that can influence her father's opinion. Comfort begins to raise the problem with her uncle. Her uncle intervenes by helping her father assess his daughter's strengths and interest. "Do you want Comfort to be happy? Or do you want her to suffer? Is gaining status in the community more important than your daughter's happiness? Furthermore, Comfort will not excel as a teacher is she is not interested in teaching," the uncle reasons with him. Finally, Comfort's father eventually changes his mind.

Now that Comfort is able to enter college to study hotel management, she puts in her best effort. She cherishes the hard-won opportunity and wants to prove to her father, and more importantly, to herself, that he has made the right decision. She enjoys her classes, and five years later, she is recruited in the best hotel in Chipata. Comfort is confident that she will be promoted to the rank of hotel manager one day ...

12. Ask: What has happened to Comfort's heart desire/dream? Write down their responses on the flipchart headed, "Does have Life Skills".
13. Explain: Life skills give us competence to deal with demands, stresses, handling difficulties, overcome emotional disturbances and understand how one feels when caught in a particular situation. The degree of competence most often goes hand in hand with the level of self-confidence, derived from knowing yourself, the ability to adopt a positive outlook, to look at the positive side of a problem and work towards a solution.
14. Add to this: We need life skills to help us fulfil our hearts desire.

SESSION WRAP-UP

 5 minutes	 Away
---	--

1. Remind them of S.H.A.P.E. and how this session has introduced the H. for HEART in S.H.A.P.E. Also, that knowing what job, vocation or business they would love to do and the reason why is the best way to fulfil their heart desire.
2. Explain that because some participants need more time to listen to the heart, this will be their practice activity until they return for the next training day.
3. Remind the participants of the three practice activities.



Note to Facilitators:

Practice Activity:

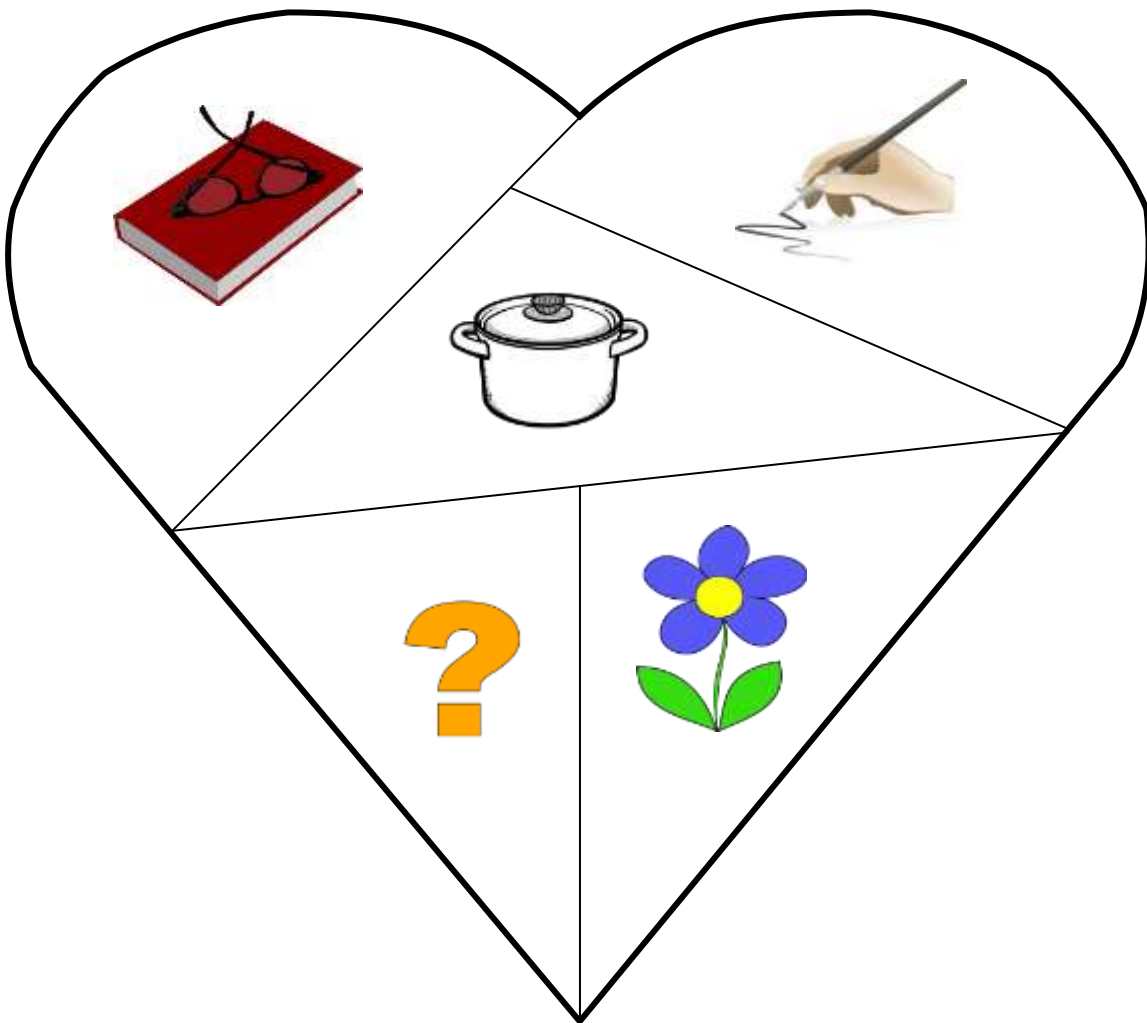
- listen to their heart for:
 - (1) “The work I would love to do is”, and
 - (2) “The reason is.”

4. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?





















Thank them for their participation.



SHEET 2: Listen and Draw



SESSION OVERVIEW - SESSION 4: S.H.A.P.E. (A) KNOWING MY ABILITIES

 SESSION LOGO 	Title  SESSION TITLE S.H.A.P.E. (A) Knowing my ABILITIES	 SESSION DESCRIPTION Participants learn that the ABILITIES in our S.H.A.P.E. grows when we develop our/new SKILLS.	 SESSION OBJECTIVES PURPOSE DRIVEN LIFE By the end of this session participants will be able to: <ul style="list-style-type: none"> • Define the term “abilities” • Describe the link between abilities and S.H.A.P.E. • Do a new skill • Define their top three skills 	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>Shoe ID Game</td> <td>10</td> </tr> <tr> <td>Review</td> <td>10</td> </tr> <tr> <td>Learning by Doing</td> <td>20</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>My Top Skills</td> <td>20</td> </tr> <tr> <td>Adding a New Skill</td> <td>45</td> </tr> <tr> <td>Session Wrap-up</td> <td>5</td> </tr> </tbody> </table>		Minutes	Shoe ID Game	10	Review	10	Learning by Doing	20	Pause	10	My Top Skills	20	Adding a New Skill	45	Session Wrap-up	5	 MATERIALS Chalkboard/ flipchart paper Talking Stick SHEET: The Six Families of Skills Paper and Colouring Pens/Pencils Scissors	 PRE-SESSION PREPARATION Review the session, familiarise the content (Making an Origami Butterfly and The Six Families of Skills), and prepare any necessary materials before the training begins.
	Minutes																					
Shoe ID Game	10																					
Review	10																					
Learning by Doing	20																					
Pause	10																					
My Top Skills	20																					
Adding a New Skill	45																					
Session Wrap-up	5																					
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S.H.A.P.E.</td> <td>CRITICAL THINKING</td> <td>DECISION MAKING</td> <td>EDUCATION</td> </tr> </table>											S.H.A.P.E.	CRITICAL THINKING	DECISION MAKING	EDUCATION								
																						
S.H.A.P.E.	CRITICAL THINKING	DECISION MAKING	EDUCATION																			
FACILITATOR NOTES Everyone has the ability to do something well. Abilities are (1) to help others, (2) for work, (3) to produce wealth. People grow in ability as they learn new skills and gain more knowledge through education (i.e. school and self-learning). The ABILITIES in our S.H.A.P.E. grows when we develop our/new SKILLS. Handy hint: Skills are words ending with the letters “ING”. A skill is an “ING” thing! If we know our skills we can more easily identify what makes us effective and how we get results in our purpose driven life. There is nothing better for a person than to enjoy their work. There are skills we need for a job. Employers are looking for people who are keen to develop and learn,		FACILITATOR NOTES (CONTINUED) and they are looking for social skills that go beyond qualification and experience. Social skills can be transferred between different jobs and different employment sectors. After the sessions on S.H.A.P.E. there will be 7 sessions on additional Life Skills especially chosen on social skills, health and rights. TERMS ABILITIES: Having the skill to <u>do</u> something (i.e. it is not knowing something). The skills must be identified in terms of the things to which they are applied. For example, writing is a skill – which usually has a specific object. Writing letters = skill (writing) + object (letters).		TERMS (CONTINUED) SKILL: being able to <u>do</u> something well. EMPLOYABILITY: Being able to work. SELF-LEARNING: Learning being done by yourself with teacher or instructor. SOCIAL SKILLS: The skills that are necessary to communicate and interact with others. ICEBREAKER Shoe ID Game																		

SHOE ID GAME



 10 minutes	 Anchor
--	--

1. Welcome the participants to the third session on S.H.A.P.E. Tell them that with this session they are going to discover the “A” in S.H.A.P.E.
2. Begin the Icebreaker by asking the participants to take off one shoe and to put that shoe in a pile in the middle of the floor.



3. Inform them that on the count of three each person grabs a shoe (not their own) from the pile, then finds the person with the matching shoe on their other foot. Once they have found the matching shoe they are to find out their name and something they are good at doing.
4. After everyone has found their person and asked the question “What are you good at doing?”, ask them to sit in a circle.
5. Invite them to introduce the person they talked to and tell what they are very good at doing. (Optional: use the talking stick to encourage participation)
6. **Record what each person is good at doing for their PDPs.**

REVIEW

 10 minutes	 Review
--	--

1. Ask participants what key points were covered in the last session on the “H” in S.H.A.P.E. i.e. Heart Desire (Optional: use the talking stick to encourage participation). Fill in any key points that are missed.
2. Go over the practice activities that were given at the last session. Ask the participants to share their answers to the questions:
 - What is one thing you do well?
 - What is one thing you’d like to do better?
3. **Record their answers as they are needed for the participant’s PDP.**

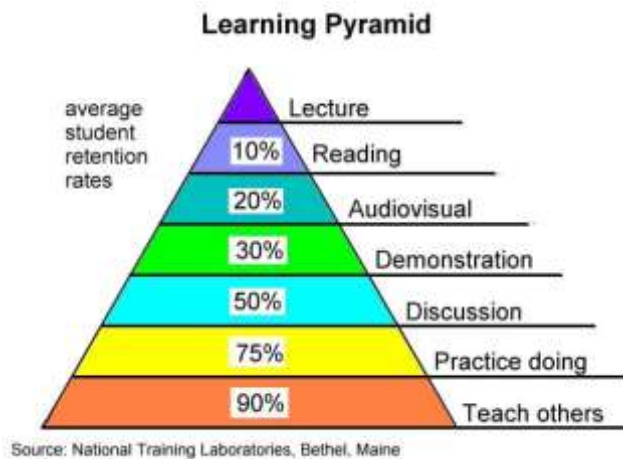
LEARN BY DOING

 20 minutes	 Add	 Apply
---	--	--

1. Ask participants what they think learn by doing means. Ask them to mention any skills they have used or learnt so far. [Encourage participants to give answers. Below are some suggestions to help the discussion.]

Reflecting	Goal setting	Observing
Asking	Brainstorming	Listening
Drawing	Describing	Discussing
Critical thinking	Decision making	Positive thinking

2. Explain that the Learning Pyramid, showing different ways of learning, gives practice doing the second best effective way of learning a skill.
3. Explain that in every training session of this course the skills are practiced in order for them to be truly learned and retained.
4. Ask the participants what they think is the best way we can retain what we have learnt/are learning. [Answer: teaching others.]
5. Ask one of the participants to draw a pyramid on the chalkboard with seven divisions.
6. Continue asking the participants questions about (1) what the different ways of learning are, (2) what order they are in the pyramid, and (3) what the percentage of average student retention rate would, be until all seven are identified.
7. Explain that our abilities grow when we learn new skills and develop our existing skills. Abilities is the “A” in our S.H.A.P.E. Ask the participants, “Who can remind the group what is S.H.A.P.E.?” [Answer: There are five things that S.H.A.P.E. a person. We are shaped/formed by our (1) Self-esteem, (2) Heart desire, (3) Abilities, (4) Personality, (5) Experiences. These can change, develop, be added to, influenced, grow, etc.]



PAUSE FOR 10 MINUTES



MY TOP SKILLS

 20 minutes	 Add	 Apply
---	--	--

1. Share with the group that they are now going to learn about Mrs Mutinta Zulu hiring a secretary for her new business.
2. Tell the following story of Mrs Mutinta Zula hiring a secretary for her new business – a shop selling office supplies and providing secretarial services.

Training women or men:
REVIEW this case of Mrs Mutinta Zula hiring a secretary and make appropriate changes, where necessary.

As Mrs Mutinta Zula was ready to open her new business, a shop selling office supplies and providing secretarial services, she knew that she could be open for business once she had hired a Secretary ...

“This was the easiest part of all. A telephone call to the Chipata Training College of Secretarial and Office Skills brought an immediate response. They had just the woman, they said. Mrs Jelita Banda was the widow of a teacher and had just passed their general typing and secretarial examination with an average grade of ninety-seven per cent; she would be ideal – they were certain of it.

During the interview Mrs Mutinta Zulu liked her immediately. She was a thin woman with a rather long face and braided hair in which she rubbed copious quantities of henna. She wore oval glasses with wide plastic frames, and she had a fixed, but apparently quite sincere smile.

They opened the office on a Monday. Mrs Mutinta Zulu sat at her desk and Mrs Jelita Banda sat at hers, behind the typewriter. She looked at Mrs Zulu and smiled even more broadly.

‘I am ready for work,’ she said. ‘I am ready to start.’

‘Mmm,’ said Mrs Zulu. It’s early days yet. We’ve just opened. We will have to wait for a client to come.’”

(Adapted for the context of Zambia - Source: The No.1 Ladies’ Detective Agency by Alexander McCall Smith, Page 61)



3. Lead a discussion about Mrs Jelita Banda and her abilities i.e. top skills as a secretary ...

Mrs Jelita Banda’s skills as a qualified Secretary	
Reception: Phones and Visitors	Dictation
Scheduling	Office Equipment
Travel Arrangements	Effective Communication Skills
Word Processing	Time Management
Filing	Handling Difficult Situations
Spreadsheets	Typing
Correspondence	Procuring office stationery

4. Ask the participants if they know why Mrs Banda averaged 97% in her examination grade? [Note: Seek out the answer because she was learning something she loved to do.]
5. Explain to the participants that ... our best abilities i.e. top skills are the ones which meet all or most of these criteria: *I love using these skills, I like learning about them, they come easily to me and, they would be useful in the world of work.*
6. Ask the group to form pairs with one group of three.
7. Instruct them that they have 10 minutes to ask the other their top three skills.
8. After the 10 minutes have them stand up and tell their partner’s top three skills.

- Record who it was and what that person's top three skills are. These are to be included in the participant's PDP.

ADDING A NEW SKILL

 45 minutes	 Add	 Apply
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- Explain that it is easy to add a new skill i.e. increase their abilities, and today they are going to learn a new skill, by using two ways of learning i.e. practice doing and teaching others.
- Explain that first they will receive some supportive knowledge about the six families of skills. Ask the participants if they can name the six. [Use the following Facilitator's Note below to complete the list.]



Note to Facilitator:

THE SIX FAMILIES OF SKILLS

1. PHYSICAL SKILLS:

The first major family of skills is dealing with technology, equipment, plants, animals or skills involving our senses.

Typical skills words in this category: Making, repairing, cleaning, harvesting, milking

2. INFORMATION SKILLS:

The second family of skills deals with collecting and analysing data of all sorts.

Typical skills words in this category: Researching, analysing, deciding

3. INTERPERSONAL SKILLS:

This deals with all our interpersonal skills which we use in one-to-one situations or in groups.

Typical skills words in this category: Helping, listening, persuading, collaborating

4. CREATIVE SKILLS:

These are skills we use to create or adapt things.

Typical skills words in this category: Designing, adapting, transforming, drawing, painting

5. MANAGERIAL SKILLS:

These are skills we use we lead people or get things done.

Typical skills words in this category: Supervising, motivating, selling, changing

6. ADMINISTRATIVE SKILLS:

The last category of skills involves what we do to keep things running smoothly.

Typical skills words in this category: Listing, co-ordinating, counting, classifying, checking

Source: http://www.managementbriefs.com/_media/pdfs/careers_detection_chapter_3.pdf

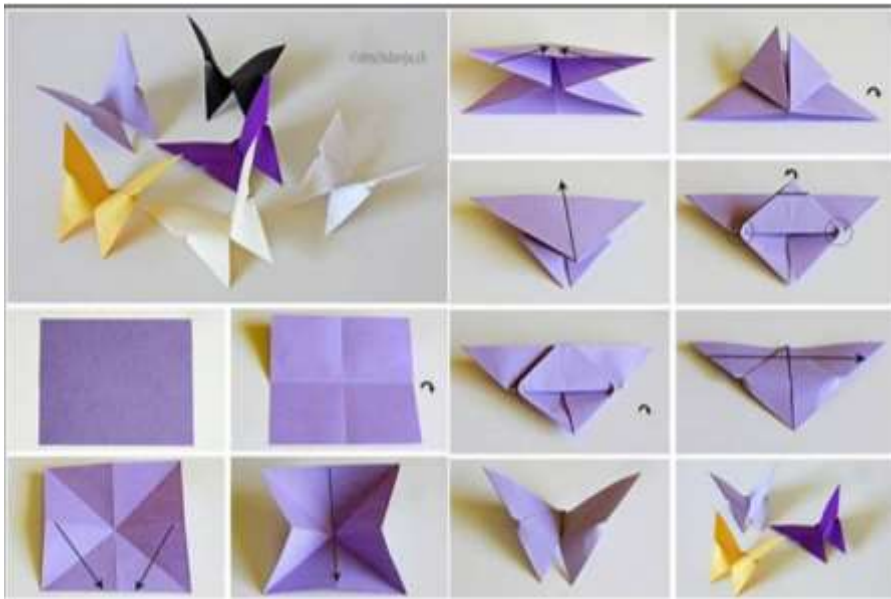
- Explain that it is very easy to learn a new skill and that they are going to learn a new skill right now from the family of "Creative Skills".
The skill is "Origami – The Art of Japanese Paper Folding".

Training women or men:
REVIEW the learning of the creative skill of Origami and make appropriate changes, where necessary.



4. Assist them to make an Origami Butterfly, to colour and decorate it as the instructions of SHEET3: Making an Origami Butterfly, and the example below:

SHEET 3: Making an Origami Butterfly



Example of a finished Origami Butterfly



5. The participants who learn the skill of origami quickly can teach others and make as many as they can/want to.

SESSION WRAP-UP

 <p>5 minutes</p>	 <p>Away</p>
---	--

1. Remind them of S.H.A.P.E. and how this session has introduced the A. for ABILITIES in S.H.A.P.E. Also, that knowing their top skills is important for interviews where the future employer wants to know their skills.

2. Explain that their practice activity is to find six persons who each has one of the skills from each of the six skill families.



Note to Facilitators:

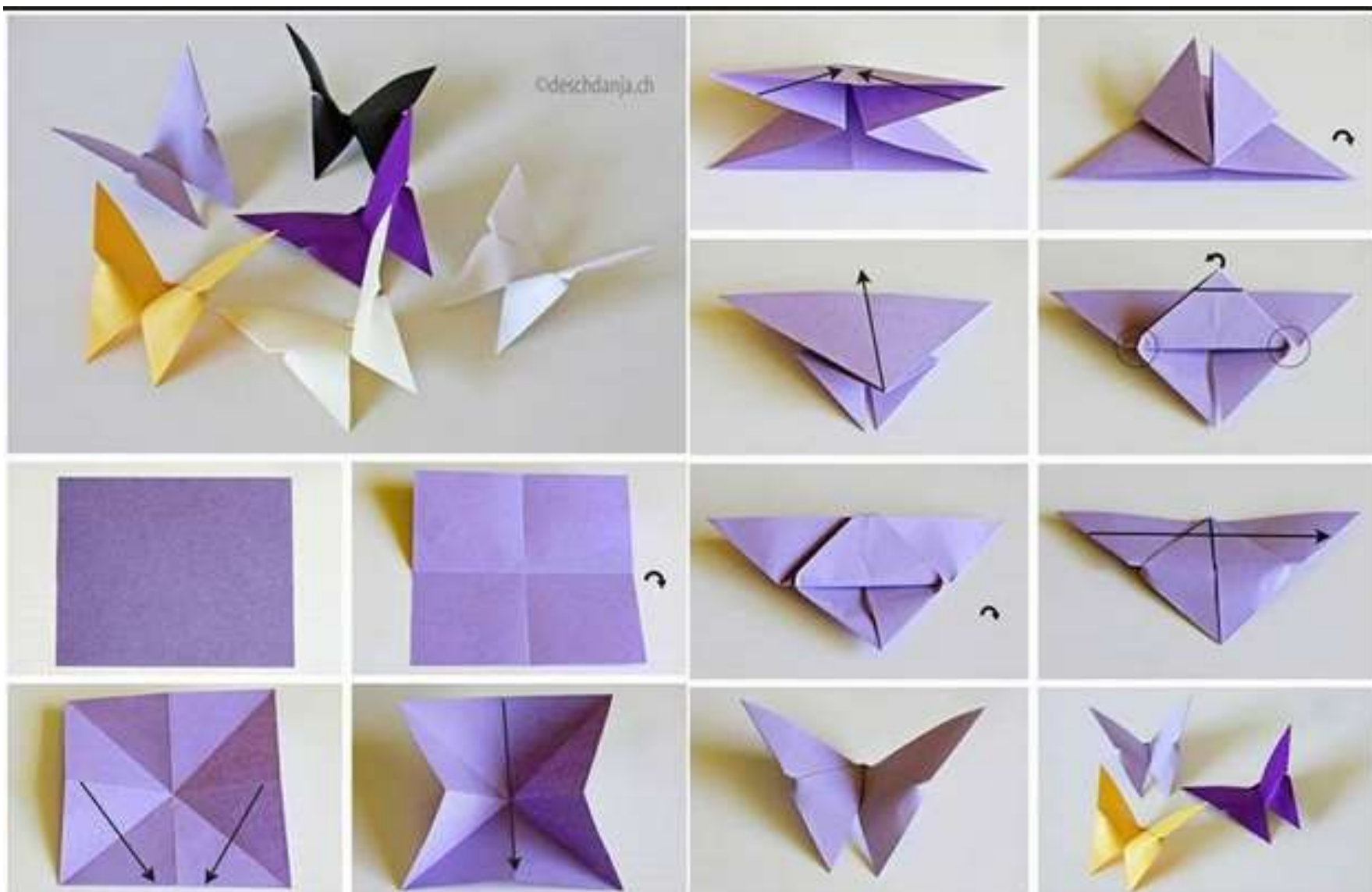
Practice Activity:

3.
 - Find six persons you know who each has one of the skills from each of the six skill families.
 - Also, they can finish decorating their Origami butterfly.
- WHERE is the next session?
- WHAT is the next session?
























Thank them for their participation.




SHEET 3: Making an origami butterfly



SESSION OVERVIEW - SESSION 5: S.H.A.P.E. (P) KNOWING MY PERSONALITY

 SESSION LOGO 	Title  SESSION TITLE S.H.A.P.E. (P) Knowing my PERSONALITY	 SESSION DESCRIPTION Participants learn about the nature of their personality and how that has an influence on how they look, think, act and feel.	 SESSION OBJECTIVES PURPOSE DRIVEN LIFE By the end of this session, participants will: <ul style="list-style-type: none"> • Recognise the different personality types • Describe the link between Personality and S.H.A.P.E. • Examine that how we look, think, act and feel reflects our personality 	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Minutes</th> </tr> </thead> <tbody> <tr> <td>Three in Common</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Review</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Marshmallow Challenge</td> <td></td> </tr> <tr> <td>Test</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Introduce Personality Types</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Session Wrap Up</td> <td style="text-align: right;">5</td> </tr> </tbody> </table>		Minutes	Three in Common	15	Review	15	Marshmallow Challenge		Test	45	Pause	10	Introduce Personality Types	30	Session Wrap Up	5	 MATERIALS Chalkboard/ flipchart paper Talking Stick Supplies for Marshmallow Challenge	 PRE-SESSION PREPARATION Review the session and prepare any necessary materials before the training begins.
	Minutes																					
Three in Common	15																					
Review	15																					
Marshmallow Challenge																						
Test	45																					
Pause	10																					
Introduce Personality Types	30																					
Session Wrap Up	5																					
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td> S.H.A.P.E.</td> <td> KNOWING MY SELF</td> <td> DECISION MAKING</td> <td> CRITICAL THINKING</td> <td> GROUP DYNAMICS</td> </tr> </table>							 S.H.A.P.E.	 KNOWING MY SELF	 DECISION MAKING	 CRITICAL THINKING	 GROUP DYNAMICS											
 S.H.A.P.E.	 KNOWING MY SELF	 DECISION MAKING	 CRITICAL THINKING	 GROUP DYNAMICS																		
FACILITATOR NOTES Our personality: combines a set of physical and mental characteristics that reflect how a person looks, thinks, acts, and feels. In a purpose driven life it is important to know that our personality is: How we relate to others: Introverted OR Extroverted How we take in information: Intuitive OR Sensing How we make decisions: Thinking OR Feeling How we structure our lives: Judging OR Perceiving Our personality is both inherited as well as it can be shaped by the environment. In this session the Marshmallow Challenge Test will give each person a big clue to the nature of their personality as they react and interact with each other		FACILITATOR NOTES (CONTINUED) to complete the challenge. TERMS INTROVERT: A shy, quiet person who does not find it easy to talk to other people. EXTROVERT: A friendly person who likes being with and talking to other people, on outgoing person. INTUITIVE: Having the ability to know or understand things without any proof or evidence. SENSING: A particular feeling (physical or emotional) THINKING: The action of using your mind to produce ideas, decisions, memories, etc. FEELING: An emotional state or reaction.		TERMS (CONTINUED) JUDGING: To form an opinion about (something or someone) after careful thought. PERCEIVING: To notice or become aware of (something) ICEBREAKER Three in Common game																		



THREE IN COMMON

 15 minutes	 Anchor
--	--

1. Ask the group to form into groups of 3 and one group of four. Their objective is for each group to find 3 things they have in common. But not physical things like age, everyone is a girl, or hair colour. It must be three uncommon things. After letting the groups converse for 10 minutes, they (as a group) must tell the rest of the groups the 3 things they have in common.

Training women or men: REVIEW the words “everyone is a girl” and make appropriate changes, where necessary.

REVIEW

 15 minutes	 Review
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1. Go over the practice activity that was given in Session 3: Find six persons who each has one of the skills from each of the six skill families.
[The Six Families of Skills: (1) Physical, (2) Information, (3) Interpersonal, (4) Creative, (5) Managerial, (6) Administrative.]
2. Ask the participants to share what their experiences were with finding persons with these skills. (Optional: use the talking stick to encourage participation).

MARSHMALLOW CHALLENGE TEST

 60 minutes	 Add	 Apply
--	---	---



1. Ask the group to make groups of 4, with one group of 5.
2. Give each group a set of supplies (that you prepared in advance: 20 sticks of dry spaghetti, one meter string, one meter tape and one marshmallow).
3. Explain the challenge: Build the tallest ‘free standing’ tower possible that will support a marshmallow, in 18 minutes.
4. Ask the group if there are any clarifying questions.
5. Set a timer for 18 minutes (e.g. use your mobile phone).
6. Say: “Go!”
7. After the 18 minutes are up allow a few minutes for the groups to see what each group has done.
8. Let them sit down and open up a discussion with the following open questions:

- (1) How was the challenge?
- (2) How did you approach the challenge?
- (3) How was your time used? (i.e. designing, planning, building)?
- (4) What would you do different next time?
- (5) How was the communication in the group?
- (6) Were there participants mulling it over in their mind, or was there lots of talking?
- (7) How did you agree what you were going to do?
- (8) Who was the one in the group with the ideas?
- (9) Who was the one in the group who did the most organising?
- (10) Was there anyone who didn't agree with the way their tower was being built? Did you say something or did you keep quiet? If anyone kept quiet, ask – why didn't you say anything?
- (11) Was there anyone who felt they didn't know how to build a tower but who instead gave lots of encouragement and support?

PAUSE FOR 10 MINUTES



INTRODUCE PERSONALITY TYPES

 30 minutes	 Add	 Apply
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1. When everyone is back from the pause ...
2. Explain that how we look, think, act and feel reflects our personality. Also explain the terms 'introvert' to 'perceiving' as you mention them in the explanation. In addition link each personality type statement to the Marshmallow Challenge Test with a suitable question. For example:

Example 1:

When you are more interested in things than people, you relate to others as an introvert. An introvert is a shy, quiet person who does not find it easy to talk to other people. Who in your group is the quiet shy person? Explain that this is not about someone being better than another but that everyone has a different personality.

Example 2:

When you are more interested in people than things, you relate to others as an extrovert. An extrovert is a friendly person who likes being with and talking to other people, on outgoing person. Who in your group is the outgoing person? How did you as an outgoing person relate to the one(s) in the group who were shy, quiet person?

PERSONALITY TYPE STATEMENTS			
When you are more interested in things than people,	you	relate to others as an	introvert.
When you are more interested in people than things,	you	relate to others as an	extrovert.
When you are more interested in what "might be" than in what "is",	you	take in information	intuitively.

When you are more interest in what “is” than what “might be”,	you	take in information	sensing.
When you make decisions based on “thinking” about facts, data, rules and procedures than on how decisions will affect people,	you	make decisions	thinking.
When you make decisions based on “feeling” about how decisions affect people rather than on facts, data, rules and procedures,	you	make decisions	feeling.
When you like outcomes, deadlines, finishing things, and moving on to the next thing,	you	structure your life	judging.
When you like processes, going with the flow, and seeing what happens,	you	structure your life	perceiving.

3. Ask the participants: “What type of personality do you think you are?” Give them time to share.
4. Explain that in the next session they will discover their personality type: introvert or extrovert, and intuitive or sensing, and thinking or feeling, and judging or perceiving.

SESSION WRAP-UP

 5 minutes	 Away
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1. Remind them of S.H.A.P.E. and how this session has introduced the P. for PERSONALITY in S.H.A.P.E. Also, that knowing their personality type will help them to understand why they (1) relate to others, (2) take in information, (3) make decisions, (4) and structure their lives, the way they do.
2. Now you can give them the Practice Activity.



Note to Facilitators:

Practice Activity:














- Watch how other people - relate to others, take in information, make decisions, and structure their lives.
- Ask participants to bring (not wear) their favourite top to the next session.

3. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?



Thank them for their participation.



SESSION OVERVIEW - SESSION 6: S.H.A.P.E. (P) KNOWING MY PERSONALITY (Continued)



 SESSION LOGO 	Title  SESSION TITLE S.H.A.P.E. (P) Knowing my PERSONALITY	 SESSION DESCRIPTION Participants will complete the Personality Test, receive the outcome of what their personality type is and be given the key to how their personality relates to others, takes in information, makes decisions and structures their life.	 SESSION OBJECTIVES PURPOSE DRIVEN LIFE By the end of this session, participants will recognise their personality type and who they are as a person, particularly how they relate to others, take in information, make decisions and structure their life.	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>Favourite Top</td> <td>15</td> </tr> <tr> <td>Review</td> <td>15</td> </tr> <tr> <td>Personality Type Test</td> <td>40</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>What is your Personality Type</td> <td>35</td> </tr> <tr> <td>Session Wrap Up</td> <td>5</td> </tr> </tbody> </table>		Minutes	Favourite Top	15	Review	15	Personality Type Test	40	Pause	10	What is your Personality Type	35	Session Wrap Up	5	 MATERIALS Chalkboard/ flipchart paper Flipchart pens Chalk, Talking Stick Paper (writing lines) Pens/Pencils SHEET Personality Types Test SHEET 16 Personality Types SHEET Personality Types Key and Cards	 PRE-SESSION PREPARATION Familiarise yourself with the Personality Types and the Personality Types Key. Review the session carefully as this session has more content.
	Minutes																			
Favourite Top	15																			
Review	15																			
Personality Type Test	40																			
Pause	10																			
What is your Personality Type	35																			
Session Wrap Up	5																			
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here)  S.H.A.P.E.  KNOWING MY SELF  DECISION MAKING  CRITICAL THINKING  GROUP DYNAMICS																				
FACILITATOR NOTES In this session you will give the participants the Personality Test (see SHEET Personality Types Test). The Personality Test gives participants a richer understanding of who they are as a person, which in turn will build confidence for moving forward in their purpose driven life. Just because they do things differently, or think things differently, or feel things differently than other people does not mean there is something wrong with them. It means their personality is different. Different is not bad. Different is different . Once this is understood and accepted by the person her/himself then other people around them will follow and accept them automatically. Our personality type determines how we relate to	others, how we take in information, how we make decisions, and how we structure our lives. TERMS INTROVERT (I): A shy, quiet person who does not find it easy to talk to other people. EXTROVERT (E): A friendly person who likes being with and talking to other people, on outgoing person. INTUITIVE (N): Having the ability to know or understand things without any proof or evidence. SENSING (S): A particular feeling (physical or emotional) THINKING (T): The action of using your mind to produce ideas, decisions, memories, etc. FEELING (F): An emotional state or reaction.	TERMS (CONTINUED) JUDGING (J): To form an opinion about (something or someone) after careful thought. PERCEIVING (P): To notice or become aware of (something) ICEBREAKER Favourite Top																		

FAVOURITE TOP

 15 minutes	 Anchor
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1. Once all participants have arrived, ask each person to show (i.e. they can wear it or hold it up, as they like) their favourite top to the group and explain in a few words how the top best resembles their personality.
2. End the icebreaker by telling them that what a person wears can tell us about that person's personality.

REVIEW

 15 minutes	 Review
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1. Go over the practice activity that was given last time. Ask the participants to share what their experiences were with watching other people and how they relate to others, take in information, make decisions, and structure their lives. (Optional: use the talking stick to encourage participation).

PERSONALITY TYPES TEST

 40 minutes	 Add	 Apply
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1. Have ready the three sheets: (1) Personality Types Test, (2) 16 Personality Types, (3) Personality Types Key.
2. Ask the group to take a pen and paper, write their name on the top right hand corner and the date (you have written the date on the flipchart or chalkboard).
3. Start with the SHEET 4: Personality Types Test.
4. Explain to the participants about how the test works. "There will be 22 questions and each question will have two answers. This is not a test where only one answer is correct. In this test both the answers are good answers but only one answer is special for you. The answer you choose is that one that you think is special for you. Every question must be answered. "



Note to Facilitators:

Advice – tell the question and answers but do not explain too much about the questions and answers. Let them use their own mind and instinct to choose which answer is special for them. Only if they do not understand the meaning of a word help them to understand the meaning.

5. For each question call out the question number. Write down the number on the flipchart and ask them to also write the number down.
Then call out the question with the two answers.

Number one
When you relate to others ...
are you usually
a “good mixer”
or
rather quiet and reserved

6. Then ask them ...

If you are usually a “good mixer”
Write down an “E” beside number 1 on your paper
If you are rather quiet and reserved
Write down an “I” beside number 1 on your paper

7. Continue calling out the questions and answers in this way. Write down on the flipchart or chalkboard what letter they are to put (i.e. in case someone is not able to write they can copy what you have written down). Do this until all the questions are finished.
8. Ask the participants if they have answered all the questions. If some participants have not answered a question, go back and repeat that question.
9. Ask the participants to look at their answers to Questions 1-7. If they answered mostly an “E” ask them to write a big “E” at the top of the page. If they answered mostly an “I” ask them to write a big “I” at the top of the page.

Continue asking them to do the same for:

Questions 8-13 an “N” or a “S”

Questions 14-18 a “T” or a “F”

Questions 19-22 a “J” or a “P”

10. When finished collect all the papers. Check each paper that their name and the date is on the paper and twenty two (22) questions have the following answers:

Questions 1-7 an “E” or an “I”

Questions 8-13 an “N” or a “S”

Questions 14-18 a “T” or a “F”


Questions 19-22 a “J” or a “P”

11. If there are any participants who were not able to do the test as you described, arrange a break where those who have finished can go outside and the ones who need extra assistance can stay inside and you can assist them.

PAUSE FOR 10 MINUTES



WHAT IS YOUR PERSONALITY TYPE









 35 minutes	 Add	 Apply
---	--	--

1. Ask the participants to come back inside for the outcome of their Personality Tests.
2. Give them back their papers.
3. Ask the participants to go and see if they can find another participant with the same four letters as them.
4. Ask a few participants to come and write on the flipchart or chalkboard their four letters e.g. ESTP, INFJ, etc.
5. Explain to the participants that there are 16 personality types (see chart below). [You can write the 16 combinations on the flipchart.]

SHEET 5: The 16 Personality Types

ISTJ <small>Introverted sensor thinker judger</small>	ISTP <small>Introverted sensor thinker perceiver</small>	INTP <small>Introverted introvert thinker perceiver</small>	ESTP <small>Extraverted sensor thinker perceiver</small>
ISFP <small>Introverted sensor feeler perceiver</small>	ISFJ <small>Introverted sensor feeler judger</small>	INTJ <small>Introverted introvert thinker judger</small>	ESTJ <small>Extraverted sensor thinker judger</small>
INFP <small>Introverted introvert feeler perceiver</small>	INFJ <small>Introverted introvert feeler judger</small>	ESFP <small>Extraverted sensor feeler perceiver</small>	ENFP <small>Extraverted introvert feeler perceiver</small>
ESFJ <small>Extraverted sensor feeler judger</small>	ENTP <small>Extraverted introvert thinker perceiver</small>	ENTJ <small>Extraverted introvert thinker judger</small>	ENFJ <small>Extraverted introvert feeler judger</small>

6. Use SHEET 6: The Personality Types Key cards to show how the Personality Types are put together according to how the Personality Test questions are answered.
7. Also explain the key to understanding the 16 personality types (see SHEET below), and use the Personality Types Key Cards.

 E EXTROVERTS <small>Extroverts are energized by people, enjoy a variety of tasks, a quick pace, and are good at multitasking.</small>	 S SENSORS <small>Sensors are realistic people who like to focus on the facts and details. They apply common sense and past experience to find practical solutions to problems.</small>	 T THINKER <small>Thinkers tend to make their decisions using logical analysis, objectively weighing pros and cons, and value honesty, consistency, and fairness.</small>	 J JUDGER <small>Judgers tend to be organized and prepared, like to make and stick to plans, and are comfortable following most rules.</small>
 I INTROVERTS <small>Introverts often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time.</small>	 N INTUITOR <small>Intuitors prefer to focus on possibilities and the big picture, easily see patterns, value innovation, and seek creative solutions to problems.</small>	 F FEELER <small>Feelers tend to be sensitive and cooperative, and decide on their own personal values and how others will be affected by their actions.</small>	 P PERCEIVER <small>Perceivers prefer to keep their options open, like to be able to act spontaneously, and like to be flexible with making plans.</small>

SOURCE: "Do What You Love: Discover the Perfect Career For You Through the Secrets of Personality Type" by Paul D. Tigger, Barbara Barron, Kelly Tigger-Dodd

8. Let the participants spend a few minutes sharing with each other what personality type they are and what it means.
9. Collect their Personality Test papers as this will be added to their **Personality Development Plan**.
10. Remind them of S.H.A.P.E. and how this session has continued with the P. for PERSONALITY in S.H.A.P.E. Also, that knowing their personality type will help them to understand why they (1) relate to others, (2) take in information, (3) make decisions, (4) and structure their lives, the way they do.

SESSION WRAP-UP

 5 minutes	 Away
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1. Now you can give them the Practice Activity.



Note to Facilitators:

Session 5 - Practice Activity:

- Continue watching how other people - relate to others, take in information, make decisions, and structure their lives.
- See if you can identify the (1) Extroverts or Introverts, (2) Sensors or Intuitors, (3) Thinker or Feeler, (4) Judger or Perceiver.

2. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



SHEET 4: Personality Types Test

How we relate to others:			12.	<i>Is it higher praise to say someone has ...</i>	
1.	<i>Are you usually ...</i>			Vision	N
	a "good mixer"	E		Common sense	S
	rather quiet and reserved	I	13.	<i>Do you ...</i>	
2.	<i>Can you keep a conversation going indefinitely</i>			Admire some people for a long time, without letting them know it	N
	Only with people who share some interest of yours	I		Think that all the people you like know that you like them	S
	With almost anyone	E	How we make decisions:		
3.	<i>Which word appeals to you more?</i>		14.	<i>Is it a higher compliment to be called ...</i>	
	Lively	E		A consistent reasonable person	T
	Calm	I		A person of real feeling	F
4.	<i>When you are at a party, do you like to</i>		15.	<i>Do you usually ...</i>	
	Help get things going	E		Keep your feelings to yourself	T
	Let the others have fun their own way	I		Show your feelings freely	F
5.	<i>Are you naturally ...</i>		16.	<i>Which word appeals to you more?</i>	
	More interested in people than things	E		Design	F
	More interested in things and how they work than in people	I		Production	T
6.	<i>In a large group, do you more often ...</i>		17.	<i>Which word appeals to you more?</i>	
	Get introduced	I		Foresight	T
	Introduce others	E		Compassion	F
7.	<i>When you meet strangers, do you find it</i>		18.	<i>Do you prefer to think about a matter by</i>	
	Pleasant, or at least easy	E		Mulling it over in your mind	T
	Something that take a good deal of effort	I		Talking it over with someone	F
How we take in information:			How we structure our lives:		
8.	<i>Would you rather be considered ...</i>		19.	<i>When an unforeseen event forces you to set aside your days programme. Do you ...</i>	
	An ingenious person	N		Feel inconvenienced by a break in the programme	J
	A practical person	S		Welcome the unexpected diversion	P
9.	<i>If you were a teacher, would you rather teach</i>		20.	<i>When it is settled well in advance that you will do a certain thing at a certain time, do you find it</i>	
	Fact based courses	S		A little unpleasant to be tied down	P
	Courses involving theory	N		Nice to be able to plan accordingly	J
10.	<i>Which word appeals to you more?</i>		21.	<i>Do you generally prefer to</i>	
	Casual	N		Be free to do things on the spur of the moment	P
	Systematic	S		Make your social engagements some distance ahead	J
11.	<i>Are you more likely to ...</i>		22.	<i>When you go somewhere for the day, would you rather</i>	
	See how others are useful	S		Plan what you will do and when	J
	See how others see	N		Just go	P

(Source: <https://excellenceassured.com/myers-briggs-personality-types/free-personality-quiz>)

SHEET 5: The 16 Personality Types

Source: Google images

ISTJ
Introverted sensor thinker judger

ISTP
Introverted sensor thinker perceiver

INTP
Introverted introitor thinker perceiver

ESTP
Extraverted sensor thinker perceiver

ISFP
Introverted sensor feeler perceiver

ISFJ
Introverted sensor feeler judger

INTJ
Introverted introitor thinker judger

ESTJ
Extraverted sensor thinker judger

INFP
Introverted introitor feeler perceiver

INFJ
Introverted introitor feeler judger

ESFP
Extraverted sensor feeler perceiver

ENFP
Extraverted introitor feeler perceiver

ESFJ
Extraverted sensor feeler judger

ENTP
Extraverted introitor thinker perceiver

ENTJ
Extraverted introitor thinker judger

ENFJ
Extraverted introitor feeler judger

SHEET 6: The Personality Types Key

**How we
relate to others**



EXTROVERTS

Extroverts are energised by people, enjoy a variety of tasks, a quick pace, and are good at multitasking.

**How we
take in information**



SENSORS

Sensors are realistic people who like to focus on the facts and details. They apply common sense and past experience to find practical solutions to problems.

**How we
make decisions**



THINKER

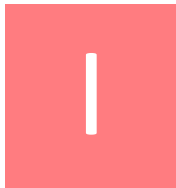
Thinkers tend to make their decisions using logical analysis, objectively weighing pros and cons, and value honesty, consistency, and fairness.

**How we
structure our lives**



JUDGER

Judgers tend to be organised and prepared, like to make and stick to plans, and are comfortable following most rules.



INTROVERTS

Introverts often like working alone or in small groups, prefer a more deliberate pace, and like to focus on one task at a time.



INTUITOR

Intuitors prefer to focus on possibilities and the big picture, easily see patterns, value innovation, and seek creative solutions to problems.



FEELER

Feelers tend to be sensitive and cooperative, and decide on their own personal values and how others will be affected by their actions.
































PERCEIVER



Perceivers prefer to keep their options open, like to be able to act spontaneously, and like to be flexible with making plans.

SOURCE: "Do What You Are: Discover the Perfect Career For You Through the Secrets of Personality Type" by Paul D. Tieger, Barbara Barron, Kelly Tieger BUSINESS INSIDER

SESSION OVERVIEW - SESSION 7: S.H.A.P.E. (E) KNOWING MY EXPERIENCE



 SESSION LOGO 	 SESSION TITLE S.H.A.P.E. (E) Knowing my EXPERIENCE	 SESSION DESCRIPTION Participants learn about how experience is an important part to the forming of their S.H.A.P.E. and the creating of their identity.	 SESSION OBJECTIVES PURPOSE DRIVEN LIFE By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Determine that nothing teaches us better than our own experiences • Complete their S.H.A.P.E. 	 TIME BREAKDOWN 150 MINUTES <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Minutes</th> </tr> </thead> <tbody> <tr> <td>Keep a Straight Face</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Review “If You Have” Experiences</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Your Unique S.H.A.P.E.</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Session Wrap Up</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Pre-Post Test</td> <td style="text-align: right;">5</td> </tr> <tr> <td></td> <td style="text-align: right;">30</td> </tr> </tbody> </table>		Minutes	Keep a Straight Face	15	Review “If You Have” Experiences	10	Pause	40	Your Unique S.H.A.P.E.	10	Session Wrap Up	40	Pre-Post Test	5		30	 MATERIALS Chalkboard/ flipchart paper Flipchart pens Chalk Talking Stick Colour Tape or String	 PRE-SESSION PREPARATION Review the session and prepare any necessary materials, especially the Personality Types Key, before the training begins.
	Minutes																					
Keep a Straight Face	15																					
Review “If You Have” Experiences	10																					
Pause	40																					
Your Unique S.H.A.P.E.	10																					
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<table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S.H.A.P.E.</td> <td>KNOWING MY SELF</td> <td>HEART DESIRE</td> <td>ABILITY</td> <td>PERSONALITY</td> <td>EDUCATION</td> <td>DECISION MAKING</td> </tr> </table>														S.H.A.P.E.	KNOWING MY SELF	HEART DESIRE	ABILITY	PERSONALITY	EDUCATION	DECISION MAKING		
																						
S.H.A.P.E.	KNOWING MY SELF	HEART DESIRE	ABILITY	PERSONALITY	EDUCATION	DECISION MAKING																
FACILITATOR NOTES Nothing teaches us better than our own <u>experiences</u> . Our experiences shape who we are. Even an experience that is not monumental will change us. A seemingly unimportant experience may simply change how we feel one day which can cause a chain reaction of how we act a certain day, and how we act that day could affect our purpose driven life as a whole. Our identity (collection of experiences) is simply a collection of moments and happenings in our lives. So we have the power to create our own identity when we can decide the experiences we want to have. This is empowering. An experience can lead to having a belief, desire, or goal, which can change the way we are living our lives. New positive experiences are important since			they have a positive impact on our identity. Everyone has a unique S.H.A.P.E. Having a healthy self-esteem (S) means that we will feel more confident that our own <u>decisions</u> are the right ones and we will make choices based on our own desires, and not the desires and values of others. The heart desire (H) guides us to do things we love to do with a motivating reason why we are doing it. Knowing that we have the ability (A) to do something well will encourage and enable us (1) to help others, (2) to work, (3) to produce wealth. We grow in ability as we learn new skills and gain more knowledge through education. Our personality (P) tells us how we relate to others, how we take in information, how we make decisions, and how we structure our lives.		Our experiences (E) can change the way we live our lives and have an impact on our identity. New positive experiences are important. TERMS EXPERIENCES: (1) The process of doing and seeing things and of having things happen to you. (2) Skill or knowledge that you get by doing something. ICEBREAKER Keep a Straight Face																	

KEEP A STRAIGHT FACE

 15 minutes	 Anchor
--	--

1. Explain that this exercise will take self-control. Ask the participants to form pairs with one person standing without a pair. The pairs turn back to back. On the count of three, everyone must turn and face their partner, look each other in the eyes, and then try to remain solemn and serious. Explain no noise or speaking. The first to smile or laugh must sit down. All who remain standing, including the one who did not have a partner, are to take a new partner and the activity continues until only one person has not smiled or laughed. If there is a pair at the end who are both keeping a straight face, the rest of the group can act as hecklers to disrupt them.
2. End the icebreaker by telling them that they have just had an experience in self-control.

REVIEW

 10 minutes	 Review
--	--

1. Go over the practice activity that was given last time. Ask the participants to share what their experiences so far are with noticing who in this group is an extrovert? Who in the group is an introvert? Who in the group makes decisions by thinking? Who in the group makes decisions by feeling?



Note to Facilitators:

It is necessary that you are familiar with the Personality Types Key.

“IF YOU HAVE” EXPERIENCES

 40 minutes	 Add	 Apply
--	---	---

1. Make a line on the floor 5 meters away from a wall where the participants can easily stand along.
2. Explain to the participants that you are going to say a number of “if you have” statements. For example – “If you have graduated Grade 7” go and stand on the line. The goal of this activity is for participants to be open and share their experiences and dreams with each other.
3. When they are standing on the line, after calling out the statement – tell them what type of experience it was: Education, Seminars, Favourite Subjects, Personal, Family Life, or Dreams.



Note to Facilitators:

Explain with personal experiences that it is important that we share our experiences with other people as our experience will be healing and comforting to somebody else. When you tell your experience you give other people the courage to tell their experience. Sharing experiences builds relationships and it helps us to relate to, to comfort, and to encourage someone who is going through the same thing. Explain with dreams, like heart desire, that these are necessary for knowing what we would love to do.

4. After each statement they go back to the starting place.
5. Record the names of the participants who stand on the line for each “if you have” statement.

Training women or men:
REVIEW the List of “if you have” statements and make appropriate changes, where necessary.

List of “If you have” statements

Education
If you have graduated Grade 7
If you have graduated Grade 9
If you have graduated Grade 12
If you have participated in a seminar (church, community, school, training centre, etc.)
If you have studied another language than a Zambian language
Personal
If you have travelled to Lusaka
If you have lost a parent or a friend
If you have tried to get a job
If you have experienced something bad happen in your life
If you have helped with the birth of a baby
Family Household Life
If you have done farm work
If you have cooked food
If you have sewn clothes
If you have taken care of animals
If you have looked after younger brothers and sisters
If you have cleaned the house
If you have washed clothes
If you have lit the fire
Dreams
If you have dreamed about a different life than the one you have
If you have dreamed about working in another place
If you have dreamed about being your own boss
If you have dreamed about making your own money



Note to Facilitators:

Reminder how to handling emotion: The activities may remind participants of their own uncomfortable situations they have been in before the workshop, at home, school or in the community. If a participant is upset by an activity, you should try to talk to the participant in private to find out why the person is uncomfortable. You may suggest to the participant that they step out of the room. You should not force the upset person to talk about what’s upsetting them. Listen to what the participant is saying. Your role is to provide her with understanding, support and assistance. Do not attempt to tell the participant how they are feeling or how you think they should feel. Assure them that it is ok and normal to feel upset. Please note you should be prepared to provide a participant who has been abused with contact information for counselling. You should have this information on hand before the first session.

6. Ask the participants to think about other “If you have” statements. For each statement that is relevant to an experience, use it to let the participants respond by walking forward and standing on the line.

- When the “If you have” activity is finished conclude with reminding them of S.H.A.P.E. and how this session has been about the E. for EXPERIENCE in S.H.A.P.E.

PAUSE FOR 10 MINUTES



YOUR UNIQUE S.H.A.P.E.

40 minutes	Add	Apply
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- Start a discussion by asking them what was the best thing they learnt about their S.H.A.P.E. (Optional: use the talking stick to encourage participation)
- Lead a discussion to review what they have gained in 'Knowing Myself' with the sessions on S.H.A.P.E.

Everyone has a unique S.H.A.P.E. for their purpose driven life
 Having a healthy **self-esteem** (S) means that we will feel more confident that our own decisions are the right ones and we will make choices based on our own desires, and not the desires and values of others. The **heart desire** (H) guides us to do things we love to do with a motivating reason why we are doing it. Knowing that we have the **ability** (A) to do something well will encourage and enable us (1) to help others, (2) to work, (3) to produce wealth. We grow in ability as we learn new skills and gain more knowledge through education. Our **personality** (P) tells us how we relate to others, how we take in information, how we make decisions, and how we structure our lives. **Experiences** (E) can change the way we live our lives and have an impact on our identity. New positive experiences are important.

- Ask some participants to share what their unique S.H.A.P.E. is. Encourage them to use the outcome of their self-esteem rating scale (S), answers to what they would love to do and the reason why (H), their top three skills (A), what their personality type is and how that has an effect on how they relate to others, take in information, make decisions and structure their lives (P) as well as understand the importance of education for developing experience (E).

SESSION WRAP-UP

5 minutes	Away
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- Explain to the participants that this is the end of the 7 sessions on Knowing Myself, but the start of a lifetime of developing their unique S.H.A.P.E.



Note to Facilitators:

The following items must be collected about their S.H.A.P.E. and **put into their PDP.**

- S: Self-esteem Check-up and rating scale
- H: Answers to (1) what I would love to do? and (2) the reason is?
- A: Top three skills
- P: Personality Type
- E: Record of previous education

2. Invite the participants to once again complete the SHEET 1: Self-esteem Check Up (See Session 2). Ask them if they remember what scale they gave themselves last time? Ask them if it has changed? Ask them, has their self-esteem become higher following the sessions on S.H.A.P.E.? Ask them why?

PRE-POST TEST



30 minutes

1. Administer the REAL Course Training Pre-Post Test for S.H.A.P.E. with the participants. Refer to Session 1 for Note to Facilitators with an idea on how to do this when there are participants with literacy problems.



Note to Facilitators:



























There will be no practice activity since the next session will be the first of seven (7) on **Social Skills, Health and Rights**.

2. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?



Thank them for their participation.



SESSION OVERVIEW – SESSION 8: THE IMPORTANCE OF EDUCATION

 SESSION LOGO 	Title  SESSION TITLE THE IMPORTANCE OF EDUCATION	 SESSION DESCRIPTION Participants learn education is important and how it can add value to their lives.	 SESSION OBJECTIVES SOCIAL SKILLS, HEALTH & RIGHTS By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Identify what their dreams are and how their achievement links to education; • Identify the benefits of education while faced with barriers to continuing education. 	 TIME BREAKDOWN 150 MINUTES <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Minutes</th> </tr> </thead> <tbody> <tr> <td>Spot the difference</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Pre-Post Test</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Review</td> <td style="text-align: right;">5</td> </tr> <tr> <td>My Dream, My Future</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Cross the Line</td> <td style="text-align: right;">25</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">10</td> </tr> <tr> <td>What Education Means to Me</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Story of Isabella</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Session Wrap Up</td> <td style="text-align: right;">5</td> </tr> </tbody> </table>		Minutes	Spot the difference	10	Pre-Post Test	30	Review	5	My Dream, My Future	15	Cross the Line	25	Pause	10	What Education Means to Me	30	Story of Isabella	30	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick Materials to make Posters Colouring pens Scissors and glue	 PRE-SESSION PREPARATION Read all necessary materials provided on adolescence. Prepare charts and other training aids in advance before the session begins.
	Minutes																									
Spot the difference	10																									
Pre-Post Test	30																									
Review	5																									
My Dream, My Future	15																									
Cross the Line	25																									
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REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>S.H.A.P.E.</td> <td>CRITICAL THINKING</td> <td>DECISION MAKING</td> <td>GENDER EQUALITY</td> <td>EMPLOYABILITY</td> <td>EXPERIENCE</td> </tr> </table>													S.H.A.P.E.	CRITICAL THINKING	DECISION MAKING	GENDER EQUALITY	EMPLOYABILITY	EXPERIENCE								
																										
S.H.A.P.E.	CRITICAL THINKING	DECISION MAKING	GENDER EQUALITY	EMPLOYABILITY	EXPERIENCE																					
FACILITATOR NOTES Education is important for everyone regardless of sex. About 57 million children worldwide do not go to school. According to a report by UNESCO, 95% of children who are not in school live in low income and developing countries. 45% of them are in sub-Saharan Africa. 55% of the total are girls who are often victims of rape and Gender Based Violence. As the African proverb states “If we educate a girl child, we educate a family and a whole nation’. Education for girls is important because it has several advantages. Grown up educated girls can play an important role in the development of their country. Educated girls will not be forced to marry during childhood but will instead serve their societies as teachers, doctors, nurses, and		FACILITATOR NOTES (CONTINUED) administrators amongst other professions. Education for girls should be supported because it helps decrease infant and maternal mortality as girls have greater knowledge of healthcare. It also helps decrease domestic and sexual violence. It is never too late for girls that have dropped out of school or never been to school to get an education. Out of school girls can still enrol in literacy education before re-integration into formal schooling.		TERMS ICEBREAKER Spot the difference																						

SPOT THE DIFFERENCE

 10 minutes	 Anchor
--	--

1. Stand up and face a partner.
2. Look at your partner carefully (give them a few seconds).
3. Now turn around and change 5 things about your appearance (roll up sleeve, take off jacket, change jewellery/hair/belt etc).
4. Turn around and spot the differences.
5. Move to another partner and do the same.

Training women or men:
REVIEW the suggested items they can change about their appearance and make appropriate changes, where necessary.

PRE-POST TEST



1. Administer the REAL Course Pre-Post Test for SOCIAL SKILLS, HEALTH & RIGHTS with the participants, which is enclosed at the end of this session.





Instruction to Facilitators:

Please administer this test prior to the first session and again after the last session of SOCIAL SKILLS, HEALTH & RIGHTS i.e. Session 14 – Gender II. Give one form to each participant. Read each of the following statements aloud. In response to the statement ask the participants to circle the letter with their answer or tick the box. If participants are not literate, ask them to put a thumb print or sticker on the answers. Read each statement aloud to ensure you move together with the participants.

Tell participants that the pre-post test will help the facilitator to understand where to begin from and what areas to focus on. Participants should freely take the test as it will have no bearing on what the facilitator thinks of them or their relationship thereof.

REVIEW

 5 minutes	 Review
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1. Ask the participants what they learnt on “knowing myself” through the S.H.A.P.E.
2. Open a discussion on what was the most interesting part about developing their S.H.A.P.E.
3. Ask if there are any questions on S.H.A.P.E.
4. Explain:
 - (1) That our S.H.A.P.E. is always developing as we gain new knowledge, understanding, skills and experiences.
 - (2) The next four sessions will add to the development of their S.H.A.P.E. and it is very important to the objectives of the REAL Course.
 - (3) The sessions are going to raise their awareness about four critical issues that the government of Zambia is wanting to see changed in their lives, namely: Socials Skills, Health and Rights.

MY DREAM, MY FUTURE

 15 minutes	 Add	 Apply
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1. Ask participants to close their eyes and imagine what their biggest dream is.
2. Let them think of what they would want to do in their lives, where they would want to be and how they would make that possible.
3. Let them share their thoughts.
4. Ask how many think their dreams will involve getting an education. Ask, how does education link to their dreams?
5. Tell them that since most of our dreams involve an education, today we are going to look at education and why it is important.



Note to Facilitators:

Encourage participants that it is possible to achieve their dreams if they remain focussed and consistently follow their plans.

CROSS THE LINE

 25 minutes	 Add	 Apply
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1. Tell participants that you will do an activity that will let them reflect on what they think about education
2. Tell them you will read out a number of statements and participants will have to cross the line if they believe the statement is true for them.
3. After each statement is read, ask participants to cross the line if they agree with the statement. Ask them why they agree with the statement.
4. Turn to the other participants who did not cross the line and find out why they think otherwise.
5. Ask if participants have any questions and respond to them.

Read out the following statements:

- Girls should not go to school because they will get married
- You can still be successful in life without getting an education
- Education is the foundation for success
- For every boy that is educated, every girl should be educated
- Most educated people do not find jobs
- If you are not in school by age 15, then there is no need for you to be in school
- Getting an education is everyone's right
- Educated women have a greater chance of escaping poverty and leading healthier lives
- Girls that are educated are disrespectful
- Girls who are not educated usually get married early




Note to Facilitators:

The facilitator can ask participants what they think about education and if at all they have any questions of the activity.

PAUSE FOR 10 MINUTES



WHAT EDUCATION MEANS TO ME

 30 minutes	 Add	 Apply
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1. Tell participants that education is very meaningful to most people in their lives. A number of people including Nelson Mandela have said a lot about education. In this activity, we will look at some of the quotes and discuss what that means to us.
2. Split participants into 2 groups.
3. Ask them to pick out 2 cards of quotes per group (SHEET: Education Quotes).
4. Ask them to discuss the meaning of each quote in their groups.
5. Allow them to share their findings.
6. Ask the group whether they have any questions.
7. Discuss as a group why education is important. Let participants share their thoughts.
8. Expected responses should include some of these:

Importance of Education

- ❖ Future educated generations
- ❖ Decreases maternal and infant mortality
- ❖ Decreases child marriage
- ❖ Improves socio-economic growth
- ❖ Development of social life
- ❖ Professional Skills
- ❖ Earning a living
- ❖ Key to success
- ❖ Behaviour modification
- ❖ Cultivation of civilized society
- ❖ Secures a job
- ❖ Leads to inner freedom
- ❖ Enables a person to deal with life as a whole

"The beautiful thing about learning is that no one can take it away from you." BB King

"If you want to be more powerful in life, educate yourself." Unknown

"Education is the most powerful weapon which you can use to change the world." Nelson Mandela

"A man without education is like a building without foundation." Unknown



Note to Facilitators:

The facilitator can run through the list of items on the importance of education and ask participants if they have any questions.

9. Ask, what are some of the barriers that prevent adolescents from securing continuing education?
[Possible answers are:
 - If a choice has to be made between sending a boy or a girl to school, the boy will usually be given precedence
 - Traditional division of labour often disadvantages girls (more likely to have to work in the home, care for younger siblings etc.)

- Early marriage, low status of women, and intractable patriarchal societies often result in lower priority on education of girls.
 - Girls often more likely to care for family and work.
 - Issues of safety and security. Parents less likely to allow daughters to attend school if they have to travel long distances. In some countries, boarding facilities are available, but only for boys.
 - Lack of separate sanitation facilities particularly affects adolescent girls. Boys often experience beating and bullying; girls more likely to be called on for service tasks (e.g., cleaning), or be sexually assaulted or harassed.
 - Girls/females often invisible in curriculum content and images, and often excluded from taught curriculum. Gender stereotypes are reinforced and eventually gender inequalities perpetuated in a wider societal context.
 - Girls often pushed into nonprofessional courses, and often overlooked by teachers in classroom discussions. Lack of female role models. Nonflexible calendar may lead to higher female drop-out rates because of competing demands (e.g., work, care for siblings).
 - Girls disproportionately affected by lack of skills-based health education. Higher vulnerability to HIV infection among school-age girls than boys in many countries.
 - The absence of a birth certificate often precludes eligibility for entry or examinations. Girls are less likely to be registered than boys. Pregnant girls are excluded from school, even following birth.]
10. Explain that work that inhibits a child’s ability to receive a quality, relevant education, is a major challenge to their human rights and socio-economic development in employment or entrepreneurship. Also, it is a hindrance to the fulfilment of their dreams.
 11. Ask the participants: how can you a child empower them self to complete their education in the case of choosing education over child labour? Encourage the group to discuss.
 12. Explain that there will be four sessions on Child Labour, Acceptable Work, Child Rights, Gender Equality to enable them to make a choice different from what is expected and predicted for their future.

STORY OF ISABELLA TEMBO

 30 minutes	 Add	 Apply
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1. Tell participants you will now read out a story of Isabella Tembo who grew up in Lusaka’s Chawama compound. Remind participants to pay attention to the story.

Growing up as a girl in Zambia - The story of Isabella Tembo

I was born into an illiterate, polygamous and very large family. Like millions of women all over the world, I was not likely to be able go to school. But I have a determined mother, who despite the death of my father fought body and soul to put me through school and ensure my school fees were paid. My father died when I was six, and at that time I was living with my mother's aunt who didn't

have any children. At the age of seven when I went back to see my mother after my father's death, she decided to send me to school.

My mother used to sell fritters by the roadside in Chawama Township of Lusaka. Luckily, she was introduced to a Micro Finance institution that assisted her with a small loan to grow her business where she now moved from selling fritters to opening a small restaurant where she was cooking nshima. This business has enabled her to raise and take care of her ten children, of which I am the youngest. My mother has never been to school and was never taught to read and write. She has always regretted this and sent all her children to school. She is a woman of very strong character who is now 78 years old. I pray to God to look after her for a long time to come as she is a great inspiration to me.


As a child, I thought that my mother didn't love me because she was hard on me. I had to do household chores every morning before going to school. Even though my mother insisted that I study, she also made sure that I learned the traditional duties of an African woman. The deal with my mother was that I take my studies seriously in order to escape child marriage. I managed to complete my education without ever failing a grade. Now I have a Master of Development Studies and working as a Regional Director in one of the famous International Non-Governmental Organisations.

At 37 years old, I am also a happy mother of three children and I am a role model for many of my friends, the young girls in my family and family circle, but also and especially for the young people whom I work with. I am certainly not rich but the little education I received allows me to work and provide for the needs of my family as a mother. My children are all in school and my prayer is that they go further and complete their studies.

I simply want to say that women's empowerment happens when we educate and empower girls. I have experienced this personally and I'm excited to be working to empower other young women through work.

2. After reading the story ask each participant to share what they have learnt from the story.
3. Ask them what being a role model is. [A possible answer: A role model is a person looked to by others as an example to be imitated.]
4. Let them share who their role models are, what they admire about them, and/or what they have learnt from them.
5. Ask participants what role education plays in the story.
6. Ask participants if they have questions.

SESSION WRAP-UP

 5 minutes	 Away
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1. Explain that **The Importance of Education is a Social Skill** to prepare them for a bright future. Say: "You can be educated and do great things". Ask them to say: "I can be educated and do great things".
2. Now you can give them the Practice Activity.



Note to Facilitators:

Practice Activity:

- Ask participants to think of their role model(s) within their communities and find out from them how they made it to where they are today.

3. Discuss the logistics of the next session:

- WHEN is the next session?
- WHERE is the next session?
- WHAT is the next session?

Thank them for their participation.



REAL Course Life Skills Module Pre-Post Test

SOCIAL SKILLS, HEALTH & RIGHTS



Instruction to Facilitators:

Please administer this test prior to the first session and again after the last session of SOCIAL SKILLS, HEALTH & RIGHTS i.e. Session 14 Gender II. Give one form to each participant. Read each of the following statements aloud. In response to the statement ask the participants to circle the letter with their answer or tick the box. If participants are not literate, ask them to put a thumb print or sticker on the answers. Read each statement aloud to ensure you move together with the participants.

Tell participants that the pre-post test will help the facilitator to understand where to begin from and what areas to focus on. Participants should freely take the test as it will have no bearing on what the facilitator thinks of them or their relationship thereof.

1. Participant ID <input type="text"/>	5. Location of training site District <input type="text"/>
2. Name of Participant (First and last) <input type="text"/>	Community hub <input type="text"/> Village/Community <input type="text"/>
3. Name of Facilitator: <input type="text"/>	6. Type of group Adolescent girls <input type="checkbox"/> Women <input type="checkbox"/> Men <input type="checkbox"/>
4. Test: Pre <input type="checkbox"/> Post <input type="checkbox"/>	7. Date DD MM YY <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Questions 1-25. Choose one correct answer by circling the letter or ticking the box.

Education, HIV/AIDS and Stages of Adolescence

- Grown up educated girls can play an important role in the development of their country:
 TRUE
 FALSE
- Education for girls is important because:
 - They will not be forced to marry during childhood
 - They can do better at school than boys
 - They can play a lot of games at break time
 - It is good for socialising
- Adolescence is a normal part of human development because:
 - We can stop playing like children
 - Everyone has to face life challenges
 - Everyone has to change
 - It is the time we explore and discover ourselves and our abilities

4. Which one is not a physical change of the body during adolescence:
- A Grow in size
 - B Genitals enlarge
 - C Concerns about being normal
 - D Pubic and underarm hair
5. HIV can be transmitted through _____ sexual intercourse with an infected person [fill in the sentence]:
- A Unprotected
 - B Protected
 - C Frequent
 - D Infrequent
6. HIV cannot be transmitted through;
- A Unprotected sexual intercourse with an infected person
 - B During breastfeeding from an infected mother to a child
 - C Through blood contact with infected blood
 - D Through mosquito bites
7. Kissing is definitely not a risk for being infected with HIV:
- TRUE
- FALSE

Gender Equality and Child Rights

8. Which statement is not true:
- A The sex of a person as male or female is related through biological features
 - B The sex of a person as male or female is related to the breadth of the shoulders and width of the hips
 - C The sex of a person as male or female is related to what clothes they wear
 - D The sex of a person as male or female is related to men are stronger than women
9. Gender Equality is achieved when there is;
- A. Same opportunities for men and women in decision making
 - B. Equal access to distribution of resources between men and women
 - C. The same opportunities to share responsibility for the family and household
 - D. Freedom from Gender Based Violence
 - E. All of the above
10. Which of the following statements is not true?
- A. Men have more power socially, economically, politically, and in the home than women
 - B. Women do not like to create time for leisure and self-development because they prefer spending more time at home and taking care of children
 - C. Unequal power relations between men and women perpetuate gender based violence against women and girls
 - D. Men are often expected to fulfil gender roles that define them as primary financial providers
 - E. All of the above
11. One can say there is gender inequality when;
- A. Men make all decisions on behalf of women
 - B. Women only participate in activities within the home

- C. Men do not participate in household chores and consider them to be for women
- D. Women cannot hold leadership positions politically and at community levels
- E. All of the above

12. Indicate true or false for the following statements on gender equality

No.	Statement	True	False
a)	Gender Equality leads to poverty reduction		
b)	Gender Equality increases family income		
c)	Gender Equality promotes Human Rights		
d)	Gender Equality is an issue relevant to women, it is a girls' issue only		
e)	Gender Equality does not reduce HIV.		

13. For the following statements, state whether you strongly agree, agree, disagree, strongly disagree or neutral.

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
a) Both men and women can make decisions on the number of children they can have					
b) Only Men should do dirty jobs such as construction					
c) A woman is not supposed to work outside her home since her role is in the home					
d) Men are primary providers for the home					
e) Women are not as strong as men					
f) A woman's important role is to take care of her home and cook for her family					

Child Labour, Child Rights and Acceptable Work

14. _____ and _____, hazardous child labour and worst forms of child labour are all forms of child labour

- A. Children under 12 doing work and Children 13-14 doing work other than light work
- B. Light work and Children under 12 doing work
- C. Children under 12 years doing work and all children doing paid work
- D. Unacceptable work and child work

15. Which one is a risk of child labour?

- A. Long term health problems such as respiratory diseases like asthma
- B. Mental and behavioural problems
- C. Injury and death
- D. All of the above

16. Which of the following is NOT a child labour activity?

- A. Animal herding
- B. Charcoal burning
- C. Fishing for home consumption
- D. Sweeping the house and surrounding for less than 3 hours by a BOY aged 13-14

- E. All of the above
17. Acceptable work is;
- A. Performed by children of legal working age 15-17years
 - B. Non- hazardous
 - C. Non-exploitative
 - D. Does not prevent a child from receiving the full benefit of an education
 - E. All of the above
18. Which statement is not correct?
- A. Child work is work done by children under 18 years
 - B. Child work does not affect the health of the child
 - C. Child work can interfere with schooling
 - D. Child work does not affect the personal development of the child
19. Which statement is is correct:
- A. Acceptable work is where there is no forced labour
 - B. Acceptable work is where there is forced labour
 - C. Acceptable work is any work given to a child by an adult
 - D. Acceptable work is any work that a child agrees to do
20. The following are Human Rights for children except one;
- A. Right to choose any type of job they want
 - B. Right to freedom of expression
 - C. Right to education
 - D. Right to life, survival and development
21. Children's rights can be described as;
- A. Things every child should have or be able to do
 - B. Things children acquire when they grow up
 - C. Being allowed to do whatever they are comfortable with
 - D. Being able to live on their own
22. Everyone has the same rights whether male or female :
- TRUE
- FALSE
23. Every child has rights as well as responsibilities:
- TRUE
- FALSE
24. A child is any individual under _____ years of age: (Fill in the sentence)
- A. Eighteen (18)
 - B. Sixteen (16)
 - C. Ten (10)
 - D. Nineteen (19)
25. Which statement is not true:
- A. Violence can happen by physical abuse
 - B. Violence can happen by emotional abuse
 - C. Violence can happen by sexual abuse
 - D. Abuse is the fault of the girl or woman being abused
 - E. All the above

SHEET 7: Education Quotes













**“A man without education
is like a building
without foundation.”
Unknown**

**“The beautiful thing
about learning is that
no one can take it
away from you.”
BB King**



**“Education is the most
powerful weapon
which you can use
to change the world.”
Nelson Mandela**

**“If you want
to be more
powerful in life,
educate yourself.”
Unknown**

SESSION OVERVIEW – SESSION 9: ADOLESCENCE – STAGES OF DEVELOPMENT



 SESSION LOGO 	Title  ADOLESCENCE – STAGES OF DEVELOPMENT	 SESSION DESCRIPTION Participants learn the meaning of adolescence, the physical, emotional and social changes and the challenges that come with growing up.	 SESSION OBJECTIVES SOCIAL SKILLS, HEALTH & RIGHTS By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Describe the meaning of adolescence and it's characteristics • Identify ways in which to deal with the social and emotional changes that come with adolescence. 	 TIME BREAKDOWN 120 MINUTES Minutes Which side are you on? 10 Review 5 Understanding adolescence 25 Pause 10 My body is changing 35 Common problems with adolescence 30 Session Wrap Up 5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick Materials to make Posters Colouring pens Scissors and glue	 PRE-SESSION PREPARATION Read all necessary materials provided on adolescence. Prepare charts and other training aids in advance before the session begins.
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here)  S.H.A.P.E.  KNOWING MY SELF  EDUCATION  RELATIONSHIPS						
FACILITATOR NOTES <p>Adolescence typically describes the years between ages 10 and 19 which is considered to be the transitional stage from childhood to adulthood. However, an adolescent during this phase undergoes psychological changes that can start as early as age 9. Adolescence can be a time of both disorientation and discovery. This transitional period can bring up issues of independence and self-identity; many adolescents and their peers face tough choices regarding school work, sexuality, drugs, alcohol, and social life. Peer groups, romantic interests, and appearance tend to naturally increase in importance for some time during the journey of an adolescent towards adulthood.</p>		FACILITATOR NOTES (CONTINUED) <p>Adolescence is mainly equated to puberty and the cycle of physical changes that culminate in reproductive maturity and in broader terms, it encompasses psychological, social, moral and strictly the physical aspects of maturation.</p> <p>It is possible to deal with the stress and pressures that come with puberty through social support systems, such as family, friends and being able to understand the typical changes that take place with one's body.</p>		TERMS <p>Adolescence: Transitional phase of growth from childhood to adulthood.</p> <p>Puberty: The period during which adolescents reach sexual maturity and become capable of reproduction.</p> <p>Hormones: A person's sex hormones as held to influence behaviour or mood.</p> ICEBREAKER Which side are you on?		

WHICH SIDE ARE YOU ON?

 10 minutes	 Anchor
--	--

1. Explain that the room is now divided into two sides and draw an imaginary line for all to see.
2. The leader will call out two choices – the first choice will be represented by the left side of the room and the second choice by the right side.
3. Participants need to quickly move to the side of the room that they prefer between the two choices. Or, they can choose to stay in the middle if they are undecided or neutral.
4. The leader can come up with choices ahead of time that match the topic of the brainstorming session, or use some of these samples:
 - Nshima or rice?
 - Beach or mountain?
 - Left-Handed or Right-Handed?
 - Half empty or half full?
 - Rhumba or Zambian Music?
 - Siblings or only child?
 - Morning person or night owl?
 - Malawi or Lusaka?

REVIEW

 5 minutes	 Review
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1. Ask the participants what key points were covered in the last session on the importance of education.
2. Ask, what does each of them believe about education? Is there a link between education and their future?
3. Ask if there are any more questions on the previous session?



Note to Facilitators:

As you ask participants what key points were covered in the last session (optional: hand to someone the talking stick) fill in any key points that are missed.

UNDERSTANDING ADOLESCENCE

 25 minutes	 Add	 Apply
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1. Welcome participants to the session and tell them that today you will look at **Adolescence- Stages of development**.
2. Ask participants to brainstorm and share their understanding of the word adolescence.

3. Write their responses on a flipchart paper or chalkboard.
4. Possible responses should include the following;
 - A period between childhood and adulthood.
 - A period of physical and emotional change.
 - A period of sexual development.
 - A period of experimentation.
 - A wonderful, exciting, and positive period of learning new ideas, values, information, and skills.
 - A time for finding out who you are and what is important to you.
 - A time to think about and plan for a happy and healthy future.
 - A period of becoming independent from your family.
5. Discuss the list for a few minutes, giving participants a chance to share their views.
6. Summarize the discussion by explaining that all people go through adolescence as a normal part of human development. It is through the physical, emotional and psychological changes that take place that prepare us for adulthood. This development stage has its own difficult times and at the same time is filled with excitement and fun as we begin to explore and discover ourselves and our abilities.



Note to Facilitators:

Summarise this discussion by telling participants that Adolescence describes the years between ages 10 and 19 which is considered to be the transitional stage from childhood to adulthood.

PAUSE FOR 10 MINUTES



MY BODY IS CHANGING

 35 minutes	 Add	 Apply
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1. Divide participants into two groups.
2. Explain to them that they are going to discuss and list the physical and emotional changes of boys and girls during adolescence. One group will look at the girls while the other group will discuss the changes for the boys.
3. Explain further that the physical changes include bodily changes that a person undergoes during puberty which you can see on the body while emotional and social changes have to do with how people feel when they are passing through adolescence and how their social life or interaction changes.
4. Ask if participants are clear with the instructions given. Clarify if they have questions.
5. Show them a blank template that they will use for this exercise which should look like the one below.

Changes that occur in boys	Changes that occur in girls
Physical Changes	
Emotional and Social Changes	

6. After the groups have completed the assignment. Ask them to share their findings.
7. Go over the points raised and highlight points that may not have been mentioned. A completed template should cover the following changes.
8. Ask participants whether the issues discussed are familiar to them.

Physical Changes during Adolescence	
... in Boys	... in Girls
<ul style="list-style-type: none"> Shoulders broaden Enlargement of the testes and penis Development of sweat glands Sperm production and ejaculation Growth of Facial, pubic and underarm hair Voice deepens Wet dreams Skin problems (acne) may develop Growth in body height and weight gain Gain in muscular strength Body shape takes on characteristic adult pattern 	<ul style="list-style-type: none"> Hips widen Breasts develop Development of sweat glands Vaginal Lubrication Growth of pubic and underarm hair Ovulation and menstruation Increase in vaginal and cervical secretions Skin problems (acne) may develop Growth in body height and weight gain
Physical, Social and Emotional Changes in Both	
<ul style="list-style-type: none"> Grow in size Weight gain Pubic and underarm hair Genitals enlarge Acne Sexual feelings Changes in mood 	<ul style="list-style-type: none"> Feel embarrassed easily Feel closer to friends than family Feel shy Better able to reason and solve problems Rebel against parents, want to be independent Concerns about being normal Experimentation

9. Explain to participants that while adolescents undergo physical changes, they also experience social and emotional changes. Ask the group the following questions;

- How they felt about a physical change such as, when they realized that their breasts started to develop or when they first started their menstruation?
 - Did this affect how they related with others?
10. Explain that during adolescence emotional and social changes take place along with the physical changes. Many adolescents are not able to cope with these emotional changes well enough and it sometimes affects how they relate to family and friends.
 11. Tell participants that they will now look at some of these changes and discuss how to deal with them.
 12. Ask participants to give examples of emotions that they have experienced and list these on the flipchart. Some of the following responses should include:

Anger	Curiosity
Sadness	Happiness
Love	Worry
Excitement	Fear
Shyness	Clumsy
 13. Tell participants to find a partner and discuss how they feel about any one of the following:
 - Relationship with parents
 - The future (including work, training, study, etc.)
 - Going out with someone special (dating)
 - Being able to work and make enough money
 - Being in a sexual relationship
 14. At the end of the discussion, bring participants back together. Use the following questions to stimulate discussion about the different feelings that they shared:
 - How easy or difficult was it to talk about your feelings with someone else?
 - Why was it easy or difficult?
 - How is it helpful or important to talk about how we feel?



Note to Facilitators:

The facilitator can summarise this section by reminding participants that puberty is a complex phase and that we cannot manage the different complexities that it comes with. We may need help from outside by sharing our feelings with the people we trust and being able to freely talk about some of the changes that we are experiencing during this stage.

COMMON PROBLEMS WITH ADOLESCENCE

 30 minutes	 Add	 Apply
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1. Remind participants that you have been discussing the phase of adolescence and how the various changes affect one physically, emotionally, socially and psychologically. Explain that there are challenges that come with puberty and if left unattended it might affect the smooth transition of an adolescent into an adult.

2. Tell participants that you will discuss with them some of these challenges giving examples for each and identifying the role that parents and guardians can play in helping to cope with the problems raised.
3. Ask participants to sit in a circle with the facilitator seated in a central position.
4. Use the chart below to discuss the common problems associated with adolescence. Mention a problem then ask participants to give examples, if they can't, start by giving one example and ask them to keep adding on to the list. For each problem identified, ask participants to identify a role that parents can play to mitigate the problem.
5. Keep validating the responses as you move to the next category until the exercise is done.

Common problems with adolescence:

Nature of problem	Examples	How Parents can help
Physical Changes – These happen due to hormonal changes and can make adolescents feel weird and self-conscious	Breasts developing, hips widening etc.	-Talk to the adolescent and help them know that it is normal to experience those changes
Emotional Changes – Adolescents can be confused about their growing responsibilities as adults and their desires as children	-Feeling emotional -Developing sexual feelings that can bring about guilt	-Talk to them about the changes, refer them to older siblings who have passed through similar experiences. -Listen attentively to them when they have something to share
Behavioural changes – Overwhelming emotions can lead to impulsive behaviour which can be harmful to a child	-Developing sense of freedom and start to question parents 'rules -Getting confrontational with others - Dress code that parents may not approve of -Lying	-Adolescents are sensitive and may not take criticism well -Be patient with them and let them know it is normal and a passing phase -Encourage them to be true to themselves and not take on personality just to please others
Substance use and abuse - Adolescents are very vulnerable and can be easily influenced into doing wrong things	They can resort to drugs, smoking or drinking	-Keep an eye on your child's behavior. -Look for erratic behavior and change in his or her appetite, sleep patterns, and moods -Do not spy on them or accuse them of any wrongdoing. -Encourage them to talk and be honest. Tell them what your concerns are and discuss the problem with them.
Health Problems – Emotional and physical vulnerability coupled with improper healthcare can make adolescents susceptible to illness	-unhealthy eating habits and less active lifestyle could lead to obesity -Consciousness about body size making them eat less and compromise on nutrition	-Ensure they eat a balanced diet -Be there for them physically and emotionally to help them cope with the situation
Psychological Problems – Depression is a common problem of adolescence which causes a lot of stress	-Feelings of inferiority and superiority -Low self-esteem and confidence issues	-Talk to the adolescent often and help them share their feelings with you
Social Problems – They feel awkward because they develop feeling for the opposite	-Adolescents become vulnerable and can start competing with their peers	-Dating, romance, and sex are delicate issues that an adolescent may not be comfortable talking about. Don't make it

sex	socially -They may start dating and begin to think about what is right or wrong	more awkward for your child. -Be confident and rational when discussing the subject.
Sexual Health – Unplanned pregnancies and STIs	-Adolescents at this stage can begin to experiment with sex and act on impulse. They may be infected with STIs or fall pregnant	-Create an opportunity to make them aware about issues of sexuality and prevention measures

6. After going through the table, ask participants if they have any questions over the discussion.

SESSION WRAP-UP

 5 minutes	 Away
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1. Explain that **Adolescence-Stages of Development** is a social skill to prepare them for a smooth transition into adulthood. Say: “You can grow into a responsible adult”. Ask them to say: “I can grow into a responsible adult”.
2. Now you can give them the Practice Activity.



Note to Facilitators:

Practice Activity:














- Ask participants to each think of a situation when an adolescent would be going through a common problem. Let them think of a piece of advice that they can give to resolve that problem.

3. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?



Thank them for their participation.



SESSION OVERVIEW – SESSION 10: HIV/AIDS/STIs AND RISKY BEHAVIOURS



 SESSION LOGO 	Title  SESSION TITLE HIV/AIDS/STI'S AND RISKY BEHAVIOURS	Description  SESSION DESCRIPTION Participants learn the prevention, transmission and treatment of HIV/AIDS and STIs.	Objectives  SESSION OBJECTIVES SOCIAL SKILLS, HEALTH & RIGHTS By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Identify basic facts about HIV and AIDS. • Identify types of STIs, their transmission prevention and treatment. • Identify the risky and non- risky behaviours related to HIV. 	Breakdown  TIME BREAKDOWN 120 MINUTES <table border="0"> <tr> <td></td> <td style="text-align: right;">Minutes</td> </tr> <tr> <td>Life Boat</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Review</td> <td style="text-align: right;">5</td> </tr> <tr> <td>What are STIs</td> <td style="text-align: right;">20</td> </tr> <tr> <td>HIV Transmission game</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">10</td> </tr> <tr> <td>What we should know about HIV/AIDS</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Risky and non -risky behaviours & practices</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Session Wrap Up</td> <td style="text-align: right;">5</td> </tr> </table>		Minutes	Life Boat	10	Review	5	What are STIs	20	HIV Transmission game	30	Pause	10	What we should know about HIV/AIDS	20	Risky and non -risky behaviours & practices	20	Session Wrap Up	5	Materials  MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick Materials to make Posters Colouring pens Scissors and glue	Preparation PRE-SESSION PREPARATION Review the session, gather additional information on HIV/AIDS including fact sheets. Prepare charts and other training aids in advance before the session begins
	Minutes																							
Life Boat	10																							
Review	5																							
What are STIs	20																							
HIV Transmission game	30																							
Pause	10																							
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Session Wrap Up	5																							
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  S.H.A.P.E. </div> <div style="text-align: center;">  CRITICAL THINKING </div> <div style="text-align: center;">  DECISION MAKING </div> <div style="text-align: center;">  EDUCATION </div> <div style="text-align: center;">  KNOWING MY SELF </div> <div style="text-align: center;">  EXPERIENCE </div> </div>																								
FACILITATOR NOTES HIV and AIDS are not the same thing. HIV is the Human Immune Deficiency virus which enters the body. AIDS is not a virus but a disease syndrome (a group of diseases). If someone is HIV positive it means that an HIV test of the person's blood detects the infection. An HIV infection does not mean a person has AIDS. It is impossible to know if a person is infected with HIV by checking the way they look. The only way to know is by having a special test done that will show if there is HIV infection in the blood. Transmission: There are three modes of transmission. -Through unprotected sexual intercourse with an infected person through either anal, vaginal, or penile intercourse.		FACILITATOR NOTES (CONTINUED) -Through direct injection with HIV-contaminated drugs, needles, syringes, blood or blood products; and -Through infected blood and from infected parents to child. The child can be infected with HIV before or during birth and through breast feeding Prevention: HIV infection can be prevented by: -Not having sexual intercourse. -Only having sex with one partner not having HIV. -Not sharing needles for intravenous drug use. -Using a condom correctly every time you have sex. -Not having body piercing or tattooing, or getting cut with needles, razors, or other sharp objects that may not have been sterilized.		STIs, including HIV and AIDS Most STIs can be treated at any clinic, but AIDS cannot. It is important to treat STIs because a person with an STI can more easily get HIV or pass HIV on to someone else. There is no cure for AIDS, but many people infected with HIV live long and healthy lives. These are the basic facts about HIV. It is important to read more and find out as much as possible because the information about HIV and AIDS keeps changing everyday TERMS/ACRONYMS HIV: Human Immune Deficiency Virus AIDS: Acquired Immune Deficiency Syndrome STIs: Sexually Transmitted Infections ART: Antiretroviral therapy																				

LIFE BOAT

 10 minutes	 Anchor
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1. First demonstrate a 'lifeboat': let two people hold hands to form the boat; passengers stand inside the circle of their hands.
2. Then explain that everyone is going on a voyage: "At first the sea is calm and everyone is enjoying the trip. Then, suddenly, the ship hits a rock.
3. Everyone must get into a lifeboat in groups of three (or one, or four, etc.)." Participants then scramble to form 'lifeboat' and take in the proper number of passages. Usually someone drowns".
4. Then take up the narrative again. "Now the ship continues peacefully ... but suddenly a hurricane begins. The ship is sinking.
5. Everyone to the lifeboats in groups of two." Continue like this through several 'shipwrecks'.
6. Ask participants how they felt scrambling for their life boats and how it felt for participants that were drowning.

REVIEW

 5 minutes	 Review
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1. Ask the participants what key points were covered in the last session on adolescence and stages of development.
2. Ask participants to share feedback on their practice activity given in the previous session. What was their experience like? Was it easy to come up with the scenarios?
3. Ask if there are any more questions on the previous session?



Note to Facilitators:

As you ask participants what key points were covered in the last session (optional: hand to someone the talking stick) fill in any key points that are missed.

WHAT ARE STIs?

 20 minutes	 Add	 Apply
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1. Welcome participants to the session and tell them that today you will look at HIV/AIDS/STIs and Risky Behaviours.
2. Initiate a discussion by asking participants to share what they know on STIs.
3. Write their responses on a flipchart paper.
4. Probe further on what they know about symptoms of STIs and what they can do if they discover they have an STI and if at all they know how STIs can be treated.

5. After all responses have been given, explain to participants that “STIs are Sexually Transmitted Infections (STIs) are infections passed from person to person through sexual intercourse or genital contact. These serious diseases infect the sexual and reproductive organs and can cause infertility, miscarriage and stillbirths. They greatly increase the chance of getting HIV, which causes AIDS. The most common STIs are HIV/AIDS, gonorrhoea, syphilis, genital herpes, genital warts, trichomonas vaginalis, and chlamydia. ‘ Most STIs can be cured with treatment. But there is no cure for HIV at this time. There is also no cure for genital herpes or HPV. Many times, especially for women, you can have an STI with no signs or symptoms. Other times, the symptoms go away on their own. Whether you have symptoms or not, you still have the STI until you get treated.”
6. Ask participants whether they know what STIs look like. Get a few responses.
7. Display the STIs chart on flipchart paper and go over the listed STIs, their symptoms and treatment.
8. Go over the STIs listed in the chart and explain to participants their symptoms, transmission and treatment.

STI CHART

Disease	How you get it	Symptoms	Treatment
HIV	Through sexual contact with an infected person, through contact with infected blood such as blood transfusion and razor cuts and to an unborn child through infected breast milk, or during delivery	No signs or symptoms in men and women. People can be infected for a long time before getting sick	Anti-Retro Drugs. There is no cure for HIV
Chlamydia Infection of mucous membranes lining the genitals can lead to inflammatory disease (PID) in women and infertility in men and women.	By having vaginal or anal sex without a condom with someone who has the infection; from mother-to-baby (eye and chest infection)	Women often have no symptoms or may have pain with sexual intercourse, lower abdominal pain, changes in bleeding pattern. Men may have no symptoms or may have watery or thick discharge from penis, pain or urinating	Antibiotics
Gonorrhoea Bacterial infection of genitals, throat or anus, can lead to infertility particularly in women.	By having vaginal, anal or oral sex without a condom with someone who has the infection; from mother-to-baby (eye infections).	Women usually have no symptoms, but may have pain with sex, vaginal discharge, lower abdominal pain. Men may have no symptoms or discharge from penis, discharge from anus, pain in testicles, pain on urinating.	Antibiotics
Syphilis Bacterial infection entering the body through breaks in skin or linings of the genital area; over time, goes on to damage internal organs (heart, brain, spinal cord)	By having vaginal, anal or oral sex without a condom with someone who has the infection; from mother-to-baby across placenta during pregnancy (congenital syphilis).	Painless ulcer (chancre) usually on genitals; later swollen glands, rash, hair loss.	Antibiotics with follow-up blood tests.
Genital warts <i>Human papillomavirus</i> (HPV) causes fleshy or flat lumps – may be present even if not visible	HPV transmitted by direct skin-to-skin contact, usually during sex; from mother-to-baby. Sometimes no identifiable source of transmission.	Fleshy or flat lumps on or around genitals, anus, groin or thigh.	Visible warts can be treated, but the infection cannot be cured. Discuss vaccination with your health professional.
Genital herpes <i>Herpes simplex virus</i> causes	Close skin contact with someone with the virus; from mother-to-baby.	Painful, red blisters, little sores or ulcers, flu-like symptoms, and	Anti-herpes drugs and pain relief can be given to treat

Disease	How you get it	Symptoms	Treatment
HIV	Through sexual contact with an infected person, through contact with infected blood such as blood transfusion and razor cuts and to an unborn child through infected breast milk, or during delivery	No signs or symptoms in men and women. People can be infected for a long time before getting sick	Anti-Retro Drugs. There is no cure for HIV
skin infection usually on mouth and lips (cold sores) or on genitals.		sometimes a discharge.	symptoms, but the infection cannot be cured. Some may need medication to prevent further outbreaks.
Trichomoniasis <i>Trichomonas vaginalis</i> , a small parasitic organism, causes irritation in the vagina in women and can cause an irritation inside the penis in men.	During sexual intercourse with an infected person.	Women may have no symptoms, but there may be a yellowy-green frothy vaginal discharge. Men usually have no symptoms.	Antibiotic tablets and/or vaginal pessaries.

9. Ask whether participants have any questions. Clarify any queries raised.



Note to Facilitators:

Tell the participants that you will now pay attention to one of the most common STIs in addition to what has been covered in the table. Mention that HIV is one of the most common STIs you will now discuss.

HIV TRANSMISSION GAME

 30 minutes	 Add	 Apply
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- Prepare in advance small pieces of paper equivalent to the number of participants in the group (see SHEET 8: HIV Transmission Game)
 - Two pieces of paper should be marked with an 'X'.
 - Two pieces should be marked with 'C'.
 - Two other pieces of paper write 'Refuse to shake hands'.
 - On two other pieces of paper write "Only shake hands once".
 - On two pieces of paper write "Shake hands with 6 people"
 - On the remaining pieces of paper, write 'O'.
- Randomly distribute a piece of paper to each participant, telling them to keep the information on it secret.
- Ask each participant to shake hands with three other participants. Participants should master the people they shake hands with, or if they are able to, write down their names on their piece of paper.
- Gather the group together again and ask them to sit in a circle. Ask the person with the 'X' on his/her piece of paper to stand up. Then ask everyone who shook hands with this person to

- stand up. Now tell the group to pretend that the 'X' person was infected by HIV, and the three people who shook hands with 'X' had unprotected sexual intercourse with 'X'. (Remind the participants that this is only pretending and that HIV is not spread through handshakes).
5. Now ask the three participants if any of them had a 'C' on their pieces of paper. If they did, that means they used a condom, so they did not get infected, and can sit down. Say "male and female condoms are an effective barrier against the transmission of HIV. Condoms should be used every time a couple has sex."
 6. The ones standing should then list or say the names of the three people they shook hands with (had sex with). These people should stand up. Anyone in this group with a 'C' (condom card) can sit down again.
 7. Those standing then should name the names on their cards, etc. until no other participants are called to stand up. At the end, only the people who used condoms ('C') cards, and those with the "do not shake hands" instructions which meant "abstain from sex" should be sitting. Often they will also have shaken hands too! (this is peer pressure or plain ignorance). Say "abstinence is 100% safe but young people can find it hard to resist the pressure to not have sex."
 8. Did being faithful protect people (only shake hands once)? Why not? Reinforce the message of both being faithful and both being tested. Being faithful only protects you if your partner is faithful to you and you are both HIV negative. Say "faithfulness is a challenge and we need to help young people learn skills to have a healthy, faithful relationship."

PAUSE FOR 10 MINUTES



WHAT WE SHOULD KNOW ABOUT HIV/AIDS

 20 minutes	 Add	 Apply
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1. Divide participants into 3 groups and ask them to discuss in their groups the following questions;
 - a) What is your understanding on HIV and AIDS?
 - b) How can one get HIV?
 - c) Can transmission of HIV be prevented? If so how?
2. Allow participants to share their feedback. Go over the responses by misspelling any myths and re-emphasising the facts.
3. Guide the discussion by taking participants through the meaning of HIV/AIDS, it's transmission and how it can be prevented. Remember to ask participants to say what they have learnt from this exercise.



Note to Facilitators:

Let the facilitator go over the key points on HIV/AIDS in this section.

RISKY AND NON-RISKY BEHAVIOURS AND PRACTICES

 20 minutes	 Add	 Apply
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1. Tell participants that now we are going to consider whether a person is at risk of being infected with HIV if she or he does certain things. Explain you are going to place Flipchart Paper with the following headings on the wall: DEFINITELY A RISK, PROBABLY A RISK, PROBABLY NOT A RISK, AND DEFINITELY NOT A RISK.
2. After placing the Flipchart Paper with headings on the wall, distribute cards (SHEET 9: At Risk Cards) and ask participants to fit them under the appropriate headings.
3. Read out the statements and discuss with participants to ensure the cards are placed in the right place.
4. Ask participants why they placed the cards that way.
5. Does knowing that some things are definitely or probably a risk worry you?
6. Did you learn any new information?
7. Do you have any questions about any behaviors we did not list today?
8. If you were explaining information on risky or non-risky behaviors to a friend, what would you say first?

Definitely a Risk	Probably a Risk	Probably not a Risk	Definitely not a Risk
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<p>RISKY AND NON-RISKY BEHAVIOURS AND PRACTICES</p> <p>Definitely a Risk Sharing contaminated needles for drug use Sharing contaminated needles for ear piercing Having sexual intercourse without condoms</p> <p>Probably a Risk Being born to a mother who is HIV positive Getting a blood transfusion</p> <p>Probably Not a Risk Sharing a toothbrush Having sexual intercourse with a person using a condom Deep or (open mouth) kissing</p> <p>Definitely Not a Risk Abstaining from sexual intercourse Kissing Being close to a person with HIV who is coughing</p>

RISKY AND NON-RISKY BEHAVIOURS AND PRACTICES (CONTINUED)

Definitely Not a Risk (Continued)

Donating blood

Using a public telephone

Shaking hands with a person with HIV or AIDS

Hugging or talking to a person with HIV or AIDS

Going to school with a person who has HIV or AIDS

Sharing plates, utensils, glasses or towels used by someone with HIV or AIDS

Using swimming pools, toilet seats, doorknobs, gym equipment, or telephones used by people with HIV or AIDS

Having someone with HIV or AIDS spit, sweat, or cry on you

Being sneezed at or coughed on by a person with HIV or AIDS

Being bitten by a mosquito (no risk of HIV, but risk of malaria!)

Having sexual intercourse with a person who has been tested for HIV, found negative, and engaging in a mutually monogamous and faithful relationship with that person.

SESSION WRAP-UP

 5 minutes	 Away
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1. Explain to participants that HIV/AIDS and STIs are diseases that can largely affect one's life if they are not treated. However, the focus should be on prevention as it is possible not to get infected by following the prevention methods available.
2. Ask for any final questions or comments on HIV/AIDS/STIs and risky behaviours.
3. Also explain that **HIV/AIDS/STIs and risky behaviours** is a social skill that promotes health and allows them to achieve the goals they have set for themselves for the future. Let participants say 'I can be healthy, I can achieve.'
4. Explain that their practice activity will be identifying one key message they have learnt in today's session.



Note to Facilitators:

Practice Activity:

- Identify one key message learnt from the HIV/AIDS/STIs and sexual behaviours session which should be said during the review at the next meeting.

5. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.





























<p>X</p>	<p>X</p>	<p>SHAKE HANDS WITH 6 PEOPLE</p>
<p>C</p>	<p>C</p>	<p>SHAKE HANDS WITH 6 PEOPLE</p>
<p>REFUSE TO SHAKE HANDS</p>	<p>REFUSE TO SHAKE HANDS</p>	<p>O</p>
<p>ONLY SHAKE HANDS ONCE</p>	<p>ONLY SHAKE HANDS ONCE</p>	<p>O</p>
<p>O</p>	<p>O</p>	<p>O</p>

O	O	O
O	O	O
O	O	O
O	O	O
O	O	O



Sharing contaminated needles for drug use.	Sharing contaminated needles for ear piercing.
Having sexual intercourse without condoms.	Being born to a mother who is HIV positive.
Getting a blood transfusion.	Sharing a toothbrush.
Having sexual intercourse with a person using a condom.	Deep or (open mouth) kissing.
Abstaining from sexual intercourse.	Kissing.
Being close to a person with HIV who is coughing.	Donating blood.
Using a public telephone.	Shaking hands with a person with HIV or AIDS.
Hugging or talking to a person with HIV or AIDS.	Going to school with a person who has HIV or AIDS.
Sharing plates, utensils, glasses or towels used by someone with HIV or AIDS. 93	Using swimming pools, toilet seats, doorknobs, gym equipment, or telephones used by people with HIV or AIDS.

<p>Having someone with HIV or AIDS spit, sweat, or cry on you.</p>	<p>Being sneezed at or coughed on by a person with HIV or AIDS.</p>
<p>Being bitten by a mosquito (no risk of HIV, but risk of malaria!).</p>	<p>Having sexual intercourse with a person who has been tested for HIV, found negative, and engaging in a mutually monogamous and faithful relationship with that person.</p>

SESSION OVERVIEW - SESSION 11: CHILD LABOUR



 SESSION LOGO 	Title  CHILD LABOUR	 SESSION DESCRIPTION Participants learn what is Child Labour, hazardous labour, and worst forms of child labour.	 SESSION OBJECTIVES SOCIAL SKILLS, HEALTH & RIGHTS By the end of this session, participants will: <ul style="list-style-type: none"> Recognise and understand what CL, HCL and WFCL is; Recall main causes; Provide examples of CL situations. 	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th colspan="2">Minutes</th> </tr> </thead> <tbody> <tr> <td>Never Have I Ever</td> <td>10</td> </tr> <tr> <td>Review</td> <td>5</td> </tr> <tr> <td>Definition of Child</td> <td>10</td> </tr> <tr> <td>Child Work vs CL</td> <td>15</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>Recognising CL</td> <td>35</td> </tr> <tr> <td>Causes of CL</td> <td>15</td> </tr> <tr> <td>Session Wrap Up</td> <td>5</td> </tr> </tbody> </table>	Minutes		Never Have I Ever	10	Review	5	Definition of Child	10	Child Work vs CL	15	Pause	10	Recognising CL	35	Causes of CL	15	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick Materials to make Posters Colouring pens Scissors and glue Tape	 PRE-SESSION PREPARATION Review the session, familiarise the content, and prepare any necessary materials and SHEETS before the training begins.
Minutes																								
Never Have I Ever	10																							
Review	5																							
Definition of Child	10																							
Child Work vs CL	15																							
Pause	10																							
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S.H.A.P.E.	ACCEPTABLE WORK	HUMAN RIGHTS	GENDER EQUALITY	CRITICAL THINKING	DECISION MAKING																			
FACILITATOR NOTES Child labour is excessively long and heavy work that harms the physical and mental development of children under 18 years and is mentally, physically, socially or morally dangerous. Child work is work done by children under 18 that does not affect their health and personal development or interfere with their schooling. It is generally regarded as being something positive, non-hazardous, appropriate for their age and maturity, and that helps them learn how to take responsibility, gain skills, and add to their family's or their own income and well-being. Refer to International Labour Organisation (ILO) guidance for a suitable amount of hours depending on the age of the child and the country laws.		FACILITATOR NOTES (CONTINUED) ILO establishes international standards concerning work. See SHEET Definitions for Child Labour (CL), Hazardous Child Labour (HCL), High Risk of Engaging in Child Labour (CAHR), and Worst Forms of Child Labour (WFCL).		TERMS CHILD: Any individual under eighteen (18) years of age. ICEBREAKER Never Have I Ever																				

NEVER HAVE I EVER

 10 minutes	 Anchor
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1. Summary: An icebreaker where players sit in a circle and take turns saying interesting things they have never done. Each player starts with ten fingers. Each time someone says something that you've done, you drop a finger. The goal is to be the last player remaining?
2. Ask everyone to sit in a circle.
3. Explain that each player holds out all ten of their fingers and places them on the floor so everyone can see. One by one, each person announces something that they have never done; for example, they say, "Never have I ever climbed a tree." For each statement, all the other players remove a finger if they have done that statement. So, if three other people have climbed a tree before, those three people must put down a finger, leaving them with nine fingers. The goal is to stay in the game the longest (to have fingers remaining).
4. Explain further that it is a good strategy to say statements that most people have done, but you haven't. This can be humorous (e.g. "Never have I ever skipped a class in school" or "Never have I ever slipped and fallen over in the mud.") The game provides a good way to find out unique experiences and facts about people.

REVIEW

 5 minutes	 Review
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1. Begin the session by asking each participant to share something she or he learned during the last session. Emphasise that children have both rights and responsibilities. Ask participants to name at least one right and one responsibility.
2. Ask the participants if there are any questions over the practice activity from Session 10 on HIV/AIDS/STIs and Risk Behaviours: to Identify one key message learnt.
3. Explain to the participants that they are here today because the EMPOWER project is providing services to adolescent girls aged 15-17 who are engaged in or at high risk of engaging in child labour, and vulnerable women whose households have children engaged in child labour and/or children at high risk of engaging in child labour. Also add to the explanation that child labour also includes hazardous child labour and worst forms of child labour.

DEFINITION OF CHILD

 10 minutes	 Add	 Apply
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1. Explain that they will begin learning about child labour by knowing the definitions of child, young person and adolescent girl:

Child: Any individual under eighteen (18) years of age.
(Source: *International Labour Organisation*)

Young person: A person aged between fifteen (15) and eighteen (18) years old. "Young person" means a person who has ceased to be a child and who is under the age of eighteen years.
(Source: *The Employment of Children and Young Persons Act*)

Adolescent Girl: For the purposes of this project an Adolescent girl refers to a young girl between the age of fifteen (15) and seventeen (17) years engaged in or at high risk of entering child labour, hazardous labour or worst forms of child labour.

Training women or men: REVIEW this situation of defining who they are according to the definitions and make appropriate changes, where necessary.

2. Invite a few of the participants to define who they are according to these definitions.
Responses should be: As an adolescent girl I am both a child and a young person.

CHILD WORK VS. CHILD LABOUR

 15 minutes	 Add	 Apply
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1. Begin the discussion by telling the participants that they are now going to talk about child labour and the difference between child labour and child work.
2. Ask participants to tell the difficulties children in their communities face. What could happen to a child or a child's family that might force the child to work as if he/she were an adult? Discuss and write their answers down on flip chart paper.

Possible responses

- The family has no food to eat
- Family cannot afford to send child to school
- Death of either one parent or both
- Parent has a disability
- Parents abandoned the child
- Teenage pregnancy
- HIV/AIDS

Child Work

1. Preview the two topics by explaining that child work is generally positive and appropriate, while child labour is illegal.
2. Ask participants what they think the term "child work" means. Write their answer on a flip chart.
3. Provide the following definition of child work:
 - Any child engaged in "acceptable work" or "light work".
 - "Acceptable work" is work performed by children who are of legal working age (15-17), that is:
 - (1) not hazardous
 - (2) non-exploitative
 - (3) does not prevent a child from receiving the full benefit of an education
 - (4) and that does not exceed 8 hours/day and 43 hours/week.
 - "Light work" is work performed by children (13-14) years old, that is:

- (1) up to 3 hours a day (during the day) and less than 14 hours/week
 - (2) not harmful to the health or development of the child
 - (3) not likely to prejudice the attendance of school
 - (4) participation in vacation orientation
 - (5) or a training program approved by the competent authority.
- Child work is generally considered positive for the child. Child work contributes to the child's development by teaching new skills and contributing to the family.
 - Child work can include:
 - Helping parents around the house
 - Assisting with a family business
 - Earning pocket money outside of school hours and during school holidays.
4. Link this idea to the fact that children have rights, but also responsibilities to their families. Child work and helping in the home is part of being responsible and respectful.

Child Labour

1. Ask participants what they understand by the term "child labour" and write their answer on flipchart paper. Come up with one definition and a few examples.
2. Write the definition of child labour on the flipchart paper:
 - Child labour is children under 18 years of age performing work that is harmful to their mental and physical development. It includes:
 - Children 12 years old and below who carry out work
 - Children 13-14 who do any work other than light work
 - Any working child who meets any criteria of hazardous child labour (HCL) or Worst Forms of Child Labour (WFCL)
 - According to the International Labour Organisation (office in Lusaka), child labour is mentally, physically, socially, or morally dangerous and harmful to children.
3. Explain that child labour interferes with schooling, and schooling is the way most children develop mentally and socially.
 - Child labour interferes with schooling by:
 - Depriving children of the opportunity to attend school
 - Forcing children to leave school prematurely
 - Combining school attendance with excessively long and heavy work
4. Explain that there is a special category for the most harmful child labour activities, called the worst forms of child labour.
5. Ask the participants what they think the worst forms of child labour might be. After several participants have shared their ideas, list the works forms of child labour according to the International Labour Organisation:

The Worst Forms of Child Labour

- All types of slavery, including the sale and trafficking of children, forced labour to pay off a debt, or any other type of forced labour.
- Using children in war and armed conflict.
- All activities which sexually exploit children, such as prostitution, pornography, or pornographic performances.
- Any involvement in illegal activities, especially the production or trafficking of drugs.

- Any work which could damage the health, safety or well-being of children (so called “hazardous work”)

Zambia

Explain again that in Zambia, legally working children are children engaged in “Acceptable Work” (i.e. young persons aged 15-17) or “Light Work” (aged 13-14) but they are prohibited from doing certain kinds of work, i.e. Hazardous Child Labour (HCL) and the Worst Forms of Child Labour (WFCL).

PAUSE FOR 10 MINUTES



RECOGNISING CHILD LABOUR

 35 minutes	 Add	 Apply
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1. Hand out the SHEET 10: Poem Child Labour
2. Read the Poem.
3. Ask the participants: what was the poem saying about child labour?
Possible responses: children don't go to school, tend to the animals all day, deadly disease, hard for a child to get out of, it only damages lives, children are not for earning money, children fight for food, nobody hears the cries or sees the tears, forcing child to work, deprives them of their rights, society says wanting to go to school is for a fool, children should be able to play, and not work all day.
4. Ask the participants to divide into pairs with one group of three.
5. Ask the participants, in 5-10 minutes, to come up with a definition in their own words for what they think child labour is from what they have experienced, seen, heard, and understood.
6. After 5-10 minutes ask the participants to return to the circle.
7. Invite the participants to share in the group what definition they came up with. [Remember: if sharing is not going voluntarily, use the talking stick.]
8. Write on the flipchart the various definitions and underline the key words that match the worldwide known definition of child labour (see below in Note to Facilitators).



Note to Facilitators:

Definition of Child labour: Child labour is excessively long and heavy work that harms the physical and mental development of children under 18 years and is mentally, physically, socially or morally dangerous.

9. Tape the flipchart sheet(s) with their definitions and underlined key words to the wall and then write the above definition of child labour on a new piece of flipchart paper.
10. Ask the participants if they have any questions about the definition. If they do, answer their questions until everyone understands.
11. Then, ask the participants for child labour examples from their communities.
Possible responses: agriculture, manufacturing, mining, domestic work, soldiers, prostitution.

12. Explain to the participants that they will now do an exercise to identify the difference between the term “child work” and “child labour”.
13. Tape three flip chart papers on the wall in a row. Write on the first one the heading “Child Work”. Leave the middle paper blank, and write on the third one the heading “Child Labour”.
14. Hold in your hand the cut out cards from the SHEET 11: Recognising Child Labour.
15. Read a card out loud. Ask the participants to tell you where the card should be put on the flip chart paper where they think it fits best. The participant that gives the correct place can be the one to tape it onto the flip chart paper with the corresponding heading. Explain that the unlabelled paper is for activities that either seem like they could be both child labour and child work or neither. Avoid providing any help; encourage the pace of the participants to be quick.

SHEET 11: Recognising Child Labour

Activity	Category	Activity	Category
Washing dishes after a family meal	Child work	Burning coal	Child Labour
Felling trees	Child Labour	Digging a pit	Child Labour
Light Sweeping	Child work	Using heavy Machinery	Child Labour
Constructing a wall	Child Labour	Cooking a meal for the family	Child Work
Cutting grass	Child Labour	Crushing rocks	Child Labour
Studying	Child Work	Mining for gold	Child Labour
Climbing a tree	Child Work	Chopping firewood	Child Labour
Selling in markets	Child Labour	Helping Mother to Wash clothes	Child Work
Playing sport	Child Work (or neither)	Brushing a farm with a machete	Child Labour
Carrying a heavy load	Child Labour	Using a metal forge	Child Labour
Going to school	Child Work	Painting a house	Child Labour
Fishing with an adult	Child Work	Fetching Water (5 kgs)	Child Work
Selling in the street	Child Labour	Making alcohol	Child Labour
Begging in the streets	Child Labour		

16. When all the cards have been placed, ask the group to take a look at where the cards have been placed.
17. Ask the group to discuss the placement of the cards. Use the following questions to get the discussion going:
 - Are there any cards you would put in a different category?

- Are there any activities that might be either child labour or child work depending on the situation?
 - Emphasise that even safe forms of work become child labour if the child works long hours that interfere with health and schooling. For example, washing dishes in the home is a good example of child work. But, washing dishes until midnight in a restaurant for little or no pay is child labour.
18. When participants finished their discussions, explain that many activities that sound like child work would be considered child labour in some situations. Guide the participants through the following two examples.

Example 1: Brushing a farm with a machete

Ask the students: If a 13-year old child was using a machete to brush a farm, would this be child labour or child work.

[Answer: Child Labour. A machete is a dangerous tool that should only be handled by children aged 16-17 years.]

Ask students: If a 17-year old child was using a machete to brush her vegetable farm, would that be child labour or child work?

[Answer: Child Work. The child is old enough to work and use a machete on her own vegetable farm.]

Example 2: Selling items on the street

Ask the students: If a 15-year old child was selling items at her employer's kiosk for 12 hours a day, would that be child labour or child work?

[Answer: Child Labour. A 15-year old is not old enough to be employed. The work will negatively impact the child's ability to attend school]

Ask students: If a 15-year old child helps her aunt sell items at her kiosk for an hour after school in exchange for pocket money, is that child labour or child work?

[Answer: Child Work. The child is not an employee; she is learning skills while helping her family and earning pocket money. The work will not interfere with her ability to attend school.]

Light work: Children aged 13-14 years old: up to 3 hours a day (during the day) and less than 14 hours/week.

Not harmful to the health or development of the child

Not considered HCL or WFCL

Not likely to prejudice the attendance at school, participation in vacation orientation, or a training programme approved by the competent authority.

Acceptable work: Children who are of legal working age (15-17) that does not exceed 8 hours/day and 43 hours/week.

Not hazardous

Non-exploitative

Does not prevent a child from receiving the full benefit of an education (CL, HCL, and WFCL)

CAUSES OF CHILD LABOUR

 15 minutes	 Add	 Apply
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1. Explain that the participant will now learn about and discuss the causes of child labour.
2. On a piece of flip chart paper write three headings, at the top, middle and bottom of the page:
 - Barriers to education
 - Culture and tradition
 - Market demand
3. Begin by asking the participants what they think might cause child labour. When participants name something that fits under one of the three major causes, write down the response in the correct category.
4. Review each of the following causes of child labour. Use the question beneath each description for group discussion.
 1. **Barriers to education.** Basic education is not always free or available for all children, especially in remote rural areas. Where schools are available, the quality of education is sometimes low, failing to help develop relevant knowledge and skills. If parents think education is too expensive and/or not useful, they will send their children to work rather than school.
 - Ask participants to share their opinions and experiences:
 - Was it difficult for you to get an education?
 - What were your parents' views on education?
 - What were the schools in your community like?
 2. **Culture and tradition.** Parents are likely to share a cultural norm that views labour as the most productive use of a child's time. Parents often expect children to follow in their footsteps. Other members of the family summon children to help them with work, often at a young age.
 - Ask participants to share their opinion and experiences:
 - Did you feel pressure to work instead of go to school?
 - What kind of chores did your parents ask you to do? What kind of help did other family members ask for?
 3. **Market demand.** Child labour is not accidental. Unethical employers prefer to hire children because they cost less to employ and can be easily fired when no longer needed. Children make a docile, obedient work-force that does not organise for protection and support.
 - Ask participants to share their opinions and experiences:
 - Are there employers in your community who hire children?
 - If so, why do you think those employers hire children?
5. Conclude the session on Child Labour by giving the participants clear instructions on what they can do to report anonymously any forms of Child Labour, Hazardous Child Labour, and Worst Forms of Child Labour.

SESSION WRAP-UP

 5 minutes	 Away
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1. Ask for any final questions or comments on child labour.
2. Remind the participants that this session on child labour was to (1) Keep children and youth safe from dangerous work, (2) Prevent former child labourers from returning to child labour, and (3) Increase awareness of child labour.
3. Explain that when they believe there is a need to report a case/cases of child labour, hazardous child labour, or worst form of child labour then they need to find a trusted adult, such as their REAL Course Facilitator or any other person they can confide in from the community to accompany them or help them to report.
4. Explain that their practice activity will be to identify for themselves a trusted person in the community who they can confide in if/when they believe they are in a situation of child labour, hazardous child labour, or worst form of child labour.



Note to Facilitators:

Practice Activity:

- Identify a trusted person.

5. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



SHEET 10: Poem – Child Labour

(Source: <https://www.youtube.com/watch?v=vsrSmsWM5Hk>)

Day on day all their cries are in vain
Society says I am in your favour
Society says I am in your favour
But it is actually child labour

Then some lucky ones see the book
Then some lucky ones see the book
While some others tend the goat?

Then some lucky ones get new dress
Then some lucky ones get new dress
They are busy in cleaning the mess

Child labour is a deadly disease
Child labour is a deadly disease
For a child hard to release
Child labour is a deadly disease
For a child hard to release

This is only for damage
This is only for damage
Government is supposed to manage
This is only for damage
Government is supposed to manage

They are not for earning money
They are not for earning money
They are all sweet like honey

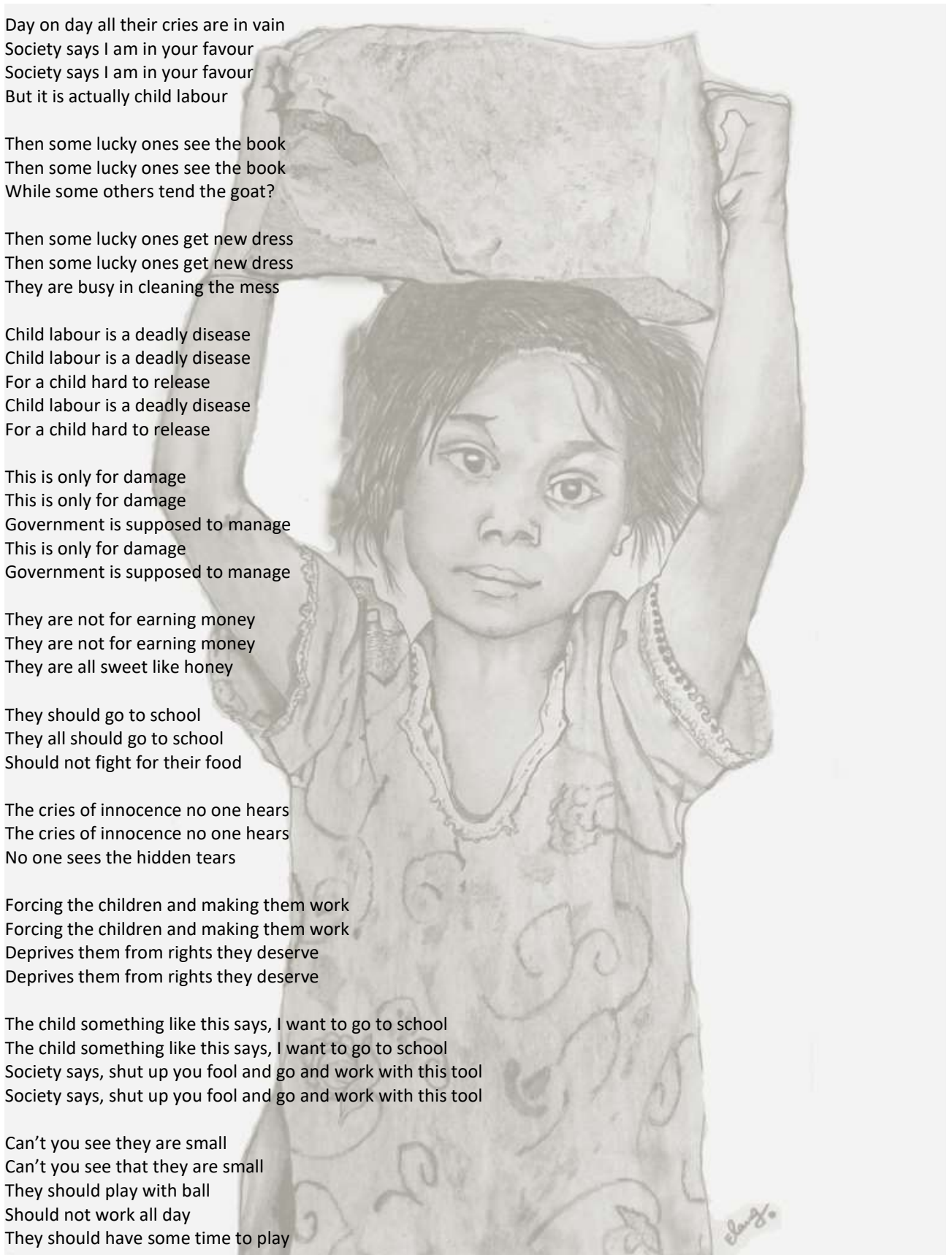
They should go to school
They all should go to school
Should not fight for their food

The cries of innocence no one hears
The cries of innocence no one hears
No one sees the hidden tears

Forcing the children and making them work
Forcing the children and making them work
Deprives them from rights they deserve
Deprives them from rights they deserve

The child something like this says, I want to go to school
The child something like this says, I want to go to school
Society says, shut up you fool and go and work with this tool
Society says, shut up you fool and go and work with this tool

Can't you see they are small
Can't you see that they are small
They should play with ball
Should not work all day
They should have some time to play











SHEET 11: Recognizing Child Labour

Cut into cards

Washing dishes after a family meal	Burning coal
Felling trees	Digging a pit
Light Sweeping	Using heavy Machinery
Constructing a wall	Cooking a meal for the family
Cutting grass	Crushing rocks
Studying	Mining for gold
Climbing a tree	Chopping firewood

Selling in markets	Helping Mother to wash clothes
Playing sport	Brushing a farm with a machete
Carrying a heavy load	Using a metal forge
Going to school	Painting a House
Fishing with an adult	Fetching Water (5 kgs)
Selling in the street	Making alcohol
Begging in the streets	

SESSION OVERVIEW - SESSION 12: ACCEPTABLE WORK

 SESSION LOGO 	Title  SESSION TITLE ACCEPTABLE WORK	 SESSION DESCRIPTION Participants learn that there are international guidelines and national laws that protect young workers.	 SESSION OBJECTIVES SOCIAL SKILLS, HEALTH & RIGHTS By the end of this session, participants will recognise that acceptable work is work where there is (1) dignity, (2) equality, (3) fair income, and (4) safe working conditions.	 TIME BREAKDOWN 120 MINUTES Minutes Trust Course Game 10 Review 5 The Story of Comfort 10 Not Acceptable Work 25 Pause 10 What Should Work be Like 30 Decent Work for a Better Life 25 Session Wrap Up 5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick Copies of the wheel of “Decent Work for a Better Life.” SHEET of CL Definitions.	 PRE-SESSION PREPARATION Review the session, familiarise the content (Prepare the Trust Course Game), and prepare any necessary materials before the training begins.
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <div style="display: flex; justify-content: space-around; align-items: center; text-align: center;"> <div data-bbox="215 783 293 855"></div> <div data-bbox="297 842 405 866">S.H.A.P.E.</div> <div data-bbox="412 783 501 855"></div> <div data-bbox="512 842 678 866">CHILD LABOUR</div> <div data-bbox="685 783 775 855"></div> <div data-bbox="781 842 958 866">HUMAN RIGHTS</div> <div data-bbox="965 783 1055 855"></div> <div data-bbox="1064 842 1272 866">GENDER EQUALITY</div> <div data-bbox="1279 783 1368 855"></div> <div data-bbox="1375 842 1509 866">EDUCATION</div> <div data-bbox="1516 783 1576 855"></div> <div data-bbox="1583 842 1792 866">CRITICAL THINKING</div> <div data-bbox="1798 783 1865 855"></div> <div data-bbox="1872 842 2074 866">DECISION MAKING</div> </div>						
FACILITATOR NOTES There are international guidelines and national laws that protect young workers. These say that acceptable work is where there is no child labour, no forced labour, no inequality, and no danger. According to the International Labour Organisation they are promoting acceptable (decent) work for a better life where employers must: <ul style="list-style-type: none"> • Provide a safe and healthy work place; • Provide training, including information about chemicals; • Provide protective equipment if needed (e.g. safety glasses, gloves, etc.); • Pay for medical care if you get hurt or sick because of your job; 		FACILITATOR NOTES (CONTINUED) <ul style="list-style-type: none"> • Pay at least the minimum wage; • Prohibit harassment, bullying and discrimination; • Allow you to join/organise a union in the work place; Decent Work and Economic Growth is number 8 in the Sustainable Development Goals (SDGs) produced by the United Nations Development Programme (UNDP): The SDGs promote sustained economic growth, higher levels of productivity and technological innovation. Encouraging entrepreneurship and job creation are key to this, as are effective measures to eradicate forced labour, slavery and human trafficking. With these targets in mind, the goal of UNDP is to achieve full and		productive employment, and decent work, for all women and men by 2030. TERMS ACCEPTABLE: Capable or worthy of being accepted. PROHIBIT: To say that something is not allowed. HARASSMENT: To annoy or bother (someone) in a constant or repeated way. BULLYING: Being habitually cruel to others who are weaker. DISCRIMINATION: The practice of unfairly treating a person or group of people differently from other people or groups of people. ICEBREAKER Trust Course Game		

TRUST COURSE GAME

 20 minutes	 Anchor
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Note to Facilitators:



Set-Up: Courses can be set-up before the session starts or players can set up their own course. If the game is played outside, use trees, branches, cones, stones, and any other objects to form your course, but be sure to keep in mind that you don't want anyone to get injured. Avoid using rope or objects easy to trip over.

Partner everyone up in the group: Within the partners, one will be blindfolded and walking the course and the other will be giving directions. These roles will be switched so both players get a turn.

How to play: Let participants select the roles for the first round. The player directing blindfolds the other player and then leads them, with thoughtful instructions, carefully around the course slowly to prevent injuries. The blindfolded player should listen carefully and only follow the directions given by their director.

1. Ask the group how they felt ...
That they had to trust each other?
That they had to work together?
That they had to follow instructions to keep safe?
Did they feel safe and protected?

REVIEW

 10 minutes	 Review
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1. Ask the participants what key points were covered in the last session on gender equality and what did they remember.
2. Open a discussion on what was their experience with their practice activity of telling at least three other people about gender equality and what this means that women and men enjoy the same rights and opportunities.
3. Ask if there are any questions on gender equality.



Note to Facilitators:

As you ask participants what key points were covered in the last session (optional: hand to someone the talking stick) fill in any key points that are missed.

Where there are sensitive issues raised turn to the part in the manual on mentoring. There is good advice and helpful tips on what to do.



THE STORY OF COMFORT

 10 minutes	 Add	 Apply
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1. Tell the story of Comfort:

Comfort (not her real name) is seven-years-old but leads a disheartening lifestyle at 'Kwa Join Poll-Lines' in Lusaka's unplanned Misisi Township. While some of her friends are enjoying their childhood in various aspects, Comfort a grade one student at Kamulanga Primary School works as hard as an adult. Before she can embark on a long walk for the afternoon school shift which starts at 13:00 hours, she has to ensure that basic house chores are executed. These include fetching water, cleaning the house, as well as picking up her younger siblings from a nearby community school.

Comfort, lives with her aunt who works as a maid in Makeni area and leaves home around 05:30 hours to her work place. The aunt has no time to cook for the children and fetch water for household use, thus compelling Comfort to go to a nearby communal tap every morning with a wheel-barrow with about four 20 litre containers. She endures standing long hours in the queue, and being harassed by adults, who take advantage of her age by fetching water before her turn even when they come after her. She then struggles to push the wheel-barrow laden with heavy containers back home, with no one at hand to help her off-load the containers. There are days when the borrowed wheel-barrow is being used by its owners, and young Comfort is forced to carry one container at a time on her head, meaning she needs more time to make several trips to and from the community tap. By the time, she is done with some of the household chores, she is left with 'spilt seconds' in which to bath, and rush to school, in most cases on an empty stomach, with no pocket money to buy even a snack from the school tuck-shop!

2. Ask the group of participants if this is acceptable work for a seven year old girl? From the previous sessions on Child Rights and Child Labour what can the participants say about the work that Comfort is doing. What is the work that you can do?

Possible responses:

- *Part-time work after school or during holidays*
 - *Part-time assistance on family farms or non-hazardous family businesses*
 - *Light household duties*
 - *Volunteer community service*
 - *Work that does not affect their health and personal development or interfere with their schooling and is generally regarded as being something positive*
 - *Work that is safe, legal and acceptable based on their country laws and other conventions*
 - *Work that is appropriate for their age and maturity and, by doing so, they learn how to take responsibility, gain skills, and add to their family's or their own income and well-being.*
3. Explain to the group of participants that there are international guidelines and national laws that protect children. These say that acceptable work is where there is no child labour, no forced labour, no inequality, and no danger.

NOT ACCEPTABLE WORK

 25 minutes	 Add	 Apply
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1. Explain that 'not acceptable work' is Child Labour (as we have mentioned many times),
2. Hazardous Child Labour, Worst Forms of Child Labour.

TRUE STORIES

When Fatima was 14, she got both arms caught in an ice-crushing machine. Now she is permanently disabled and will never have full use of her arms.

When Juan was 16, he was attacked and robbed at gun point at a food stall. He was alone at midnight.

16 year old Rahul had a job making bricks. He was not told to use a mask, and after breathing the dust for several months, he now has a hard time breathing and gets sick a lot.

Anna is a 17 year old who works on a farm 40 hours a week. Her boss is always yelling at her to work faster. When she told him she was working as hard as she could, he fired her.



Malik drowned at age 15, after being forced to dive to free the fishing nets.

3. Ask the participants to share what work situations are not acceptable. Write down their answers on flipchart paper. (Use the SHEET 12: Child Labour Definitions to refer to their responses as being CL, HCL, WFCL, CAHR, etc.).
4. Go through the items of hazardous work on the SHEET 12: Child Labour Definitions. Ask the participants to share any situations of hazardous work they have seen. If they are afraid to tell of their own experience, invite them to tell but use another name.
5. Go through the items of Worst Forms of Child Labour other than Hazardous Child Labour on the SHEET 12: Child Labour Definitions. Ask the participants to share any situations of Worst Forms of Child Labour they have seen. Again, if they are afraid to tell of their own experience, invite them to tell but use another name.

PAUSE FOR 10 MINUTES



WHAT SHOULD WORK BE LIKE

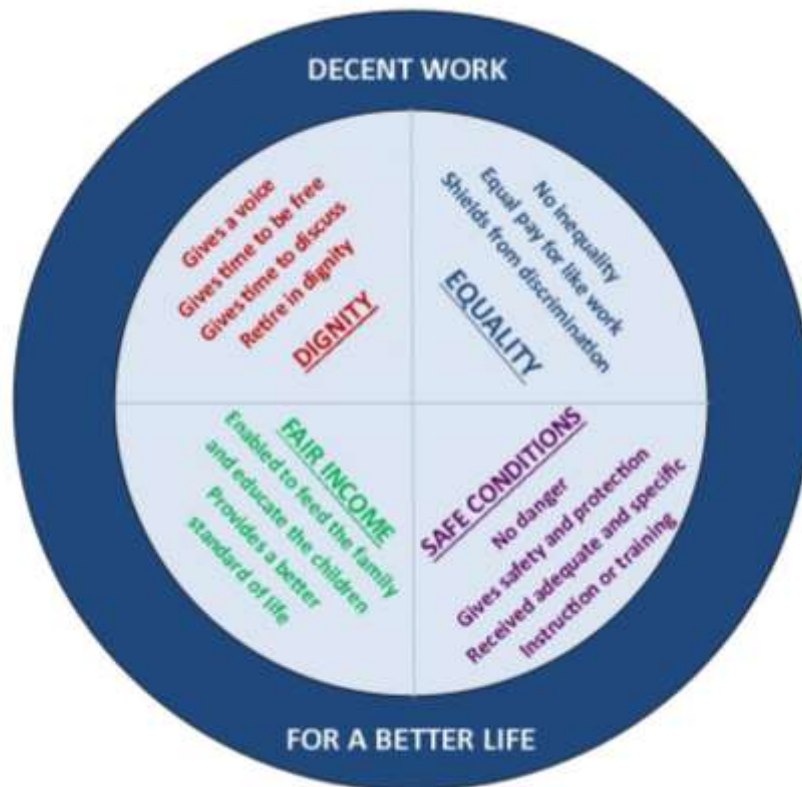
 30 minutes	 Add	 Apply
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1. Explain: “You may be legally old enough to work, but did you know that if the work or working conditions are dangerous, you are considered a case of child labour?”
2. Explain to the participants that according to the International Labour Organisation they are promoting acceptable (decent) work for a better life where employers must:
 - Provide a safe and healthy work place;
 - Provide training, including information about chemicals;
 - Provide protective equipment if needed (e.g. safety glasses, gloves, etc.);
 - Pay for medical care if you get hurt or sick because of your job;
 - Pay at least the minimum wage;
 - Prohibit harassment, bullying and discrimination;
 - Allow you to join/organise a union in the work place.
3. Ask the participants to go and stand against a wall in the room. Draw a line on the floor five steps away from the wall where they are standing. Ask the participants that when you call out one of the items and it has affected someone they know (not themselves) that they are to go and stand on the line and turn to face the others still standing against the wall (if any).
 - (1) The place where someone you know works is not safe and healthy;
 - (2) The place where someone you know works has not been given appropriate job training;
 - (3) The place where someone you know works is dealing with chemicals, has not had training or information about the chemicals;
 - (4) The place where someone you know works did not pay for medical care when they got sick or hurt because of the job;
 - (5) The place where someone you know works is not being paid at least the minimum wage;
 - (6) The place where someone you know works does not prohibit harassment, bullying and discrimination;
 - (7) The place where someone you know works does not allow them to join/organise a union.
4. Ask the participants to form a circle. Then, ask them what it was like knowing that there are others who are facing the same lack of dignity, inequality, unfair pay, and unsafe working conditions? Encourage the discussion to open up about these issues.
5. While remaining in a circle tell the participants that you are now going to call out the same issues and this time it is about themselves. They are to take one step forward into the circle if they have personally been affected. Before calling out the next item the ones who stepped forward step back into their place in the original circle.
6. After the seven (7) items have been called out and everyone is back to their place in the original circle ask them if it helped them to share this with others and to see that others around them had experienced the same situation. Also ask them if they have just realised for the first time that these things are unacceptable in the work place.

DECENT WORK FOR A BETTER LIFE

 25 minutes	 Add	 Apply
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1. Ask the group of participants if they remember what is “Acceptable Work”. Write down their answers on flipchart paper.
Responses should be: work that is performed by children who are of legal working age – ages 15-17, that is non-hazardous; non-exploitative; does not prevent a child from receiving the full benefit of an education; and that does not exceed 8 hours/day and 43 hours/week.
Legal work where there is no child labour, no forced labour, no inequality, and no danger.
2. Hand out the SHEET 13: Decent Work for a Better Life. Discuss with the group of participants the four elements of decent work: (1) Equality, (2) Safe Conditions, (3) Fair Income, (4) Dignity. Ask the participants how which element means the most to them and why?



Note to Facilitators:

Now is a good time to turn the emotions and feelings around and use the below wheel of “Decent Work for a Better Life” to show them that acceptable work is when these things are given to them by the employer and that they should know the 5 Ways to Stay Safe at Work

- (1) Look for hazards
- (2) Know your rights
- (3) Get safety training
- (4) Follow safety rules
- (5) Ask questions / get help

3. Explain that they will receive a copy of the wheel so that they will always have a reference for monitoring the work situation they are in. Add to this that fighting for decent work is not advised to do alone. However, if there is a group which gives a voice to speak out for changes then it is advisable as a 'best second action' to get involved when they are connected to the International Labour Office in Lusaka.

SESSION WRAP-UP

 5 minutes	 Away
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1. Explain again that decent work is where there is (1) Dignity, (2) Equality, (3) Safe Working Conditions and, (4) Fair Income.
2. Ask for any final questions or comments on acceptable work.
3. Remind them again that the International Labour Organisation in Lusaka is working with the government to change the laws to make it better for employees. In the meantime encourage them that the 'best first action' they can do is to talk to someone they trust (with friend, sister or brother, mother or father, union leader, teacher, mentor, health care worker, Village Chief, etc.) about the unacceptable work situation they are facing.
4. Also explain that **Acceptable Work** is preparing them for getting ready for employment. Encourage them that these are the guidelines they need when involved in work.
5. Explain that their practice activity will be sharing with someone they trust about the things that have happened to them that was not acceptable work.



Note to Facilitators:

Practice Activity:

- Share with someone they trust about the things that have happened to them that was not acceptable work.

6. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



SHEET 12: Child Labour Definitions

<p>LEGALLY WORKING CHILDREN</p> <p>Any child engaged in “acceptable work” or “light work.”</p> <p>Acceptable work: work that is performed by children who are of legal working age: ages 15-17, that is non-hazardous; non-exploitative; does not prevent a child from receiving the full benefit of an education and does not exceed 8 hours/day and 43 hours/week.</p> <p>Light work: work performed by children 13-14 years old for up to 3 hours a day (during the day) and less than 14 hours/week that is: a) not harmful to the health or development of the child – not considered HCL or WFCL; b) not likely to prejudice the attendance at school, participation in vacation orientation, or a training program approved the competent authority.</p>	<p>CHILD LABOUR (CL)</p> <p>Any work or activity that is mentally, physically, socially or morally dangerous and harmful to a child which interferes with their schooling by depriving them of the opportunity to attend school, or obliging the child leave school prematurely, or requiring the child to attempt to combine school attendance with excessively long and heavy work. Any child 5-17 shall not be employed in any type of employment or work which, by its nature or the circumstances in which it is carried out, is likely to jeopardize the health, safety or morals of that child.</p> <ol style="list-style-type: none"> Children 12 years old and below who carry out work will be considered in child labour. Children 13-14 who do any work other than light work. Any working child who meets any one of the hazardous child labour (HCL) criteria or worst forms of child labour (WFCL).
<p>HAZARDOUS CHILD LABOUR (HCL)</p> <p>Work which by its nature or circumstances in which is carried out is likely to harm the health, safety or morals of a child. A person shall not employ or engage a child in any type of hazardous labour.</p> <ol style="list-style-type: none"> Children working long hours: <ol style="list-style-type: none"> In the case of a child 13-14 years old, working more than three hours per day, or 14 or more hours/week. In the case of a child 15-17 years old, working more than 8 hours per day, or 43 or more hours/week. Children under the age of 16 working in industrial undertaking will be considered to be in hazardous work. Employment Act and Young Persons Act indicates that <i>“no child be employed in any public or private industrial undertaking or in any branch thereof.”</i> <p>Children involved in these types of work, or work which involves the following:</p> <ol style="list-style-type: none"> Animal herding Block or brick making Charcoal burning Explosives 	<p>HAZARDOUS CHILD LABOUR (CONTD)</p> <ol style="list-style-type: none"> Fishing Excavation or drilling Handling tobacco and cotton on all stages of production Human trafficking Lifting heavy loads Night work Long working hours Operating power or manual driven machinery Welding Selling or serving in bars Stone crushing Tour guiding Spraying of pesticides or herbicides Using or handling sharp cutting tools Underground work Working at a height Working under insufficient light <p>Exposure to:</p> <ul style="list-style-type: none"> - Dust - Extreme heat for long hours - High voltage - Asbestos and silica dust - Lead - Waterborne diseases - Toxic chemicals - Waterborne infections - Toxic gases - Physical or sexual abuse - Falling objects - High levels of noise

INDUSTRIAL UNDERTAKING

- (a) mines, quarries and other work for the extraction of minerals from the earth;
- (b) industries in which articles are manufactured, altered, cleaned, repaired, ornamented, finished, adapted for sale, broken up or demolished, or in which materials are transformed, including shipbuilding, and the generation, transformation and transmission of electricity or motive power of any kind;
- (c) construction, reconstruction, maintenance, repair, alteration or demolition of any building, railway, tramway, harbour, dock, pier, canal, inland waterway, road, tunnel, bridge, viaduct, sewer, drain, well, telegraphic or telephonic installation, electrical undertaking, gas work, water work or other work of construction, as well as the preparation for or laying the foundations of any work or structure;
- (d) transport of passengers or goods by road or rail or inland waterway, including the handling of goods at docks, ways, wharves, and warehouses, but excluding transport by hand;
- (e) cordwood cutting, (f) working under water, working in unventilated environment.

HAZARDOUS CHILD LABOUR (CONTD)

- 4. This section shall not apply to work done by children in technical schools or similar institutions, provided that such work is approved and supervised by the Permanent Secretary, Ministry of Education, or some person appointed by him for that purpose;
- 5. Any child under the age of sixteen (16) years employed in an industrial undertaking, unless such young person is either:
 - a. employed under a contract of apprenticeship entered into under the Apprenticeship Act; or Cap.275; and/or;
 - b. in possession of a certificate signed by a Labour Officer authorising such employment.

AT HIGH RISK OF ENGAGING IN CHILD LABOUR (CAHR)

CAHR refers to children not currently in child labour, but who experience or are exposed to a set of conditions, or living conditions, that make a child more likely to engage in child labour; or those living in vulnerable households, and are in close proximity to economic activities prone to employ children.

This includes:

- 1. Any child who was at one time engaged in child labour, but is no longer engaged in any form of child labour, will be considered at risk of engaging in child labour.
- 2. Any child who meets at least three of the following criteria:
 - (a) Has a sibling engaged in child labour or former working child;
 - (b) Belongs to a child-headed household by an adolescent girl (15-17);
 - (c) Is not attending school or has low attendance rate (misses on average more than 5 days of school per month);
 - (d) Is deficient in basic literacy skills;

AT HIGH RISK OF ENGAGING IN CHILD LABOUR (CAHR) - Continued

- 2. Any child who meets at least three of the following criteria:
 - (e) Who has given birth;
 - (f) Guardian, parent, or child has a disability or chronic illness;
 - (g) Is an orphan or is being fostered/adopted;
 - (h) Lives/resides close to work places that employ children/adolescent girls;
 - (i) Belongs to a household which relies primarily on income from agriculture in any crop or livestock because this economic sector commonly includes child labour and hazardous work;
 - (j) Is 12 years and below and is engaged in non-farm related household chores over 18 hours per week.

WORST FORM OF CHILD LABOUR (WFCL)

Includes any child, under any of the following conditions:

(a) All forms of slavery or practices similar to slavery, such as the sale and trafficking of children, debt bondage and serfdom and forced or compulsory labour, including forced or compulsory recruitment of children for use in armed conflict;

(b) the use, procuring or offering of a child for prostitution, for the production of pornography or for pornographic performances;

(c) the use, procuring or offering of a child for illicit activities, in particular for the production and/or trafficking of drugs as defined in the relevant international treaties.

While EMPOWER will not specifically track or report the WFCL as defined, if any project team members does come across any of the above forms, it will be documented and reported to the proper authorities so that corrective actions are taken and the safety and the wellbeing of all children are protected.

ANNEX A: DEFINITIONS

Heavy Load

(Source: Employment of Young Person and Children Act, Vol 15, CAP 274, with some project additions)

a) in the case of a young male child or male young person, lifting or carrying an object such as: fully packed 15 kg bags of mealie meal, maize, rice, beans, etc. during intermittent or 10 kg of the same for continuous work.

b) in the case of young female or young person (i) fully packed 10 kg in weight of mealie meal, maize, rice or beans etc. during intermittent work or 5 kg in weight during continuous work.

Dust

Dust which causes children to choke or cough, have difficulty to breathe, feel weak.

Exposure to falling objects

Working in an environment where falling objects are harmful to the health and safety of a child.

Height

A height of above two meters.

ANNEX A: DEFINITIONS (Continued)

High levels of noise

Noise which is loud and causes discomfort, disturbs the normal functions of a child.

Insufficient light

A child will not be able to see beyond 3-5 meters, a child will not have to strain their eyes to see where they are working and it causes pain to the eyes.

Long working hours

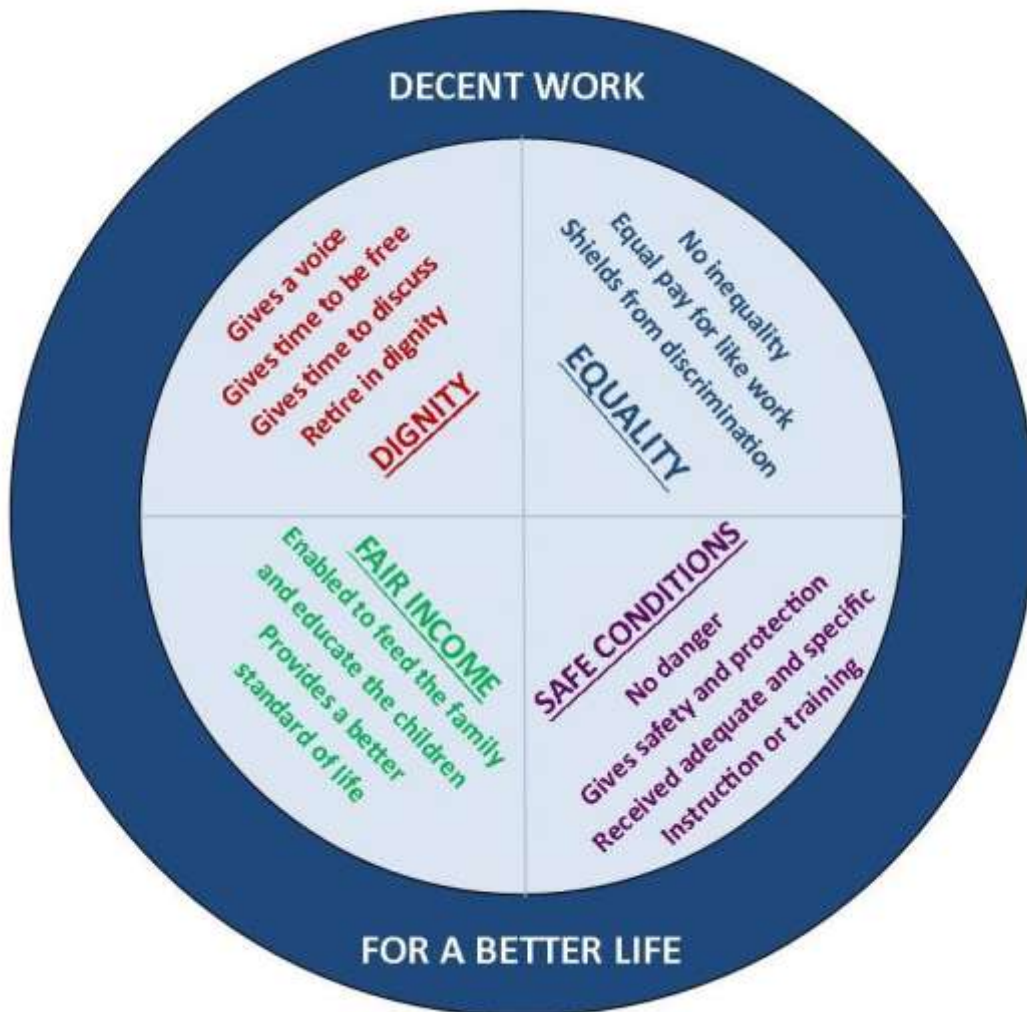
In the case of a child engaged in light work – working for more than three hours per day and (14 hours/week).

In the case of a young person – working more than 8 hours per day and 42 hours/week).



























Toxic chemicals and gases

Means any biological, chemical, physical and toxic substances which display jeopardy for children and young person's health.



SHEET 13: Decent Work for a Better Life



SESSION OVERVIEW - SESSION 13: CHILD RIGHTS

 SESSION LOGO 	Title  CHILD RIGHTS	 SESSION DESCRIPTION Participants learn the basic rights of children and that rights and responsibilities are inseparable.	 SESSION OBJECTIVES SOCIAL SKILLS, HEALTH & RIGHTS By the end of this session, participants will identify: <ul style="list-style-type: none"> • children are born with fundamental freedoms and inherent rights of all human beings, they have special needs that must be fulfilled and protected. 	 TIME BREAKDOWN 120 MINUTES Minutes <table border="0"> <tr><td>Banana Dance</td><td>10</td></tr> <tr><td>Review</td><td>5</td></tr> <tr><td>Know About Child Rights</td><td>30</td></tr> <tr><td>Pause</td><td>10</td></tr> <tr><td>Illustrate Child Rights</td><td>45</td></tr> <tr><td>Rights & Responsibilities</td><td>15</td></tr> <tr><td>Session Wrap Up</td><td>5</td></tr> </table>	Banana Dance	10	Review	5	Know About Child Rights	30	Pause	10	Illustrate Child Rights	45	Rights & Responsibilities	15	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick SHEET: Childrens Rights Colour Pens	 PRE-SESSION PREPARATION Review the session, familiarise the content, and prepare any necessary materials before the training begins.
Banana Dance	10																			
Review	5																			
Know About Child Rights	30																			
Pause	10																			
Illustrate Child Rights	45																			
Rights & Responsibilities	15																			
Session Wrap Up	5																			
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td> S.H.A.P.E.</td> <td> CHILD LABOUR</td> <td> ACCEPTABLE WORK</td> <td> GENDER EQUALITY</td> <td> CRITICAL THINKING</td> <td> DECISION MAKING</td> </tr> </table>							 S.H.A.P.E.	 CHILD LABOUR	 ACCEPTABLE WORK	 GENDER EQUALITY	 CRITICAL THINKING	 DECISION MAKING								
 S.H.A.P.E.	 CHILD LABOUR	 ACCEPTABLE WORK	 GENDER EQUALITY	 CRITICAL THINKING	 DECISION MAKING															
FACILITATOR NOTES Adopted by the United Nations General Assembly on 20 November 1989, the Convention on the Rights of the Child (CRC) is the first universal legally binding code of child rights in history. Zambia agrees to be legally bound by its provisions. Basic premise: children are born with fundamental freedoms and inherent rights of all human beings, they have special needs that must be fulfilled and protected. The CRC reflects a new vision of the child. Children are neither the property of their parents nor are they objects of charity. They are human beings and are the subject of their own rights. The Convention offers a vision of the child as an individual and as a member of a family and community with rights and responsibilities	FACILITATOR NOTES (CONTINUED) appropriate to his or her age and stage of development. The CRC spells out the basic rights that children – <i>without discrimination</i> - have the right to survival; to develop to the fullest; to protection from harmful influences, abuse and exploitation; and to participate fully in family, cultural and social life. It is a universally agreed set of non-negotiable standards and obligations. Defines the child as “every human being below the age of eighteen years* unless under the law applicable to the child, majority is attained earlier”. *Note: For the EMPOWER project a child includes up to and including eighteen years of age.	TERMS DISCRIMINATION: The practice of unfairly treating a person or group of persons differently from other people or groups of people. ENTITLED: To give a right to (someone). RIGHT: Something you are entitled to, no matter who you are. REGULATING: To bring (something) under the control of authority. ICEBREAKER Banana Dance																		

BANANA DANCE

 10 minutes	 Anchor
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- Teach the group of participants the Banana Dance by first explaining that the participants are to imagine that their body is a banana. The person leading the dance will call out the banana dance words and lead the actions. Everyone is to do the same as the leader. (Participants can take turns at leading the dance.)
- The rhythm is Daaa - da da da, da da - da daa da ... and make actions with hands and body to match the verbs.
Baaanaaaaaa (bring hands up above head to form starting shape of banana).
Peel Banana, Peel Peel Banana
Cut Banana, Cut Cut Banana
Shake Banana, Shake Shake Banana
Digest Banana, Digest Digest Banana
Poop Banana, Poop Poop Banana

Training women or men: Use the BANANA GAME:

A banana or other object such as a bunch of keys is selected.

- The participants stand in a circle with their hands behind their backs.
- One person volunteers to stand in the middle.
- The Facilitator walks around the outside of the circle and secretly slips the banana into someone's hand.
- The banana is then secretly passed round the circle and the job of the volunteer is to work out who has the banana.
- When successful the volunteer changes places with the person having the banana.

REVIEW

 5 minutes	 Review
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- Ask the participants what key points were covered in the last session on acceptable work and what did they remember.





Note to Facilitators:

As you ask participants what key points were covered in the last session (optional: hand to someone the talking stick) fill in any key points that are missed.

- Open a discussion on what was their experience with their practice activity of sharing with someone they trust about the things that have happened to them that was not acceptable work.
- Ask if there are any questions on acceptable work.

KNOW ABOUT CHILD RIGHTS

 30 minutes	 Add	 Apply
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- Write the definition of human rights on flipchart paper:



Note to Facilitators:

Human rights are rights for all human beings, without discrimination, whatever our nationality, place of residence, sex, nationality or ethnic origin, religion, language or any other status. We are all equally entitled to the things every person should have or be able to do.

- Initiate a discussion on what are some examples of human rights? Start the discussion with the question: Everyone has the right to?

Education	Go to school
Employment	Have a job
Travel	From place to place
Ownership	Property: land, house, furniture, animals
Government services	Use roads, parks, hospitals, schools, etc.
Clean drinking water	Not water that causes disease
Access to information	Research and learn any information, not including confidential information
Practice religion	Go to any church, believe in God or not
Live free from violence	Not have to worry about being hurt
Health Care	Access to medical services
Vote	In country or local elections
Be protected from exploitation	Economic or sexual exploitation (protected from being scammed, robbed, raped and abused)

- Explain that there are many rights and they fall into three basic categories:



- Explain that human rights include rights for children.
- Ask if they can make a definition for child rights from the definition of human rights. Encourage them to change the word 'human' for the word 'child'.
- Write down on the flipchart paper what definitions they give.
- When the participants have exhausted their ideas for a definition ...
Explain: **"Rights are things that every child should have or be able to do. All children have the same rights ..."**
- Ask if they understand the explanation of child rights.
- Explain: **"... These rights are listed in the United Nations (UN) Convention on the Rights of the Child. "**

Ask the participants:

What is the United Nations?

Guide them to look at the words 'united' and 'nations' and what they mean.

Then guide them to see that if the nations are united then it must be for a special mission.

Encourage them to come up with ideas on what that mission could be.

State that the United Nations is an international organization founded in 1945 with 193 Member States (i.e. out of 195 countries in the world), including Zambia – Zambia's date of admission was 1 December 1964. The UN has one central mission: the maintenance of international peace and security.

What is a Convention? State that a Convention is an agreement between states for the regulation of matters affecting all of them. So the Convention on the Rights of the Child is an agreement between all the states under the UN who agree to being regulated about the things that every child should have or be able to do.


What does regulated mean? State that being regulated is to make rules or laws that control (something) and in the case of child rights – it is the government of Zambia making laws that make sure that every child have the things they should have or be able to do.

10. Give the participants the SHEET 14: Children’s Rights. State that Zambia has signed the UN Convention on the Rights of the Child¹, which includes the right to:
- (1) an education that enables children to reach their potential
 - (2) be protected from harmful practices
 - (3) the best possible health care services
 - (4) privacy and confidentiality
 - (5) freedom from abuse and exploitation
 - (6) take part in important life decisions
 - (7) freedom of association
 - (8) freedom of expression

PAUSE FOR 10 MINUTES



ILLUSTRATE CHILD RIGHTS

 45 minutes	 Add	 Apply
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1. Ask the participants to form 7 groups of three and 1 group of four. Explain that they are going to create informational posters about a child right. The posters will be displayed around the community to inform their peers about child rights.
2. Hand out flipchart paper, colour pens and any other materials you have brought to make nice colourful posters.




Note to Facilitators:

Help them with the words for their poster and stay close to the groups for any questions or necessary assistance.

¹ Zambia signed the Convention on 30th September 1990 and ratified (i.e. to make official by signing it or voting for it) it on 6th December 1991 without any reservations.

RIGHTS AND RESPONSIBILITIES OF CHILDREN

 15 minutes	 Add	 Apply
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1. Explain to the participants that according to the United Nations, each child has rights as well as responsibilities.
2. Ask the group to define “right” and “responsibility.” Explain if necessary:
 - Right: something you are entitled to, no matter who you are
 - Responsibility: Something you must do
3. Emphasise that everyone has both rights and responsibilities. Understanding our rights helps us to notice and take action when someone is denying you of a right.
For example:
 - With the right to be treated equally comes the responsibility to treat others equally.
 - Children have the right to be protected from abuse, cruelty, exploitation and neglect, but they also have the responsibility not to bully or harm others.
 - Children also have responsibility for their own learning, which includes respecting their teacher and the rules in the classroom.
 - Children have a right to a clean environment. They also have a responsibility to do what they can to look after their environment.
4. Inform the participants: “Therefore rights and responsibilities are inseparable!”

SESSION WRAP-UP

 5 minutes	 Away
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1. Let the participants have a few minutes to look at each other’s posters.
2. Ask the participants if they have any questions about child rights.
3. Explain again that child rights are important to know so that (1) children and youth are kept safe from dangerous work, (2) former child labourers are prevented from returning to child labour, and that (3) there is an increase awareness of child labour.
4. Explain that their practice activity will be asking as many people as possible to see the posters they have all made on child rights.



Note to Facilitators:

Practice Activity:

- Show as many people as possible the posters they have made on child rights.

5. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



SHEET 14: Children's Rights

CONVENTION ON THE RIGHTS OF THE CHILD

1

The right to an education. Children have the right to go to school and get an education. They should be encouraged to go to school to the highest level possible.

2

The right to be protected from harmful practices. Some traditional practices are bad for children's health and against their rights, such as early and forced marriage, or being forced to have sex against their will. Children have a right to know about the danger of such practices and to be protected from them.

3

The right to be as healthy as possible and to be able to access the best possible health care services. Children have the right to the best health care possible, safe water to drink, nutritious food, a clean and safe environment, and information to help them stay well.

4

The right to privacy and confidentiality. If children tell a medical person or teacher something they don't want anyone else to know, their privacy should be respected. However, if they have been abused, adults may have a duty to inform others who can protect them.

5

The right to freedom from abuse and exploitation. No one, including parents, relatives or teachers, should physically, sexually, or verbally, or psychologically abuse children. The government should make sure children are protected from abuse and must act if children experience violence or abuse.

6

The right to take part in important life decisions. When decisions are made about their lives, children have a right to take part in them. Their feelings and opinions should be listened to and considered.



























7

The right to freedom of association. Children have the right to meet friends and form groups to express ideas, as long as no laws are broken. They have a right to ask publicly for their rights to be met. Some ways of doing this include meeting with friends or forming groups and discussing issues.


8

The right to freedom of expression. Children have the right to think and believe what they like, as long as it does not harm anyone else. They have a right to form their own views.

SESSION OVERVIEW - SESSION 14: GENDER I – GENDER ROLES, STEREOTYPES AND GBV

 SESSION LOGO 	Title  SESSION TITLE GENDER EQUALITY I	 SESSION DESCRIPTION Participants learn about gender roles, gender discrimination and Gender Based Violence (GBV) .	 SESSION OBJECTIVES SOCIAL SKILLS, HEALTH & RIGHTS By the end of this session, participants will relate to: <ul style="list-style-type: none"> • Sex and gender • Gender role discrimination • Gender equality • Gender-based violence 	 TIME BREAKDOWN 125 MINUTES Minutes <table border="0"> <tr><td>Sex & Gender Relay Race</td><td>25</td></tr> <tr><td>Review</td><td>5</td></tr> <tr><td>Getting to know sex & gender</td><td>15</td></tr> <tr><td>Taking a stand (S) or (G)</td><td>10</td></tr> <tr><td>Pause</td><td>10</td></tr> <tr><td>Gender role discrimination</td><td>30</td></tr> <tr><td>Gender based violence</td><td>25</td></tr> <tr><td>Session Wrap Up</td><td>5</td></tr> </table>	Sex & Gender Relay Race	25	Review	5	Getting to know sex & gender	15	Taking a stand (S) or (G)	10	Pause	10	Gender role discrimination	30	Gender based violence	25	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick Tape	 PRE-SESSION PREPARATION Review the session, familiarise the content (Examples of human rights), and prepare any necessary materials before the training begins.
Sex & Gender Relay Race	25																					
Review	5																					
Getting to know sex & gender	15																					
Taking a stand (S) or (G)	10																					
Pause	10																					
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 HEALTH	 CRITICAL THINKING	 DECISION MAKING	 EDUCATION	 PROBLEM SOLVING	 RELATIONSHIPS																	
FACILITATOR NOTES Source: Save the Children, 2014, Principles for Gender Equality, https://onenet.savethechildren.net/whatwedo/genderequality/ What do we mean when we talk about gender? Gender refers to the socially constructed roles, behaviours, activities, and attributes that a given society considers appropriate for girl, boys, women and men. What is gender discrimination? Gender discrimination means any exclusion or restriction made on the basis of gender that creates barriers for girls, boys, women and/or men in recognizing, enjoying, or exercising their full and equal human rights. What is gender equality?		FACILITATOR NOTES (CONTINUED) Gender equality refers to the absence of discrimination on the basis of sex. Gender quality is when one sex is not routinely privileged or prioritized over the other, and all people are recognised, respected, and valued for their capacities and potential as individuals and members of society. Further, gender equality is when girls, boys, women, and men have equal rights, obligations and opportunities to: <ul style="list-style-type: none"> • Security and good health; • A viable livelihood and dignified work; • Participate in the care of home and dependent family members; • Take active part in public and political life; • Learn and participate in relevant education; and 		FACILITATOR NOTES (CONTINUED) <ul style="list-style-type: none"> • Live a life free from violence. Gender equality is a human right and a condition for the full realisation of children’s rights. TERMS SAME RIGHTS: Equality before the law. OPPORTUNITY: A good chance. EQUALITY: The state of being equal. VIOLATING: To do something that is not allowed by a law, rule, etc. ICEBREAKER Banana Dance																		

SEX AND GENDER RELAY RACE

 25 minutes	 Anchor
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Note to Facilitators:

A relay race is when the group is split into 2 or more teams, and each team needs to finish a task as soon as possible. It starts with the first participant in the team who runs to the task, carries out the task, runs back to the team, and 'tags' (by touching) the next team member. This continues from team member to team member until all members have participated. The team whose members finish first is the winner. This relay race is a drawing competition of the images of a woman and a man.

One team will draw a man and the other team will draw a woman (each team will have to come up with a full drawing of the respective person, from top to toe including biological and social characteristics.) as fast as possible.

Both teams should line up in a row about two meters in front of the flipchart papers.

Each member in the team is only allowed to draw one line, and then run back to hand over the marker to the second person who adds a new line, and so on. Every member in the team must have a turn.

After every team member has had a turn the team is to sit down.

The team that has made the clearest drawing will be the winning team.

1. Start the exercise by asking the group of participants to form two teams with each team making a row. Tape to the wall, in front of the two teams, two pieces of flipchart paper – one for each team. Give the first person in the row of each team a marker pen.
2. Explain what each team must do according to the above 'Note to Facilitators' where it describes the relay race.
3. When everyone is ready give them a start signal.
4. Encourage the teams to work quickly.





Note to Facilitators:

The drawings can be considered complete when both teams' charts show several clear biological and social characteristics of a woman and a man respectively (for example, breasts for a woman; beard for a man; the sexual organs; a baby on the woman's back; bulging muscles in the arms of a man; differences in clothes and hair style, etc.




5. Stop the relay race when you see that the two teams have finished their task. Leave the 'who is the winning team?' question open.
6. Discuss the drawings in a plenary session using the following questions:
 - (1) Are the images clear?
 - (2) What are the differences between the man and the woman in the drawings?
 - (3) Which differences relate to biological features, and which relate to social roles? Give participants the chance to mark the biological features and the social roles with different colours as they name the differences.
7. Conclude that both women and men can carry out social roles, but that it is the social norms and values in each society that determine what roles are appropriate for women and men respectively.

REVIEW

 5 minutes	 Review
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1. Ask the participants what key points were covered in the last session on child rights.
2. Open a discussion on what was their experience of showing their child rights poster to other people.
3. Ask if there are any questions on child rights.

GETTING TO KNOW SEX AND GENDER

 15 minutes	 Add	 Apply
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1. Explain that there is a difference between sex (biological features of a male and of a female) and gender (social roles).
 - The sex of a person as male or female is related through birth as well as their structure, form or appearance (i.e. biological features).
 - The gender of a person describes either their masculine or feminine role as determined by the society that person is living in.
2. Ask the participants to name some biological features that are different between male and female (use the table below for encouraging and completing answers to the question).
3. Ask the participants what are the social roles of women in the community? Can these roles also be carried out by men? Why or why not? (Use the table below for encouraging and completing answers to the question).
4. Ask the participants what are the social roles of men in the community? Can these roles also be carried out by women? Why or why not? (Use the table below for encouraging and completing answers to the question).

Difference between sex Biological Features	Difference between gender Social Roles (traditional type)
The male jaw bone is heavier than the female jaw bone.	Men assume a dominant position. Women assume a submissive position.
The man is broader in the shoulders and smaller in the hips than the woman.	Men are active. Women are passive.
Women can do multiple tasks better than men.	Men are the breadwinner. Women are in charge of the household.
On average men are larger than women.	Boys go to school. Girls do not need school.
On average men are stronger than women.	The leaders in the community are men.
Girls mature physically quicker than boys.	Women are stay at home mothers, nurses or teachers.
On average women live longer than men.	Nurturing children is best left to the mother.
Women are less hairy than men.	The father can shape a child's life.
Women's skeletal structures have wider hips,	The man disciplines the woman and the father

broader facial bones, smaller chin, a longer trunk, and shorter legs than men.

the children.

TAKING A STAND ON (S) OR (G)

 10 minutes	 Add	 Apply
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1. Confirm the participants understanding of the difference between sex and gender with the following activity. Draw, with chalk, a very large (T) on the floor. Ask the participants to stand along the top of the (T). On one side of the (T) draw a (S) and on the other side of the (T) draw a (G).
2. Explain that you will read out loud a number of statements. If they consider that the statement refers to the sex of a person they are to stand in the space marked with a (S). However, if they consider that the statement refers to the gender of a person they are to stand in the space marked with a (G).
3. Go through the following statements one-by-one. After a statement has been read out, wait for the participants to decide where they wish to stand, and then discuss whether the statement was related to sex (S) or gender (G):
 - Women can get pregnant (S)
 - Women are responsible for the household and children (G)
 - Men have short hair; women have long hair (G)
 - In many countries, a lot of women earn less money than men (G)
 - Women do breast feeding (S)
 - Women are often traders or accountants in many countries, but in other countries these jobs are all done by men (G)
 - Men usually have a lower voice than women, for example when singing in a group or when making public speeches or giving loud orders (S)

PAUSE FOR 10 MINUTES



GENDER ROLE DISCRIMINATION

 30 minutes	 Add	 Apply
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Note to Facilitators:

In most societies, communities and villages there is a difference between - gender roles: what men and women actually do, and gender values, norms and stereotypes.

Gender discrimination is when there is a bias/assumption/stereotype based on a person's sex, that leads to defining the roles he/she should play in society.

1. Share the following information with the participants:
Simply put, gender stereotypes are generalizations about the roles of each gender. Gender roles are generally neither positive nor negative; they are simply inaccurate generalizations of the male and female attributes. Since each person has individual desires, thoughts, and feelings, regardless of their gender, these stereotypes are incredibly simplistic and do not at all describe the attributes of every person of each gender.
While most people realize that stereotypes are untrue, many still make assumptions based on gender. There are many stereotypes we may all be guilty of, such as assuming that all women want to marry and have children, or that all men love sports. The following is a list of some of the most common gender stereotypes as they pertain to either men or women. Remember that these are stereotypes because they claim to apply to all men or women.
2. Ask the participants to name the female gender stereotypes they know. Write their responses on flipchart paper. Give some examples to start the flow. For example:
 - in many societies girls should be obedient, cute, and are allowed to cry;
 - a daughter will be 'girly' (pink, frilly dresses, toys with tea sets and dolls);

Female Gender Stereotypes

- girls are supposed to wear dresses, serve food, and take care of babies;
- women are supposed to have "clean jobs" such as secretaries, teachers and librarians;
women are nurses, not doctors;
- women are not as strong as men;
- women are supposed to make less money than men;
- all women want to marry and have children;
- the best women are stay at home mothers;
- women don't need to go to college;
- women don't play sports;
- women are not politicians;
- women are quieter than men and not meant to speak out;
- women are supposed to be submissive and do as they are told;
- women are supposed to cook and do housework;
- women are responsible for raising children;
- women do not have technical skills and are not good at "hands on" projects such as car repairs;
- women are meant to be the damsel in distress, never the hero;
- women are supposed to look pretty and be looked at;
- women love to sing and dance;
- women are flirts;
- women are never in charge.

3. Encourage responses with clues and until the above list in the text box is revealed.
4. Ask the participants to name the male gender stereotypes they know. Write their responses on flipchart paper. Give some examples to start the flow. For example:
 - all men enjoy working on cars;
 - men are not nurses, they are doctors;

Male gender stereotypes

- men do “dirty jobs” such as construction and mechanics; they are not secretaries, teachers, or librarians;
- men do not do housework and they are not responsible for taking care of children;
- men play sports;
- men enjoy outdoor activities such as camping, fishing, and hiking;
- men are in charge; they are always at the top;
- as husbands, men tell their wives what to do;
- men are lazy and/or messy;
- men are good at math;
- it is always men who work in science, engineering, and other technical fields;
- men do not cook, sew, or do crafts

5. Start a discussion with the participants: Can you see how many of these actually are true of many men or women that you know? Ask the participants to think about the effect that gender roles have on them and other people in their community.
 - Are these effects good or bad?
 - Can people participate in activities or take on jobs not traditionally assigned to them? Why or why not?
 - If not, what can be done to change this?

6. Explain that gender stereotypes may even be true for them personally, but they do not apply to every single man or woman alive. That is what makes them stereotypes; the fact that these things are considered, "the norm" and expected of every male or female. Each person is an individual and it is perfectly normal for a woman to run her own business while a man stays home with the kids. On the other hand it is also perfectly acceptable for a man to be a nurse or hate sports, or enjoy cooking.

Men and women are individuals; they are more than just male or female. Our gender is only part of who we are; it does not define us as people. Gender roles can and do change fast, if people want to and/or if their situation changes.

GENDER-BASED VIOLENCE

 25 minutes	 Add	 Apply
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1. Ask the participants: what is violence against women? [Listen to all responses.]
2. Share the following informative explanations with the group of participants:

Violence against girls and women is sometimes called ‘gender based violence’. It is violence that happens because of the genders of the people involved. It can be men against men or women against women, but it is most often violent acts that men do to women because men believe women to be weaker or lower in status. Gender-based violence usually comes from accepted cultural beliefs and practices. Every act of violence because of gender makes it harder to reach the goal of equality. Such violence worsens women’s status in society and gives permission to men to use force against girls and women again in the future.

Violence against girls and women happens in every country in the world. It happens to rich people and to poor people. It is difficult to know exactly how many girls and women have experienced violence. Women and girls often do not tell others about violence they have been through because of the shame and stigma attached to it and because many people think that it is a 'private' or 'family affair'.

Violence against girls and women causes harm and suffering. It can happen in the home or outside the home. It can be sexual abuse of female children. It can be rape of a wife by her husband. It can be female genital cutting and other traditions harmful to women. It can be sexual harassment at school or work. It can be trafficking of women, including forced prostitution or sexual slavery. Threats of violence or the use of force to make a girl or woman do something against her will is thought of as violence.

3. Ask the participants to share some examples of violence often caused because of the genders of people involved. [Encourage and lead the answers to include violence by abuse and bullying.]
4. Share the following information:
Violence takes many forms such as abuse and bullying. Although men and boys can be victims of abuse, women and girls are more often the victims.

Abuse can happen in many ways. It can include:

- Physical abuse – hitting, pushing, using force to hurt or hold someone, or using a weapon such as a rock, stick, knife, or gun
- Emotional abuse – yelling or shouting, saying hurtful things, or calling someone worthless or stupid
- Sexual abuse – forcing a girl or woman to have sex or to perform sexual acts against her will, making negative comments about a girl's appearance, or making sexual comments.

Understanding and recognising that these actions are forms of abuse is the first step to doing something about them. By knowing what abuse is and having inner strength to make good choices, girls may be able to prevent many abusive actions before they start. Here are some ideas Facilitators/Mentors can help girls to remember about abuse:

- No form of abuse happens by accident.
- Abuse is not the fault of the girl or woman being abused.
- One of the reasons one person abuses another is to control them.

Bullying is emotional abuse. It can be teasing, harmful peer pressure, verbal abuse, threats, stealing or destroying someone's property, or simply acting mean.

5. Ask the participants to give examples of bullying that they have witnessed. [Listen to all examples.]
6. Explain that there are physical and psychological effects of violence.
7. Ask the participants to give examples of physical and psychological effects of violence. [Listen to all examples.] Expand their responses with the following additional information:
Some of the physical outcomes of gender-based violence are injuries, internal bleeding, STIs, mutilated genitals, unwanted pregnancies, miscarriage/low birth weight, permanent disabilities, damage to the eyes, constant stomach problems, and death. Some of the physiological outcomes are fear, guilt, shame, depression, anxiety, helplessness, eating and sleeping problems, drug and alcohol abuse, poor self-esteem, poor self-confidence, unsafe sexual behaviour, long-term stress, and the desire to hurt oneself.

**Note to Facilitators:**

Some ways you as a mentor can help girls to lessen the chances of becoming victims of violence.

- Talk with girls about any violence they may know about.
- Encourage girls to stay in school. A girl who finishes her schooling can get a job or have a career and make her own money. A girl who can make her own money is more able to marry because she wants to and not because she has to. She is also less likely to put herself in dangerous situations that can lead to violence.
- Teach girls to report acts of violence to people who can take actions such as school directors, mentors, teachers, parents, community leaders, and law officers.
- Talk with girls about safe places where girls and women can stay to avoid violence.
- Suggest that school officials choose female teachers or counsellors to talk with girls who have known violence or sexual abuse in school or at home.

8. Share with the group of participants the ways girls can lessen the chances of becoming victims of violence from the above 'Note to Facilitators'.
9. Before going to Session Wrap-Up let the participants know that you are available to talk with anyone who have known violence or sexual abuse in school or at home.

SESSION WRAP-UP

 5 minutes	 Away
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1. Explain again that In most societies, communities and villages there is a difference between gender roles: what men and women actually do, and gender values, norms and stereotypes. Remind them that gender discrimination is when there is a bias/assumption/stereotype based on a person's sex, that leads to defining the roles he/she should play in society.
2. Ask for any final questions or comments on gender roles, stereotypes and gender based violence.
3. Also explain that **Gender Equality** is preparing them for getting ready for employment.
4. Explain that their practice activity will be telling at least three other people the difference between gender sex and roles.

**Note to Facilitators:****Practice Activity:**



























- Tell at least three other people the difference between gender sex and roles.

5. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?



Thank them for their participation.



SESSION OVERVIEW - SESSION 14: GENDER II - GENDER EQUALITY



 SESSION LOGO 	Title  SESSION TITLE GENDER EQUALITY II	 SESSION DESCRIPTION Participants learn what Gender Equality is, and the differences in access and control of resources and benefits	 SESSION OBJECTIVES SOCIAL SKILLS, HEALTH & RIGHTS By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Define Gender Equality • Identify differences in the division of labour • Discuss access to and control of resources and benefits • Describe how gender affects women and men 	 TIME BREAKDOWN 155 MINUTES Minutes <table border="1"> <tr><td>The Post Office</td><td>10</td></tr> <tr><td>Review</td><td>5</td></tr> <tr><td>Understanding GE</td><td>25</td></tr> <tr><td>Who does what&why</td><td>25</td></tr> <tr><td>Pause</td><td>10</td></tr> <tr><td>Access, control and Resources</td><td>20</td></tr> <tr><td>What GE should look</td><td>25</td></tr> <tr><td>Session Wrap Up</td><td>5</td></tr> <tr><td>Pre-Post Test</td><td>30</td></tr> </table>	The Post Office	10	Review	5	Understanding GE	25	Who does what&why	25	Pause	10	Access, control and Resources	20	What GE should look	25	Session Wrap Up	5	Pre-Post Test	30	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick Colour Pens	 PRE-SESSION PREPARATION Review the session, familiarise the content, and prepare any necessary materials before the training begins.
The Post Office	10																							
Review	5																							
Understanding GE	25																							
Who does what&why	25																							
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REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>SOCIAL SKILLS &, HEALTH & RIGHTS</td> <td>CRITICAL THINKING</td> <td>DECISION MAKING</td> <td>EDUCATION</td> <td>PROBLEM SOLVING</td> <td>RELATIONSHIPS</td> </tr> </table>													SOCIAL SKILLS &, HEALTH & RIGHTS	CRITICAL THINKING	DECISION MAKING	EDUCATION	PROBLEM SOLVING	RELATIONSHIPS						
																								
SOCIAL SKILLS &, HEALTH & RIGHTS	CRITICAL THINKING	DECISION MAKING	EDUCATION	PROBLEM SOLVING	RELATIONSHIPS																			
FACILITATOR NOTES <p>Gender Equality means an equal visibility, empowerment and participation of both sexes in all spheres of public and private life. Gender equality is the opposite of gender inequality, not of gender difference, and aims to promote the full participation of women and men in society. It means accepting and valuing equally the differences between women and men, and the diverse roles they play in society. Gender equality includes the ability to be different. This means taking into account the existing differences among women and men, such as class, political opinion, religion, ethnicity, race or sexual orientation. Gender equality means discussing how it is possible to go further, to change the structures in</p>		FACILITATOR NOTES (CONTINUED) <p>society which contribute to maintaining the unequal power relationships between women and men, and to reach a better balance in the various female and male values and priorities.</p> <p>Gender equality refers to the absence of discrimination on the basis of sex. Gender quality is when one sex is not routinely privileged or prioritized over the other, and all people are recognised, respected, and valued for their capacities and potential as individuals and members of society. Further, gender equality is when girls, boys, women, and men have equal rights, obligations and opportunities to:</p> <ul style="list-style-type: none"> • Security and good health; • A viable livelihood and dignified work; 		<ul style="list-style-type: none"> • Participate in the care of home and dependent family members; • Take active part in public and political life; • Learn and participate in relevant education; and • Live a life free from violence. <p>TERMS GENDER: the socially constructed characteristics of women and men – such as norms, roles and relationships of and between groups of women and men. EQUALITY: the state of being equal, especially in status, rights, or opportunities.</p> <p>ICE BREAKER The post office</p>																				

THE POST OFFICE

 10 minutes	 Anchor
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1. Ask the participants to sit in a circle, each having her/his own chair. The facilitator takes one chair away and the participant who is left standing stands in the center of the circle and begins the activity.
2. The participant in the center of the circle says something like:
 - “I bring a letter for all of my colleagues who have brown hair.”All of the participants who have the characteristic stated (e.g., brown hair) and the person in the center of the circle change places. Whoever ends up without a chair to sit on, stands in the center of the circle and again states that s/he is bringing a letter, but for people with a different characteristic, such as:
 - “I bring a letter for all of my colleagues who are wearing black shoes.”
 - “I bring a letter for all of my colleagues who have never inserted a Copper T 380A IUD.”
3. The activity can continue as long as the group is interested and enthusiastic, but no longer than 10 minutes.

REVIEW

 5 minutes	 Review
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1. Ask the participants to share what they learnt in the previous session.
2. Ask about what they learnt about gender and how it differs from sex.
3. Allow participants to ask any questions that they still have regarding the previous session.



Note to Facilitators:

Remind participants that Gender is socially constructed, learned, relative and dynamic while Sex is biologically determined, universal and unchanging.

UNDERTSANDING GENDER EQUALITY

 25 minutes	 Add	 Apply
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1. Tell participants that they will do a simple game.
2. Ask them to pick between imagining to be a male or female.
3. Let them form two lines that will face each other of about 2 metres apart. One line will be for those who imagine to be like a female while the other line is for those who imagine to be like a male.
4. Ask the participants to now concentrate on imagining what it is like to be male or female according to what they have chosen.
5. After the activity, ask participants to share why they have chosen a particular sex.

6. How did they feel playing the game? What major issues did they think about when they were imagining being male or female?
7. Tell participants that since they have already looked at gender and sex as well as the differences between the two this session will focus on understanding Gender Equality.
8. Ask participants what comes to their minds when they hear the term 'Gender Equality'.
9. Let participants give a number of responses. Allow them to draw symbols if possible and later explain the meaning.
10. Explain to participants that: Gender equality refers to equal opportunities and outcomes for women and men. This involves the removal of discrimination and structural inequalities in access to resources, opportunities and services, and the promotion of equal right. Equality does not mean that women should be the same as men. Promoting equality recognizes that men and women have different roles and needs, which needs are to be respected and taken into account in planning various community programmes as well as for purposes of livelihood development.
11. Tell participants that even though promotion of gender equality encompasses both men and women, most Gender Equality programmes tend to target women because of imbalance and unequal status of women in most of the societies where they do not have the same opportunities and personal freedom as men do.
12. Now explain to the participants that you are going to read out loud a scenario and then a few discussion questions:

Scenario:

The government announced that they will be conducting a survey in your area to assess services and structures that need to be improved. They have called for a community meeting to be held at 1 p.m. The meeting is conducted by Mr. Tembo who is a government official. The meeting attracts 15 men and 3 women. Amongst the issues raised are requests for farming equipment, tools and inputs, including setting up a neighbourhood committee watch for purposes of security. The community still faces issues with maternal healthcare and water wells but unfortunately none of these issues are brought up in the meeting. The women in the meeting do not speak out to discuss them.

Discussion questions:

- (1) Why do you think there were more men than women at this meeting?
- (2) Were women encouraged to attend the meeting? Why do you think only few women went to the meeting?
- (3) Do you think the attendance at the meeting influenced the meeting's outcomes?
- (4) Were the issues discussed at the meeting addressing the concerns of both men and women?
- (5) What could have been done differently to ensure the participation of women improves?
- (6) What does this scenario teach us about Gender Equality?



Note to Facilitators:

Discuss all questions with participants and clarify where needed.

WHO DOES WHAT AND WHY?

 25 minutes	 Add	 Apply
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1. Tell participants that in this exercise you are going to focus on the division of labour to try and understand the roles that women and men play both at household and community level.
2. To do the exercise, tell the group to maintain the two groups they formed earlier for males and females. Let the male group focus on the tasks done by men while the female group focuses on the tasks done by women.
3. Display a flipchart for participants to see the template that they will use for the exercise.
4. Tell participants that in this activity, they are going to discuss the types of work and who performs it. The activities should include tasks that women and men undertake from morning until night time. List activities done per hour.
5. On the second chart, explain that they are going to fill in the chart based on activities of men and women for each particular month throughout the year.

Table 1.

Time	Tasks done by women	Tasks done by men
05:00		
06:00		
07:00		
08:00		
09:00		
10:00		
11:00		
12:00		
13:00		

Table 2.

Month	Tasks done by women	Task done by men
January		
February		
March		
April		
May		
June		
July		
August		
September		
October		
November		
December		

6. After the two tables have been filled out, allow the participants to share their findings.
7. Ask the following questions:

- (2) Why is there a difference in tasks for men and women?
- (3) What are the major differences in the tasks for men and women?
- (4) What impact do these differences have on the family? Community?
- (5) What are the expectations of roles of men and women with regard to doing tasks?
- (6) Who spends most time on a particular role? Does that limit their participation in other activities?
- (7) Does any of these activities impact the rights of women or men?



Note to Facilitators:

Explain to the participants that this activity helps us to examine how women and men manage their various roles. The roles can be grouped as follows: **Reproductive Roles** involve childbearing and caring as well as domestic tasks that support the household’s wellbeing, such as cooking, cleaning, fetching water, washing, and attending to the sick and elderly members. These responsibilities are rarely considered ‘real work’, are rarely paid, and are performed primarily by women and children.

Productive Roles are related to activities that produce goods and services for consumption or trade (growing crops for sale or household consumption). Both men and women can be involved in these activities. However, women often carry out these roles alongside their reproductive roles in a household farm or home garden, which makes their contributions less visible and less valued than the productive work of men.

Community Roles are roles involving community work, such as holding social events, activities to improve or care for community resources (land or irrigation ditches), and/or participating in groups or farmer organizations. These activities are often voluntary. Men tend to participate more often in political affairs of the community (e.g. serving as a chair of the farmers’ association), whereas women contribute their time for free for social good (e.g. cleaning school premises).




Source: USAID Common Gender Analysis Tools. Feed the Future

8. Are we able to categorise the roles listed in the exercise? Do both men and women play a triple role?
9. How can we link Gender Equality to this situation?

PAUSE FOR 10 MINUTES



ACCESS, CONTROL AND RESOURCES

 20 minutes	 Add	 Apply
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1. Tell participants that sometimes women are seen to have a subordinate position which can limit their access to and control over resources and benefits. Say ‘**Access**’ is the opportunity to make use of something while ‘**control**’ is the ability to define its use and impose the definition on others. Productive and reproductive community work requires the use of resources. Engaging in work and using resources usually generates benefits for individuals, households and communities.

- Mention that resources can include; **Economic or Productive resources:** such as land, equipment, tools, labour, cash/credit, employable/income earning skills, employment/income earning opportunities. **Political Resources:** such as representative organisations, leadership, education and information, public-sphere experience, self-confidence and credibility. **Time:** which is a particularly critical and scarce resource for women. **Benefits:** can include provision of basic needs such as food, clothing and shelter, cash and income, asset ownership, education and training, political power, prestige, status and opportunities to pursue new interests.
- Ask participants if they have any questions on the terminology.
- Tell participants that in their already existing groups, they will discuss access, control and resources and benefits using the following template;

Access	Control	Resources	Benefits	User

- Ask participants to fill in the template.
- Discuss the group outcomes and why there are disparities in gender with regards to access and control to resources.
- How can participants relate this to real life situations?
- What can they say about decision making with regards to access to resources and benefits?
- Can we say the rights of men and women are equally exercised?



Note to Facilitators:

In some communities women are assigned lower status compared to men. As a result, there are inequalities of opportunity between men and women for example in access to land and related resources. More men than women have land in their own right; more men than women have access to credit and information. The impact of this kind of inequality is it increases poverty, slows economic growth and weakens governance. This justifies the need for gender equality (equality of opportunity) and equity (fairness).

WHAT SHOULD GENDER EQUALITY LOOK LIKE?

 25 minutes	 Add	 Apply
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- Tell participants to form two groups.
- Mention that in their groups they will discuss gender equality in line with opportunities for both men and women.
- Discuss the following questions with the group;
 - Do men and women have the same opportunities to access to land and resources?
 - Do men and women hold equal opportunities in decision making?

- Do men and women have the same rights?
 - Do men and women have the same opportunities for work outside the home?
 - Do men and women have the same opportunities for work/chores inside the home?
 - Do men and women have equal decision opportunities with regards to the number of children they should have, use of extra money in the household, children's education, building a house, daughter's engagement and use of land during agricultural season.
 - Do men and women have the same opportunities to participate in political or community/religious activities?
 - Do men and women have the same opportunities to hold leadership positions?
 - How can the difference in opportunities be dealt with between men and women?
 - What should gender equality look like in relation to access to opportunities for men and women?
4. Ask participants to share group feedback on the questions discussed in their groups.
 5. Ask the participants the last two questions;
 - How does gender affect men?
 - How does gender affect women?
 6. What should Gender Equality look like? Go around the room to get feedback from everyone.
 7. Take participants through the two charts on how gender affects women and men.

HOW WOMEN ARE AFFECTED BY GENDER

- Traditional norms related to gender often reflect negative attitudes, stereotyping, and prejudices towards women which begin in childhood and persist throughout their lives.
- Unequal power relations between women and men and discriminatory gender norms perpetuate violence against women and girls worldwide.
- Gender norms and power relations within the home, which tend to favour men, have a direct bearing on who controls the household income and how it is allocated between male and female family members.
- A gender division of labour persists in most cultures and certain tasks and types of work are defined as either male or female. In general, girls and women are responsible for the unpaid household tasks (i.e. cleaning, cooking, washing clothes), which are not recognized as work in government statistics.
- Gender norms designate women as the primarily responsible persons for raising and caring for children and other household members in many families. These discriminatory gender norms and domestic responsibilities diminish their time and ability to earn an income, engage in community activities, and participate in decision-making.
- Further lack of affordable childcare or family support reduces many mothers' time for leisure or self-development. It also obstructs their capacity to work full-time, negatively affecting their level of income.

HOW MEN ARE AFFECTED BY GENDER

- Globally, men have more power socially, economically, politically, and in the home. As it is the case for boys, men usually benefit from gender norms that prioritize their well-being and development over women.
- Men are often expected to fulfil gender roles that define them as the primary financial providers, which can be an important burden for them. However, men can also take advantage of the high status and value associated with being engaged in paid labour

outside of the home.

- Strong societal resistance discourages men from taking equal responsibility for domestic work and childcare.
- Norms about what it means to be a man often deter emotional connections between men and their partners and children.

SESSION WRAP-UP

 5 minutes	 Away
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1. Ask participants one key thing they have learnt from the session.
2. Were there things that surprised them?
3. Did anything change about what they thought about Gender Equality?
4. Ask the participants if they have any questions on gender equality.



Note to Facilitators:

Practice Activity:

- Ask participants to identify examples of how women and men are affected by gender equality.

PRE-POST TEST


















30 Minutes

1. Administer the REAL Course Pre-Post Test for SOCIAL SKILLS, HEALTH & RIGHTS with the participants. Refer to Session 8 – Importance of Education for a copy of the Pre-Post Test.
2. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?



Thank them for their participation.



SESSION OVERVIEW - SESSION 15: SELF-PRESENTATION

 SESSION LOGO 	Title  SESSION TITLE SELF PRESENTATION	 SESSION DESCRIPTION Participants develop recruitment interviewing presentation.	 SESSION OBJECTIVES READY FOR EMPLOYMENT By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Present themselves well for interviewing recruitment – verbally and non-verbally • Are confident to say “I can present myself for an interview” 	 TIME BREAKDOWN 150 MINUTES <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Minutes</th> </tr> </thead> <tbody> <tr> <td>Silent Number Order</td> <td style="text-align: right;">15</td> </tr> <tr> <td>Pre-Post Test</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Review</td> <td style="text-align: right;">5</td> </tr> <tr> <td>The Secretary</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Tell me About Yourself</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Session Wrap Up</td> <td style="text-align: right;">5</td> </tr> </tbody> </table>		Minutes	Silent Number Order	15	Pre-Post Test	30	Review	5	The Secretary	30	Pause	10	Tell me About Yourself	45	Session Wrap Up	5	 MATERIALS Chalkboard/ flipchart paper Flipchart pens Chalk Talking Stick SHEET: Job Interview Dos and Don'ts Come dressed for an interview	 PRE-SESSION PREPARATION Review the session, become very familiar with the content and prepare any necessary materials before the training begins.
	Minutes																					
Silent Number Order	15																					
Pre-Post Test	30																					
Review	5																					
The Secretary	30																					
Pause	10																					
Tell me About Yourself	45																					
Session Wrap Up	5																					
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> <div style="text-align: center;">  EMPLOYABILITY </div> <div style="text-align: center;">  S.H.A.P.E. </div> <div style="text-align: center;">  ABILITIES </div> <div style="text-align: center;">  EXPERIENCES </div> <div style="text-align: center;">  EDUCATION </div> <div style="text-align: center;">  INTERVIEWING </div> <div style="text-align: center;">  PERSONALITY </div> </div>																						
FACILITATOR NOTES At an interview the first question is “ Tell me about yourself.” Because it is an open-ended question there is the danger of talking too much, getting off the topic and sharing irrelevant (personal) information. Therefore it is important to teach the participants to focus on business, give no irrelevant personal information, that they sell themselves for the job, limit their answer to 2-3 minutes and do not ramble. What to include in their answer is their education and training, previous work experience and how it helps to qualify them, special skills and traits that qualify them, and stating their interest in the job (employers want to hire someone who wants the job). Preparation is necessary for a good answer.		FACILITATOR NOTES (CONTINUED) Top tips for a good answer: (1) Read the job description and know what skills the employer requires? (2) Make sure they get the message across how they can benefit the employer. (3) Prepare the answer using EES – ensure it is relevant – if the employer requires e.g. communication skills – explain with examples what they have done. There are also important non-verbal self-presentation requirements for a recruitment interview: (1) Greeting, (2) Sitting, (3) Clothes, Make-up, Jewellery, Shoes, Tights, handbag (4) What to bring, (5) Filling out the Job Application Form.		TERMS EES: (E) Education, (E) Employment, (S) Skills. RAMBLE: To go from one subject to another without any clear purpose or direction. ICEBREAKER Silent Number Order																		

SILENT NUMBER ORDER

 15 minutes	 Anchor
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1. Explain to the participants the following rules and objectives of this energiser:
 - There is no talking
 - Each participant will be given a number whispered into their ear
 - The goal of the group is to arrange themselves in numerical order without speaking
 - The exercise of getting into numerical order without speaking will be timed, therefore the objective of the energiser is to do it as quickly as possible.



Note to Facilitators:

When whispering a number to each of them do it in a way that other participants do not hear. The number should be random (i.e. not just 1-12, etc.). Once every participant has a number, they should begin.

Let the participants do the energiser at least 3 times.

PRE-POST TEST

 30 minutes

1. Administer the REAL Course Training Pre-Post Test for EMPLOYABILITY SKILLS with the participants, which is enclosed at the end of this session.





Instruction to Facilitators:

Please administer this test prior to the first session and again after the last session of EMPLOYABILITY SKILLS i.e. Session 20. Give one form to each participant. Read each of the following statements aloud. In response to the statement ask the participants to circle the letter with their answer or tick the box. If participants are not literate, ask them to put a thumb print or sticker on the answers. Read each statement aloud to ensure you move together with the participants.


Tell participants that the pre-post test will help the facilitator to understand where to begin from and what areas to focus on. Participants should freely take the test as it will have no bearing on what the facilitator thinks of them or their relationship thereof.

REVIEW

 5 minutes	 Review
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1. Ask the participants to share what examples of how women and men are affected by gender equality they identified.
2. Ask them if they have any questions on gender equality.

THE SECRETARY

 30 minutes	 Add	 Apply
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1. Read the story again of Jelita Banda when she applied for the job of Secretary at Mrs Zulu’s shop selling office supplies and providing secretarial services. (OR, ask one of the participants who you know can read well to read the story).



Note to Facilitators:

As Mutinta Zulu was ready to open her shop selling office supplies and providing secretarial services, she knew that she could be open for business once she had hired a Secretary ...

“This was the easiest part of all. A telephone call to the Chipata Training College of Secretarial and Office Skills brought an immediate response. They had just the woman, they said.

Mrs Banda was the widow of a teacher and had just passed their general typing and secretarial examination with an average grade of ninety-seven per cent; she would be ideal – they were certain of it.

Mrs Zulu liked her immediately. She was a thin woman with a rather long face and braided hair in which she rubbed copious quantities of henna. She wore oval glasses with wide plastic frames, and she had a fixed, but apparently quite sincere smile.

They opened the office on a Monday. Mrs Zulu sat at her desk and Mrs Banda sat at hers, behind the typewriter. She looked at Mrs Zulu and smiled even more broadly.

‘I am ready for work,’ she said. ‘I am ready to start.’

‘Mmm,’ said Mrs Zulu. It’s early days yet. We’ve just opened. We will have to wait for a client to come.’”

(Source: Adapted from the story of The No.1 Ladies’ Detective Agency by Alexander McCall Smith, Page 61)

2. Ask the participants how did they think Mrs Banda presented herself at the interview. Encourage answers and fill in to complete the answer:
 - Education: Top of the class (97% average examination grade)
 - Skills: Typing and Secretarial Work
 - Presentation: CV and the way she looked
3. Ask them to go into pairs, with one group of three, and take turns in acting the role of Mrs Zulu and Mrs Banda and act out their interview.
4. End the activity by telling them that they have just had an experience in role-playing, which is an educational experience and a learning skill.
5. Ask them to share with the group how it was playing the roles of Mrs Banda the secretary and Mrs Zulu the business owner.

PAUSE FOR 10 MINUTES



TELL ME ABOUT YOURSELF

 45 minutes	 Add	 Apply
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1. Explain to the participants that when they are looking for a job they will be asked to attend a job interview. Ask the participants what do they know about the job interview.
[Responses: a job interview is a procedure when applying for a job. The person applying for the job is interviewed by the employer. The employer uses the interview to assess if the person applying is the right person to be hired for the job.]
Ask the participants if anyone has been in a job interview. [Let them share their experience.]
Ask the participants who have been in a job interview what the first question was- or if no-one has been in a job interview to ask them to guess what the first question is. [The first question at an interview is: “Tell me about yourself” .]
2. Ask the participants to brainstorm what would be a good answer. [Encourage and validate the answers to be about telling the employer what they have done (experience and skills) that is relevant for the job.]
3. Explain to the participants that it is important to be prepared for the question “Tell me about yourself” and today they are going to learn how to do that using EES.
4. Tell the participants what EES is: EES is (E) Education, (E) Employment, (S) Skills.
5. Share with them the following EES for a Field Worker (optional – half way through sharing see if the participants can add some items to add to the lists). [When you write on the flipchart or chalkboard always speak the words as you are writing them.]

<i>EES for a Field Worker</i>		
Education (E)	Employment (E)	Skills (S)
<ul style="list-style-type: none"> • On the job learning • Hands on experience • Learn by doing • Attended farmer seminars on the following topics ... • Gained knowledge from Agriculture Advisor/Extension Officer • Gained knowledge from other family members • Gained knowledge from supplier 	<ul style="list-style-type: none"> • Worked (X) number of years on family farm • Worked (X) number of years contracted out on other farms • Worked (X) number of years on own farm • Worked (X) number of years transporting goods to market • Worked (X) number of years at the market • Worked (X) number of years selling farm produce 	<ul style="list-style-type: none"> • Ability to work independently • Ability to work with others when team effort is needed • Endurance and flexibility • Perseverance • Readiness to work in isolated locations • Enjoys outdoors • Work long hours • Good hand-tool coordination • Attention to detail • Good observation • Marketing and selling farm produce • Price negotiation

6. Now explain to the participants that the Field Worker would like to go and work in a hotel as a cleaner. Ask the participants if they think this is possible, and let them share the reason why they think it is or it is not?
7. After the discussion on whether it is possible or not explain that experience is transferable.

8. Ask the participants what experiences of a Field Worker are transferable to a Hotel Cleaner. Encourage the answers by going through the EES of a Field Worker and asking if these can be used in the job of a Hotel Cleaner.

<p>Education:</p> <ul style="list-style-type: none"> • On the job learning • Hands on experience • Learn by doing • Attending seminars to learn specific knowledge • Gaining knowledge from others – self-educating
<p>Employment:</p> <ul style="list-style-type: none"> • Carried out every task as instructed • Worked long hours • Will travel to work
<p>Skills</p> <ul style="list-style-type: none"> • Ability to work independently • Ability to work with others when a team effort is needed • Endurance and flexible • Perseverance • Good hand coordination • Attention to detail • Good observation

9. Ask the participants if they had thought that it was possible to use the EES of a Field Worker to apply for a job as Hotel Maid, and why?
10. Explain that it only takes understanding and confidence to discover what skills are transferable and be able to tell that to an employer during an interview.
11. Explain that now it is time to make a **good answer** to the first interview question: “Tell me about yourself.”



Note to Facilitators:

Model the **good answer** based on a Field Worker applying for the job of Hotel Cleaner as written below.

Since leaving school before graduating I have taught myself everything that I know by on-the-job learning, hands on experience, and learn by doing. I attend any seminars that are offered by Agriculture Advisors or Extension Officers when they come to my village. I also ask my grandfather and father for their understanding and knowledge since they have a combined 60 years of experience in farming. I found it difficult to go to school because of school fees. Whenever I could I would earn my own money by growing a crop and selling it at the local market, therefore I developed important skills such as working hard with endurance, flexibility and perseverance, dealing with customers, and negotiating with suppliers.

My biggest strength is my ability to work independently and persevere until the job is done. My second strength is my ability to give attention to detail so that the small but important things are not overlooked. I enjoy working hard, learning new things and working towards a good result.

During my past experience I have always done the job that was needed to be done, and my success was seen in the production yields and what I could sell at the market.

I am very proud of my experience which demonstrates my achievements and this is why I feel that I would be a very good fit for the position of Hotel Cleaner and I would be very honoured to be a member of your team.

12. Explain that when it comes to job placement in this course, that you will mentor them through their own **good answer** to the first interview question “Tell me about yourself.”
[Add the SHEET 15: Tell Me About Yourself to their PDP.]
13. Explain that there are a few other important things, non-verbal things, to know about for self-presentation at recruitment interviews: What to wear, Greeting, Sitting, What to bring, Filling out a job application, etc. Show the SHEET 16: Job Interview Dos and Don’ts.



Note to Facilitators:

Come to this session in your best outfit for an interview or business meeting to give a good example. Seeing is believing!

From your own experience give details about how to: (1) Greet, (2) Sit, and (3) What to wear: clothes, make-up, jewellery, shoes, tights, handbag.

14. Lead a discussion where the participants can tell each other the differences they see on the SHEET 16: Job Interview Dos and Don’ts. [Add this sheet to their PDP.]
15. Explain that these are the basic things they need to know for self-presentation for a job interview and meeting new business clients. Presentation tells a thousand words.

SESSION WRAP-UP

 5 minutes	 Away
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1. Explain that this **Self-Presentation** is their first employability skill for getting ready for employment. Say: “You can present yourself”. Ask them to say: “I can present myself”.
2. Now you can give them the Practice Activity.



Note to Facilitators:

Practice Activity:

- Make a list (written or remembered) of 10 skills they have that they think can be transferable for a job. [Make sure this is also added to their PDP.]

3. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



REAL Course Life Skills Module Pre-Post Test

EMPLOYABILITY SKILLS



Instruction to Facilitators:

Please administer this test prior to the first session and again after the last session of EMPLOYABILITY SKILLS. Give one form to each participant. Read each of the following statements aloud. In response to the statement ask the participants to circle the letter with their answer or tick the box. If participants are not literate, ask them to put a thumb print or sticker on the answers. Read each statement aloud to ensure you move together with the participants.

Tell participants that the pre-post test will help the facilitator to understand where to begin from and what areas to focus on. Participants should freely take the test as it will have no bearing on what the facilitator thinks of them or their relationship thereof.

1. Participant ID <input type="text"/>	5. Location of training site District <input type="text"/>
2. Name of Participant (First and last) <input type="text"/>	Community hub <input type="text"/>
3. Name of Facilitator: <input type="text"/>	Village/Community <input type="text"/>
4. Test: Pre <input type="checkbox"/> Post <input type="checkbox"/>	6. Type of group Adolescent girls <input type="checkbox"/> Women <input type="checkbox"/> Men <input type="checkbox"/>
	7. Date DD <input type="text"/> <input type="text"/> MM <input type="text"/> <input type="text"/> YY <input type="text"/> <input type="text"/>

Questions 1-20. Choose one correct answer by circling the letter or ticking the box.

Self-Presentation, developing professionalism & Communication

- Employability skills are _____ [complete the sentence]:
 - Transferable skills relevant for employment
 - Skills the employer has
 - Gifts the employer gives you when you start a new job
 - Understanding the work and how you are to do your job
- When I am presenting myself for a job interview, I should not:
 - Tell about my education
 - Tell about previous employment
 - Tell about my skills
 - Tell the story of my whole life

3. A handshake should be:
 - A Wet with sweat
 - B Limp
 - C Showing who is stronger
 - D Firm and confident
4. Professionalism is a trait that _____ [complete the sentence]:
 - A Is only for professionals
 - B Is highly valued in the workforce
 - C Brings people together
 - D Brings professional people together
5. Which is not an attribute of professionalism:
 - A Honesty and integrity
 - B Unreliable
 - C Humble
 - D Competent
6. A job interview is a procedure where:
 - A Staff meet the manager
 - B An employee employs an employer
 - C An applicant is assessed as a potential employee by a prospective employer
 - D An employer employs an employee
7. Communication is a very important skill at a job interview:

TRUE

FALSE
8. Employers are looking for employees who:
 - A Have no interest in the company
 - B Can quarrel with other employees
 - C Are always late to start work
 - D Have skills and abilities to do the job
9. Preparing for an interview is not very important:

TRUE

FALSE
10. The most typical question that you will be asked at a job interview is:
 - A Tell about yourself?
 - B How did you get to the interview?
 - C Will you have sex to get this job?
 - D What salary should we pay you?

Problem Solving & Relationships

11. Everyone has problems in life:

TRUE

FALSE
12. Problem solving is finding a way to deal with and end a problem:

TRUE

FALSE
13. Every problem has a solution:

TRUE
FALSE

14. Which one is not a type of relationship?
A Social
B Work
C Wealth
D Peer
15. We show respect in a relationship with:
A Negative criticism
B Name calling
C Ridiculing
D Making someone feel valued
16. Which one is not body language:
A Frowning
B Eating
C Nodding
D Smiling
17. No two people are the same:
TRUE
FALSE
18. The best way to resolve conflict in a relationship is:
A With lying
B With non-aggressive resolution
C Doing nothing
D Being angry
19. In the S.T.A.B.E.N. method of resolving conflict, the S. stands for:
A Source of the conflict
B Start of the conflict
C Strength of the conflict
D Study of the conflict
20. Resolving conflict is necessary for developing effective relationships:
TRUE
FALSE

SHEET 15: Tell me about yourself

Since leaving school before graduating I have taught myself everything that I know by on-the-job learning, hands on experience, and learn by doing. I attend any seminars that are offered by Agriculture Advisors or Extension Officers when they come to my village. I also ask my grandfather and father for their understanding and knowledge since they have a combined 60 years of experience in farming.

I found it difficult to go to school because of school fees. Whenever I could I would earn my own money by growing a crop and selling it at the local market, therefore I developed important skills such as working hard with endurance, flexibility and perseverance, dealing with customers, and negotiating with suppliers.

My biggest strength is my ability to work independently and persevere until the job is done.

My second strength is my ability to give attention to detail so that the small but important things are not overlooked. I enjoy working hard, learning new things and working towards a good result.

During my past experience I have always done the job that was needed to be done, and my success was seen in the production yields and what I could sell at the market.

I am very proud of my experience which demonstrates my achievements and this is why I feel that I would be a very good fit for the position of Hotel Cleaner and I would be very honoured to be a member of your team.

SHEET 16: Job Interview Dos and Don'ts

The good way to dress



Not the good way to dress



The good way to sit



Not the good way to sit





























The good way to shake hands





Not the good way to shake hands



SESSION OVERVIEW - SESSION 16: DEVELOPING PROFESSIONALISM



 SESSION LOGO 	Title  DEVELOPING PROFESSIONALISM	 SESSION DESCRIPTION Participants learn how to develop professionalism.	 SESSION OBJECTIVES READY FOR EMPLOYMENT By the end of this session, participants will be able to: <ul style="list-style-type: none"> Recognise the 10 attributes of being professional Be prepared for being professional at a recruitment interview Bring the professional attributes to this course 	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Minutes</th> </tr> </thead> <tbody> <tr> <td>What's Behind the Curtain Review</td> <td style="text-align: right;">15</td> </tr> <tr> <td>My Professional Attributes</td> <td style="text-align: right;">70</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Session Wrap Up</td> <td style="text-align: right;">10</td> </tr> </tbody> </table>		Minutes	What's Behind the Curtain Review	15	My Professional Attributes	70	Pause	10	Session Wrap Up	10	 MATERIALS Chalkboard/ flipchart paper Flipchart pens Chalk Talking Stick Scissors	 PRE-SESSION PREPARATION Review the session, become very familiar with the content (especially the 10 attributes of professionalism), and prepare any necessary materials before the training begins.
	Minutes															
What's Behind the Curtain Review	15															
My Professional Attributes	70															
Pause	10															
Session Wrap Up	10															
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td> EMPLOYABILITY</td> <td> S.H.A.P.E.</td> <td> KNOWING MY SELF</td> <td> PERSONALITY</td> <td> INTERVIEWING</td> <td> RELATIONSHIPS</td> </tr> </table>							 EMPLOYABILITY	 S.H.A.P.E.	 KNOWING MY SELF	 PERSONALITY	 INTERVIEWING	 RELATIONSHIPS				
 EMPLOYABILITY	 S.H.A.P.E.	 KNOWING MY SELF	 PERSONALITY	 INTERVIEWING	 RELATIONSHIPS											
FACILITATOR NOTES Professionalism is a trait that is highly valued in the workforce. It has many attributes, including: <ol style="list-style-type: none"> Specialised knowledge – making a deep personal effort to develop and improve their skills. Competent – doing the skill well, getting the job done. Reliable – being on time, keep their promises, doing what they say, making a commitment and honouring it. Honesty and Integrity – keep their word and can be trusted, doesn't compromise their values, will do the right thing. Humble – ask for help and willing to learn from others. Accountable – for their thoughts, words, and actions, especially when they have made a mistake. 		FACILITATOR NOTES (CONTINUED) (7) Self-control – stay calm under pressure, consider the emotions and needs of others. (8) Image – look good, confident, respectful. (9) Polite and Kind – use good manners to everyone, and no matter how they are feeling, respect others. (10) Prepared – being ready with planning, timeliness and attention before the job starts. TERMS ATTRIBUTE: A usually good quality that someone or something has. COMPETENT: Having the necessary ability or skills – able to do something well or well enough to meet a standard. RELIABLE: Able to be trusted to do or provide what is Needed – able to be relied on.		HONESTY: The quality of being fair and truthful. INTEGRITY: The quality of being honest and fair. HUMBLE: Not proud, not thinking of yourself as better than other people. ACCOUNTABLE: Required to explain actions or decisions to someone, be responsible for something. SELF-CONTROL: Control over your feelings or actions. IMAGE: The idea that people have about someone or something. POLITE: Having or showing good manners or respect for other people. PREPARED: Ready for something. ICEBREAKER What's Behind the Curtain?												

WHAT'S BEHIND THE CURTAIN

 15 minutes	 Anchor
--	--

1. Divide the group into two groups with the extra person as the Counter.
2. Explain that the two groups are going to stand on opposite sides of an opened door. When the Counter has finished saying "5,6,7,8" one person from each team will step up to either side of the open door and call out that other person's name standing opposite to them.
3. Explain that it is a race to see who can say the other person's name first. Whoever says it first is the winner and their team gains a point. The Counter also adds up the points for each team. These two people step to the end of the line and the next two people are ready to hide and then jump out and say the name.
Note: the game continues until everyone has had a chance to reveal names.
4. Begin the icebreaker by asking the groups to hide from the opened door and the Counter can start the game by saying the first "5,6,7,8".

REVIEW

 15 minutes	 Review
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1. Remind the participants that the last session was on the first employability skill – Self-Presentation.
2. Start a discussion by asking them what they thought was the most useful from what they learnt about the first interview question "Tell me about yourself" and the way of presenting a good answer for a recruitment interview. (Optional: use the talking stick)



Note to Facilitators:

Guide the open discussion, on what they thought was the most useful, to cover as much as possible of the content of the last session, by asking open questions:

- What is EES?
- How can you use that for preparing a good answer to "Tell me about yourself".
- What are non-verbal self-presentation requirements?
- What should we not do during a recruitment interview?

MY PROFESSIONAL ATTRIBUTES

 70 minutes	 Add	 Apply
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1. Explain to the participants that there are attributes of professionalism we need to develop for being professional at a recruitment interview, business meeting, etc.
2. Ask the participants what they think an attribute is? [Help the participants to come to the following explanation: A usually good quality that someone or something has.

3. Explain that this session will cover 10 of the most important attributes of professionalism.
4. Ask the participants to brainstorm what could be an attribute of professionalism. Write their answers on the flipchart/chalkboard. (Optional: Use the talking stick to encourage participation)
5. After the brainstorm discussion ask them to form 5 groups of two persons and 5 groups of three persons.
6. Give each group one of the following 10 attributes of professionalism (Note: cut the SHEET 17: The 10 Attributes of Professionalism up so there are 10 pieces to hand out.)
7. Inform the groups that they are to create a '2 minute' drama in the style of a sketch i.e. a short comedy scene, that best shows the attribute of professionalism they have been given.
8. Give the groups 20 minutes to create the drama (sketch).
9. Wander around and see how their drama (sketch) is developing. Give them advice and ideas where it is necessary to keep the drama 'short, sweet and to the point'.
10. After 10 minutes bring the groups together and ask them to return the pieces of paper they were given. Lay them out, in a mixed up order.

PAUSE FOR 10 MINUTES



11. When the participants are back from their break, pick a random group to show their drama (sketch) to everyone without telling what attribute it was. Then ask the others to go and pick the attribute they think the drama (sketch) was showing, and ask the group if they were correct. If they were correct put the attribute aside, if they were not put the attribute back with the others. Continue with the next group repeating the same, until all groups are finished.
12. Hopefully all the attributes were recognised. If not, encourage a discussion over what those attributes are so that all the participants have understood all 10 attributes of professionalism.

<i>The 10 Attributes of Professionalism</i>		
1.	Specialised Knowledge	Making a deep personal effort to develop and improve skills.
2.	Competent	Doing the skills well, getting the job done.
3.	Reliable	Being on time, keeping promises, doing what they say, making a commitment, and honouring it.
4.	Honesty and Integrity	Keeping a promise, can be trusted, doesn't compromise their values, will do the right thing.
5.	Humble	Ask for help and willing to learn from others.
6.	Accountable	Take responsibility for thoughts, words, and actions, especially when they have made a mistake.
7.	Self-control	Stay calm under pressure, consider the emotions and needs of others.
8.	Image	Look good, confident, and respectful.
9.	Polite and Kind	Use good manners to everyone, and not matter how they are feeling, respect others.
10.	Fully Prepared	Being ready with planning, timeliness and attention to details before the job starts.

SESSION WRAP-UP

 10 minutes	 Away
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1. Ask the participants to go over the naming of The 10 Attributes for Professionalism (SHEET 17) one more time. [An idea – give the participants who remember, a gift of a professional pen].
2. Initiate a wrap-up discussion on why it is important to have attributes of professionalism in the work place. (Note: it is important that they understand why they should be professional.)
3. Explain that this **Developing Professionalism** is their second employability skill for getting ready for employment. Say: “You can be Professional”. Ask them to say: “I can be Professional”.
4. Now you can give them the Practice Activity.



Note to Facilitators:
Practice Activity:

- Learn by remembering The 10 Attributes for Professionalism before next session.
- If you use the gift idea, also remind them that there will be a professional gift for those who can recite The 10 Attributes for Professionalism.

5. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation



SHEET 17: The 10 Attributes of Professionalism

<p>1</p> <p>SPECIALISED KNOWLEDGE</p>	<p>Making a deep personal effort to develop and improve skills.</p>
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<p>2</p> <p>COMPETENT</p>	<p>Doing the skill well, getting the job done.</p>
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<p>3</p> <p>RELIABLE</p>	<p>Being on time, keeping promises, doing what they say, making a commitment and honouring it.</p>
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<p>4</p> <p>HONESTY AND INTEGRITY</p>	<p>Keeping a promise, can be trusted, doesn't compromise their values, will do the right thing.</p>
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<p>5 HUMBLE</p>	<p>Ask for help and willing to learn from others.</p>
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<p>6 ACCOUNTABLE</p>	<p>Take responsibility for thoughts, words, and actions, especially when they have made a mistake.</p>
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<p>7 SELF-CONTROL</p>	<p>Stay calm under pressure, consider the emotions and needs of others.</p>
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<p>8 IMAGE</p>	<p>Look good, confident, and respectful.</p>
----------------------------------	---

9

POLITE AND KIND
























**Use good manners to everyone,
and no matter how they are feeling,
respect others.**

10



FULLY PREPARED

**Being ready with planning,
timeliness
and attention to details
before the job starts.**

SESSION OVERVIEW - SESSION 17: INTERVIEWING I



 SESSION LOGO 	Title  SESSION TITLE INTERVIEWING I	 SESSION DESCRIPTION Participants learn what employers are looking for, to easily talk about the reasons why an employer should hire them, and prepare for an interview.	 SESSION OBJECTIVES READY FOR EMPLOYMENT By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Describe what employers are looking for. • Easily talk about why they should be hired • Prepare for an interview. 	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Minutes</th> </tr> </thead> <tbody> <tr> <td>Fun Sentence Writing</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Review</td> <td style="text-align: right;">10</td> </tr> <tr> <td>What are employers Looking for?</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Preparing for an Interview</td> <td style="text-align: right;">35</td> </tr> <tr> <td>Session Wrap Up</td> <td style="text-align: right;">10</td> </tr> </tbody> </table>		Minutes	Fun Sentence Writing	10	Review	10	What are employers Looking for?	45	Pause	10	Preparing for an Interview	35	Session Wrap Up	10	 MATERIALS Chalkboard/ flipchart paper Flipchart pens Chalk Talking Stick	 PRE-SESSION PREPARATION Review the session, familiarise the content (especially the relevant SHEETS), and prepare any necessary materials before the training begins.
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EMPLOYABILITY	S.H.A.P.E .	PERSONALITY	SELF-PRESENTATION	PROFESSIONALISM																
FACILITATOR NOTES A job interview is a procedure wherein an applicant is assessed as a potential employee by a prospective employer. The interview helps the interviewer to analyse and assess the nature and ability of the candidate to do the job through the questions asked to them. There is no selection process without an interview. So, an interview forms the important step in job selection. The interview forms the bridge between the interview and the candidate and helps the interviewer in selection procedure. Thus, an interview is very essential and important. An interview first helps the interview to assess the communication skill of the candidate.		FACILITATOR NOTES (CONTINUED) The oral response of the candidate also helps the interviewer to analyse the social behaviour of the candidate. Additional information can be collected through interviews. The candidate’s attitude and mind can be assessed only by such oral interviews. Queries related with the job requirements: education and technical aspects will assist the interviewer to take a decision on the candidate upon his subject and technical knowledge. Therefore since the interview is very important in helping the interviewer to choose the right candidate for their organisation the candidate must be thoroughly prepared.		TERMS INTERVIEW: A formal consultation usually to evaluate qualifications (as of a prospective student or employee). APPLICANT: The person applying for a job. CANDIDATE: The Person who is being considered for a job. ICEBREAKER Fun Sentence Writing																

FUN SENTENCE WRITING

 10 minutes	 Anchor
--	--

1. Ask the participants to form groups of five.
2. Provide each group with a piece of paper and pencil/pen. (Only one per group)
3. Explain that one participant in the group starts a sentence by writing a word. The next participant adds a word. The third adds another word. The group keeps going until they have made their best sentence.
4. Explain that there is one rule: *Absolutely no talking is allowed during this activity! (Note: if someone cannot write they can whisper the word to the person who was before them (not the next person) so they can write it for them.*
5. Give them 5 minutes to write their best sentence. They can repeat as many times as they want.
6. After 5 minutes inform them that the time is up.
7. Instruct the groups to have one person read out loud their best sentence.
8. Then, let the groups decide whose sentence was the best.
9. Ask the participants: “Do sentences get better with each attempt?” and “How did you like this game?” “What did it teach you?” (Note: every answer is good)

REVIEW

 10 minutes	 Review
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1. Remind the participants that the last session was on the second employability skill – Developing Professionalism.
2. Remind them that they had a Practice Activities to do : To Learn by remembering The 10 Attributes for Professionalism.
3. Ask them to bring their list of 10 transferable skills for a job (with their names on it) to you.




Note to Facilitators:

This list will be put into their PDP. Therefore it is important that the list is a good list. As their Mentor help them to make this list complete: check the list has 10 good skills on it.

If a participant cannot write but has remembered, find time later to write them down for them.

4. Now is the time to ask the participants if they can meet the challenge: “Who has remembered The 10 Attributes for Professionalism?”
5. Let the participants all have a chance to call them out: per person. If that doesn’t work see if they can remember them as a group. You can give them clues by reminding them the drama-sketches.
6. For everyone who has remembered give them the gift you have prepared of a professional pen or pencil.

WHAT ARE EMPLOYERS LOOKING FOR?

 45 minutes	 Add	 Apply
--	---	---

1. Ask the participants to form groups of four and one group of five.
2. Explain that they have 15 minutes to come up with four things employers look for in their employees.



Note to Facilitators:

Walk around the groups listening to their discussions and assist them where and when needed.

Most employers look to hire people who:

- Fit in or get along well with others
- Are dependable
- Have skills and abilities to do the job
- Communicate interest in the company

3. After 15 minutes invite the groups to share the four things they came up with. Point out the ones that are similar to yours and thank the participants for the other ones by expressing that they are good answers. If there is an answer that you do not understand, ask them to explain, and then bring up the point they were trying to make.
4. Bring the discussion to a close by asking one participant to tell the others the four most important things employers are looking for in their employees.
5. Ask the participants to divide again into groups of four and one group of five.
6. Explain to them that this time in the group they are the employer and they are looking to hire:

Training women or men:
REVIEW this case of hiring a receptionist and make appropriate changes, where necessary.

You are the manager of a hotel. You need to hire a receptionist.

(If necessary, explain to them what a receptionist is.)

Job duties: to answer the phones, greet your guests, and keep a schedule for you.

What kind of person do you want to hire for this job?

What kind of skills would you want this person to prove to you they have?

7. Let them know they have 10 minutes.
8. After 10 minutes invite the groups to share the 'kind of person they are looking to hire'. Respond to all the comments they are making and highlight the work-related reasons they are telling.

PAUSE FOR 10 MINUTES



9. Explain to the participants that they need to be able to easily talk about the reasons why an employer should hire them. Ask a participant to help you and hand out the SHEET 18: You Should Hire Me Because ...”

10. Explain:

Earlier we talked about making a good impression. Job interviews are a time when we must be ready, can communicate and present ourselves well. Use the SHEET 18: You Should Hire Me Because ...” and come up with three work related positive traits about yourself and good back-up statements to communicate to the employer for each.

<p><i>SHEET 18: You should hire me because ...</i></p> <p>I am</p> <p>I can</p> <p>I know how to</p> <p>I have done</p> <p>I like to</p> <p>I have skills in</p> <p>I am good at</p>
--

- 11. Go through the SHEET with participants and explain to them how they should fill it in. Remind them to put their name on it (the top right hand corner) and the date.
- 12. Give them 15 minutes to complete the SHEET.
- 13. Collect the completed sheets as they will be **added to their PDP**.

PREPARING FOR AN INTERVIEW

 35 minutes	 Add	 Apply
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1. Initiate a discussion on: what you need to do the night before an interview to get ready for it. Record answers on the flipchart.



Note to Facilitators:
 In this exercise the group will be talking through the process of getting ready for an interview. If the group is unable to come up with ideas, try asking the following questions:

- How will you get there?
- How long will it take?
- Who are the interviewers?
- What do you know about the job?
- What do you know about the company?
- What are you going to wear?
- What are you going to say?
- Where is your Curriculum Vitae?



Note to Facilitators (continued):

Have the group think through all different types of problematic scenarios that could happen and discuss ways to avoid them. For example,

- Wearing brand new shoes could hurt your feet.
- Forgetting to check travel schedules ahead of time may make you late.
- Putting Curriculum Vitae directly in your bag, instead of in a folder, may make them messy.

This will further reinforce the idea that the more prepared they are for the interview, the better the outcome will be.

2. Ask the participants to form groups of three and one group of four. Introduce the following sample exercise: You have an interview tomorrow morning at 10 am in a part of town that you are not familiar with. What are some of the things you need to do today to prepare? (Record answers on the flip chart).
3. Give them 10 minutes to discuss an answer to the question. For the next part, in discussing the answer altogether, here are some examples:
 - Get clothes ready (clean and ironed)
 - Polish shoes
 - Find out how to get there
 - Practice getting there
 - Put together a clean copy of your Curriculum Vitae and references
 - (sometimes) fill out a practice job application
 - Find out some information about the company
4. Explain: throughout your job search you will most likely go on many interviews. The best way to be successful is to prepare ahead of time. There are many things you can do beforehand to ensure that you are ready for the interview as we have just seen.
5. Next, altogether, discuss: who has ever gone on a job interview? What was it like? How was it set up? Did anyone help you? If no-one has gone on a job interview, ask the question: what do you think a job interview is like?
6. Hand out the SHEET 19: Preparing for an Interview. Discuss each point with the participants so that they are clear and believe they are now prepared for an interview.

SHEET 19: Preparing for an Interview

- HAVE PRE-WRITTEN JOB DETAILS
- KNOW TIME AND LOCATION OF INTERVIEW
- KNOW THE NAME OF THE EMPLOYER
- HAVE CURRICULUM VITAE AND REFERENCES READY, WHEN NECESSARY
- KNOW YOUR THREE TOP SKILLS
- KNOW YOUR RELEVANT EES
- PROJECT IMAGE OF CAPABILITY (ACTION VERBS, ACCOMPLISHMENTS)
I AM, I CAN, I KNOW HOW TO, I HAVE DONE, I LIKE TO, I HAVE SKILLS IN, I AM GOOD AT
- KNOW THE 10 ATTRIBUTES OF PROFESSIONALISM
- DON'T VOLUNTEER NEGATIVE INFO

SESSION WRAP-UP

 10 minutes	 Away
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1. Explain that **interviewing** is an employability skill needed for getting ready for employment.
2. Now you can give them the Practice Activity of designing their own signature. Explain about a signature, why it is used and when it is used. Give them a copy of the SHEET 20: Signature.



Note to Facilitators:

Practice Activity:

- To design a signature.

3. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation



SHEET 18: You should hire me because ...

I am (1).....

(2).....

(3).....

I can (1).....

(2).....

(3).....

I know how to (1).....

(2).....

(3).....

I have done (1).....

(2).....

(3).....

I like to (1).....

(2).....

(3).....

I have skills in (1).....

(2).....

(3).....

I am good at (1).....

(2).....

(3).....

SHEET 19: Preparing for an Interview

- HAVE PRE-WRITTEN JOB DETAILS
- KNOW TIME AND LOCATION OF INTERVIEW
- KNOW THE NAME OF THE EMPLOYER
- HAVE CURRICULUM VITAE AND REFERENCES READY, WHEN NECESSARY
- KNOW YOUR THREE TOP SKILLS
- KNOW YOUR RELEVANT EES
- PROJECT IMAGE OF CAPABILITY (ACTION VERBS, ACCOMPLISHMENTS)

I AM, I CAN, I KNOW HOW TO, I HAVE DONE, I LIKE TO, I HAVE SKILLS IN, I AM GOOD AT

- KNOW THE 10 ATTRIBUTES OF PROFESSIONALISM
- DON'T VOLUNTEER NEGATIVE INFO
























SHEET 20: Signature

A signature is a handwritten depiction of someone's name, nickname, or even a simple "X" or other mark that a person writes on documents as a proof of identity and intent. The writer of a signature is a signatory or signer.

Examples:



SESSION OVERVIEW - SESSION 18: INTERVIEWING II

 SESSION LOGO 	Title  INTERVIEWING II	 SESSION DESCRIPTION Participants get to know typical job interview questions, to role play a job interview and to ask a visiting Employer questions.	 SESSION OBJECTIVES READY FOR EMPLOYMENT By the end of this session, participants will be able to: <ul style="list-style-type: none"> • Perform well at a job interview. 	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>The Telephone Game</td> <td>15</td> </tr> <tr> <td>Review</td> <td>5</td> </tr> <tr> <td>Job Interview Qstns.</td> <td>15</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>Role Play</td> <td>40</td> </tr> <tr> <td>Employer Visit</td> <td>30</td> </tr> <tr> <td>Session Wrap Up</td> <td>5</td> </tr> </tbody> </table>		Minutes	The Telephone Game	15	Review	5	Job Interview Qstns.	15	Pause	10	Role Play	40	Employer Visit	30	Session Wrap Up	5	 MATERIALS Chalkboard/ flipchart paper Flipchart pens Chalk Talking Stick Copies of SHEET: Interview Cards Visiting Employer	 PRE-SESSION PREPARATION Review the session, familiarise the content, arrange an employer to visit, and prepare any necessary materials before the training begins.
	Minutes																					
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EMPLOYABILITY	S.H.A.P.E.	PERSONALITY	SELF-PRESENTATION	PROFESSIONALISM																		
FACILITATOR NOTES It is important to be prepared to respond effectively to the interview questions that employers typically ask at job interviews. Since these questions are so common, hiring managers will expect the candidate to be able to answer them smoothly and without hesitation. The candidate does not need to memorise an answer, but to think about what they are going to think about what they are going to say so that they are not put on the spot during the job interview. The responses of the candidate will be stronger if they are prepared well in advance, know what to expect during the interview, and have a sense of what to promote about themselves during the interview.		FACILITATOR NOTES (CONTINUED) The interview questions that will be mostly likely asked at a job interview are: <ol style="list-style-type: none"> (1) Tell about yourself (2) What are your strengths? (3) What are your best skills? (4) What is your major weakness? (5) What are your career goals, future plans? (6) Why should we hire you? (7) What salary do you expect to have? Explain. 		TERMS CAREER: A profession for which a person trains for, is employed for, and which guides the persons pursuit of consecutive progress in that profession to reach a specific achievement. ICEBREAKER The Telephone Game																		

THE TELEPHONE GAME

 15 minutes	 Anchor
--	--

1. Ask the participants to sit in a circle or stand in a straight line. They need to be close enough that whispering is possible, but not so close that players can hear each other whisper.
2. You as Facilitator whisper into the ear of the first person the word phrase, then they whisper the word phrase into the next persons ear, and this continues until the last person.
3. The last person says the word phrase out loud so everyone can hear how much it has changed from the first whisper at the beginning of the circle or line. Let the first person tell the original word phrase.



Note to Facilitators:

The game has no winner: the exercise (and entertainment) is in comparing the original and final messages. Intermediate messages may also be compared. Some messages will become unrecognisable after only a few steps.

Rules for the Telephone Game –

- The word phrase can only be whispered once, so players must pay close attention (i.e. good for their listening skills).
- The word phrase should never be too familiar.
- Only one person – the first- should know what the word phrase is.



The Object of the Game –

- Helps to clearly show how the word phrase changes when it goes from person to person thereby demonstrating how second hand and third hand information might not be reliable and it can have an impact on gossiping and spreading rumours.
- Helps to develop active listening skills.
- Opens up the a discussion on the importance of active listening.

Example of Word Phrases –

- (1) The quick brown cat jumps over the lazy dog.
- (2) Double chocolate chip ice-cream.
- (3) Counting cars quietly.
- (4) It is easy to tell the depth of a well.
- (5) It is time to see what time it is.

REVIEW

 5 minutes	 Review
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1. Ask the participants what key points were covered in the last session on (1) What employers are looking for; (2) to easily talk about the reasons why an employer should hire them, and (3) preparing for an interview.
2. Ask the participants if they have any questions about preparing for an interview.
3. Invite the participants to use the chalkboard and share their signature with the group. Give the all a piece of paper to draw their signature on. **[Include their signature in their PDP]**

JOB INTERVIEW QUESTIONS

 15 minutes	 Add	 Apply
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1. Assist the group of participants for the role play by preparing them with the seven questions that an employer can ask them and what answers the applicant could reply: (Lead a discussion where they prepare together good answers to the employer questions before starting the role play)

Employer	Candidate
(1) Tell about yourself	Remind the participants to use their “Tell me about yourself” from Self-Presentation.
(2) What are your strengths?	<p>Give the participants the advice that their strengths should include relevant (1) Experience, (2) Talents, (3) Soft Skills (4) Education/ Training (5) Personal Qualities and relate them to job performance.</p> <p>... ”I think one of my greatest strengths is as a <i>problem solver</i>. I have the ability to see a situation from different perspectives.”</p> <p>... “I can get my work done even in the face of difficult obstacles.”</p> <p>...”One of my strengths is my <i>hard working</i>. When I start working I keep going until the job is finished.”</p>
(3) What are your best skills?	Give the participants the advice to start their answer with, “My best skills are ...”
(4) What is your major weakness?	<p>Give the participants the advice to <u>select a weakness that is ‘fixable’</u></p> <p>... “I get nervous when speaking in front of large groups. During the REAL Course I got lots of practice so it is improving.”</p> <p>... “I am very shy and often have trouble speaking up in meetings. During the REAL Course I got lots of practice so it is improving.”</p>
(5) What are your career goals, future plans?	<p>Give the participants the advice to start their answer with</p> <p>... “To find a position at a company where I can grow and take on new work and responsibilities.”</p>
(6) Why should we hire you?	Give the participants the advice to <u>match the profile requirements with their personal qualities</u>

	<p>... “I can do the work and deliver the results.”</p> <p>... “I will fit in beautifully and be a great addition to the team.”</p> <p>... “I have an interesting combination of skills and experience that will help me to do the job well.”</p>
(7) What salary do you expect to have? Explain.	Give the participants the advice to answer with ... “I would appreciate the same salary that your company gives to every starting employee for this job.”

PAUSE FOR 10 MINUTES



JOB INTERVIEW ROLE PLAY

40 minutes	Add	Apply
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1. Ask the participants to arrange sets of two chairs facing each other, to sit down and for them to choose who will be the Employer and who will be the Candidate for this round. Hand out the Interview Cards (see SHEET 21)
2. Explain that you are going to facilitate the interview procedure by giving them guidance on the timing for each of the seven interview questions.



Note to Facilitators:

Lead the Employer/Candidate pairs step by step through the seven job interview questions giving them the limited time of 3 minutes to answer. (This is to focus them to keep their answers short and sweet):

Say: Employers ask your candidate the question – tell about yourself?

After 3 minutes ...

Say: Employers ask your candidate the question – what are your strengths?

After 3 minutes ...

Say: Employers ask your candidate the question – what are your best skills?

Etc.

3. When all the interviews are finished ask the Employers to share how the interviews went. Then ask the Candidates how they felt the interview went.
4. Then, ask the Employer and Candidate to swap positions and repeat the job interview role play.
5. When finished, again ask for the Employers to share how the interviews went and then the Candidates how they felt the interview went.
6. Explain to the group that for the final part of this session on interviewing we are going to be inspired and encouraged by an employer.
7. Introduce the visitor.

EMPLOYER VISIT

 80 minutes	 Add	 Apply
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1. Invite the group of participants to ask any questions they would like the Employer to answer.
2. Invite the Employer to give encouraging tips about the job interview and working as an employee.
3. When the 30 minutes is finished ask one of the participants to thank the visitor for coming and to express what their visit meant for the group.

SESSION WRAP-UP

 5 minutes	 Away
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1. Ask the group of participants to share with the group what was the most interesting thing they learnt about job interviewing, and why?
2. After a short time of sharing explain that their practice activity will be practicing answering that interview question until it is mastered.
3. Explain that **interviewing** is an employability skill needed for getting ready for employment.



Note to Facilitators:

Practice Activity:

- Practice answering the interview question that was the most difficult.

4. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



SHEET 21: Interview Cards

[Make as many copies as necessary for each person in the group to have one.]

YOU ARE A SHOP OWNER

YOU ARE INTERVIEWING APPLICANTS FOR A
SHOP ASSISTANT

Ask the following five questions:

1. Tell about yourself
2. What are your strengths?
3. What are your best skills?
4. What is your major weakness?
5. What are your career goals, future plans?
6. Why should I hire you?
7. What salary do you expect to have?

YOU ARE A RESTAURANT OWNER

YOU ARE INTERVIEWING APPLICANTS FOR A
WAITRESS

Ask the following five questions:

1. Tell about yourself
2. What are your strengths?
3. What are your best skills?
4. What is your major weakness?
5. What are your career goals, future plans?
6. Why should I hire you?
7. What salary do you expect to have?

YOU ARE A HOTEL OWNER

YOU ARE INTERVIEWING APPLICANTS FOR A
MAID

Ask the following five questions:

1. Tell about yourself
2. What are your strengths?
3. What are your best skills?
4. What is your major weakness?
5. What are your career goals, future plans?
6. Why should I hire you?
7. What salary do you expect to have?













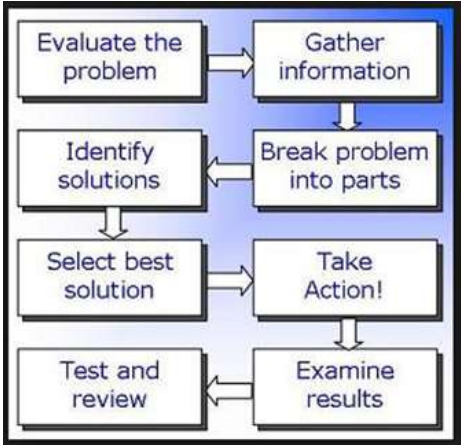
YOU ARE A CONSTRUCTION CONTRACTOR

YOU ARE INTERVIEWING APPLICANTS FOR A
CONSTRUCTION LABOURER


Ask the following five questions:

1. Tell about yourself
2. What are your strengths?
3. What are your best skills?
4. What is your major weakness?
5. What are your career goals, future plans?
6. Why should I hire you?
7. What salary do you expect to have?

SESSION OVERVIEW - SESSION 19: PROBLEM SOLVING



 SESSION LOGO 	Title  SESSION TITLE PROBLEM SOLVING	 SESSION DESCRIPTION Participants understand why problem solving is an important skill and they learn the 8-steps of problem solving.	 SESSION OBJECTIVES READY FOR EMPLOYMENT By the end of this session, participants will be able to: <ul style="list-style-type: none"> Define the problem solving steps and demonstrate problem solving. 	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Minutes</th> </tr> </thead> <tbody> <tr> <td>The Human Knot</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Review</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Every problem has a Solution – Part 1</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Every problem has a Solution – Part 2</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Session Wrap Up</td> <td style="text-align: right;">5</td> </tr> </tbody> </table>		Minutes	The Human Knot	10	Review	5	Every problem has a Solution – Part 1	45	Pause	10	Every problem has a Solution – Part 2	45	Session Wrap Up	5	 MATERIALS Chalkboard/ flipchart paper Flipchart pens Chalk Talking Stick SHEET: Problem Solving Steps	 PRE-SESSION PREPARATION Review the session, familiarise the content (problem solving steps), and prepare any necessary materials before the training begins.
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FACILITATOR NOTES Everyone has problems in life. Problem solving is finding a way to deal with and end a problem. The skill of problem solving is important because at work problems are at the centre of what many people do every day – we are either solving a problem for a client (internal or external), supporting those who are solving problems, or discovering new problems to solve. Problems we face can be large, simple or complex, and easy or difficult to solve. No matter the nature of the problem, a fundamental part of everyone’s job is finding ways to solve them. So being a confident problem solver is really important to one’s success.			FACILITATOR NOTES (CONTINUED)  <pre> graph TD A[Evaluate the problem] --> B[Gather information] B --> C[Break problem into parts] C --> D[Identify solutions] D --> E[Take Action!] E --> F[Examine results] F --> G[Test and review] G --> H[Select best solution] H --> A </pre>		TERMS PROBLEM SOLVING: Finding a way to deal with and end a problem. PROBLEM: Something or someone that is difficult to deal with or understand. ICEBREAKER The Human Knot															

THE HUMAN KNOT

 10 minutes	 Anchor
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1. Ask the participants to form two groups of eight and one group of nine.
2. Explain that each group should form a circle so that everyone is touching the shoulders and so that their outstretched arms can hold the hand of someone opposite. Add, that each hand should hold a different persons hand.
3. The object of the challenge is to undo the knot without letting go.

REVIEW

 5 minutes	 Review
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1. Ask the participants what key points were covered in the last session on job interviewing.
2. Ask if there are any questions over the practice activity of answering the interview question that was the most difficult.



Note to Facilitators:

As you ask participants what key points were covered in the last session (optional: hand to someone the talking stick) fill in any key points that are missed.

EVERY PROBLEM HAS A SOLUTION

 40 minutes	 Add	 Apply
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1. Initiate the discussion on the 8 steps to problem solving with asking the participants the following questions:
 - What do you do when you have a problem?
 - What problems do you find the most difficult to solve?
 - Do you ask others for help?
 - Do you find that there is more than one solution to a problem?In the discussion try to bring out the 8 steps: (1) Evaluate the Problem, (2) Gather Information, (3) Break Problems into Parts, (4) Identify Solutions, (5) Select Best Solution, (6) Take Action!, (7) Examine Results, (8) Test and Review.
2. Explain that number (5) Selecting the Best Solution is the solution they feel the most confident to use and can comfortably take action to solve the problem.
3. Mentor the group through the solving of one of the problems they have identified in No.1 above using the below Problem Solving Steps template:

SHEET 22: The 8 Problem Solving Steps



4. Hand out the SHEET 22: The 8 Problem Solving Steps.
5. Draw the eight steps on the flipchart and leave space for writing the response.

(1)	Evaluate the problem	
(2)	Gather information	
(3)	Break problem into parts	
(4)	Identify solutions	
(5)	Select best solution	
(6)	Take action!	
(7)	Examine results	
(8)	Test and review	

6. Once the problem solving steps are completely filled, ask if everyone thinks that this was a good way of solving the problem.

PAUSE FOR 10 MINUTES



7. Divide the group of participants into seven groups of 3 and one group of 4. Let the group of participants come up with their own problem to solve using the eight (8) steps. If they are struggling to think of a problem inspire them with some suggestions as given below:

- A. You overslept and are going to be late for starting work at 08.00 am.
- B. You dropped something valuable at work and it broke.
- C. You saw a client leave something behind and when you went to pick it up it was money.
- D. You are using a machine at work and it stopped working.

Training women or men:
REVIEW the problem suggestions and make appropriate changes, where necessary.

- E. Your phone is not working and you have to make an important call to your home, but the rule at work is: 'No using the phone for private calls.'
- F. Your job is cleaning toilets. This time when you are cleaning you find a mobile phone lying on the floor partly hidden. No-one is around.
- G. You are given a message verbally by the boss to tell a colleague, but on the way you forget part of the message. Now you are not sure what it was!
- H. In a hotel where you are working you are taking a package up to the room of a male guest. Other colleagues are talking about how this man cannot keep his hands to himself. What are you going to do to keep him from doing the same to you?



Note to Facilitators:

Move around the groups advising them where necessary. Check that they are keeping their problem solving to the 8 steps.

- 8. When you believe each group has completed the 8 steps to solve their problem, ask each group to choose one person to read out their problem and then the solution. Let those chosen share to all the groups.
- 9. Open up the closing discussion with the question: How was this problem solving exercise? What did they learn from problem solving? Ask them if they have learnt something new about problem solving and what that is?

SESSION WRAP-UP

 5 minutes	 Away
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- 1. Explain that problem solving is a skill for any time in their life whether it is in their private life, working life, or business life. Also, that today they have learnt this skill which means they can now find a way to deal with any problem in their life.
- 2. Explain that **Problem Solving** is an employability skill for getting ready for employment. Say: "You can problem solve". Ask them to say: "I can problem solve".
- 3. Explain that their practice activity will be practicing problem solving the way that they have learnt.



Note to Facilitators:

Practice Activity:

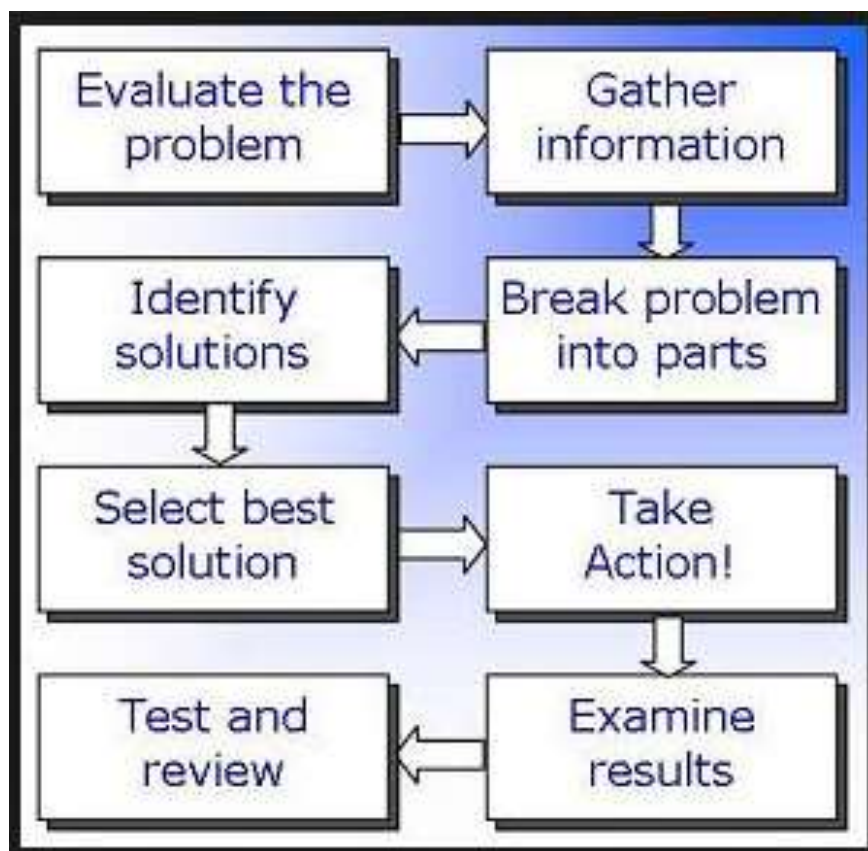
- Practice problem solving with the 8 steps.

- 4. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?






























Thank them for their participation.



SHEET 22: The 8 Problem Solving Steps



SESSION OVERVIEW - SESSION 20: RELATIONSHIPS

 SESSION LOGO 	Title  RELATIONSHIPS	 SESSION DESCRIPTION Participants learn how to build healthy relationships, know the different types of relationships, and how to solve a problem/conflict in a non-aggressive resolution way using STABEN.	 SESSION OBJECTIVES READY FOR EMPLOYMENT By the end of this session, participants will be able to: <ul style="list-style-type: none"> Respond to the colleagues needs, resolve conflict and respect individual differences. 	 TIME BREAKDOWN 150 MINUTES <table border="1"> <thead> <tr> <th></th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>Read My Lips</td> <td>15</td> </tr> <tr> <td>Review</td> <td>5</td> </tr> <tr> <td>Building Healthy Relationships</td> <td>45</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>The Difficult Colleague</td> <td>40</td> </tr> <tr> <td>Session Wrap Up</td> <td>5</td> </tr> <tr> <td>Pre-Post Test</td> <td>30</td> </tr> </tbody> </table>		Minutes	Read My Lips	15	Review	5	Building Healthy Relationships	45	Pause	10	The Difficult Colleague	40	Session Wrap Up	5	Pre-Post Test	30	 MATERIALS Chalkboard/ flipchart paper Flipchart pens Chalk Talking Stick SHEET: Non-Aggressive Resolution (STABEN)	 PRE-SESSION PREPARATION Review the session, familiarise the content (Non-Aggressive Resolution), and prepare any necessary materials before the training begins.
	Minutes																					
Read My Lips	15																					
Review	5																					
Building Healthy Relationships	45																					
Pause	10																					
The Difficult Colleague	40																					
Session Wrap Up	5																					
Pre-Post Test	30																					
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td> EMPLOYABILITY</td> <td> S.H.A.P.E.</td> <td> KNOWING MY SELF</td> <td> EDUCATION</td> <td> PROBLEM SOLVING</td> <td> PROFESSIONALISM</td> <td> TEAMS</td> </tr> </table>							 EMPLOYABILITY	 S.H.A.P.E.	 KNOWING MY SELF	 EDUCATION	 PROBLEM SOLVING	 PROFESSIONALISM	 TEAMS									
 EMPLOYABILITY	 S.H.A.P.E.	 KNOWING MY SELF	 EDUCATION	 PROBLEM SOLVING	 PROFESSIONALISM	 TEAMS																
FACILITATOR NOTES Developing effective relationships in the workplace requires a combination of interpersonal skills and personal qualities. Interpersonal skills include to work as a member of a team or work independently, as appropriate; communicate effectively; be positive; respond to customer needs, resolve conflict, respect individual differences, and contribute to the overall goals of the workplace. Personal qualities that contribute to effective relationships include responsibility, self-discipline, flexibility, integrity, and initiative, professionalism and self-worth; willingness to learn; and acceptance of responsibility for one's own professional growth. So far in this training course a number of these skills		FACILITATOR NOTES (CONTINUED) and qualities have already been/will be included e.g. interpersonal skills: collaborating as a team (Session 29 and 30), and personal qualities: professionalism (Session 16), self-esteem (Session 2), and willingness to learn, acceptance of responsibility for one's own professional growth i.e. each participant's PDP. This session will focus on <u>responding to customer needs, resolving conflict and respecting individual differences</u> as part of developing effective relationships in the workplace. There are three ways to handle conflict (1) Avoiding – when someone is uncomfortable in conflict, (2) Aggressive, (3) Non-Aggressive Resolution – used every day and is quick, efficient, easy to learn and effective.		For Non-Aggressive Resolution use S.T.A.B.E.N. S. Source: The person involved in the conflict where their wishes, desires and feelings do not match yours. T. Time and Place: Choosing the best time to discuss conflict (i.e. not talking in a public place.) A. Admirable: Say something positive. B. Behaviour: Identify that one behaviour that was the problem. Use specifics e.g. numbers. E. Emotion: "Because of this behaviour I felt ..." N. Need: "I need you to ..." TERMS CONFLICT: Conflict arises when wishes, desires and feelings do not match. ICEBREAKER Read my Lips																		



READ MY LIPS

 15 minutes	 Anchor
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1. Ask the participants to divide into two teams.
2. One person in a team gets to mouth a word (without saying it out loud) and the other team gets to act out what mood they think was mouthed. If the team acting out what mood they think was mouthed is correct they get to swap and become the team that gets to mouth a word.
3. Continue as many times as you wish using the moods listed below:

• Anger	• Anxious
• Disgust	• Confused
• Happiness	• Embarrassed
• Sadness	• Guilty
• Surprise	• Jealous
• Fear	• Proud
• Hopeful	• Courageous

REVIEW

 5 minutes	 Review
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1. Ask the participants what key points were covered in the last session on problem solving.
2. Open a discussion on what was their experience with problem solving as their practice activity.
3. Ask if there are any questions on problem solving.



Note to Facilitators:

As you ask participants what key points were covered in the last session (optional: hand to someone the talking stick) fill in any key points that are missed.

BUILDING HEALTHY RELATIONSHIPS

 45 minutes	 Add	 Apply
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1. Start with an open discussion on the following questions:
 - Why do people get into relationships?
 - What are the different types of relationships that young people find themselves in?
2. List the responses on the flipchart paper.
3. Point out that there are certain things that are needed to keep a relationship strong.

4. Ask for an example of something that is necessary for a strong or healthy relationship (e.g. respect) and write it on the flipchart paper.
5. Also point out that there are certain things that can ruin a relationship. Ask for an example (e.g. dishonesty) and write it underneath the previous answer.
6. Ask the participants to divide into six groups and give each group a sheet of flipchart paper with one of the following headings written at the top. Explain that each heading refers to a type of relationship.
 - Peer
 - Social
 - Work
 - Sexual/Romantic
 - Family
 - Community
7. Ask the participants to draw an object (in large size), for example a ship, on the paper that would show what makes a relationship successful and what would damage a relationship, and then in 15 minutes:
 - a) Identify at least five things that help make their particular type of relationship successful and write these on the object.
 - b) Identify at least five things that could damage or destroy the relationship and write these underneath the object.
 - c) Hang their drawings on the wall when they are finished.
8. When all the groups are finished, allow some time for them to move around and look at each other's drawings. One person from the group can explain what they drew and why?
[You can use the following "Note to Facilitators" to elaborate.]



Note to Facilitators:

Respect

- Respect is shown through attitudes and behaviour.
- The other person must feel valued, worthwhile, and important.
- Negative criticism, name-calling, and ridiculing are destructive.

Useful ways to show respect include being there when needed, listening carefully to what is said, and responding appropriately.

Empathy

- This means trying to understand another person's position, that is, trying to see situations from the other person's point of view.
- This shows a deeper understanding, particularly if communicated back to the other person using different words.
- Empathy is different from sympathy.

Genuineness

- Being genuine involves being yourself and having positive self-esteem.
- Genuineness is shown if verbal and non-verbal behaviour give the same message.

Values and Attitudes

- Successful friendships/relationships are often based on the individuals having similar values. Two people will continuously be in conflict if their values about most things differ.
- Values can change over time, owing to changing circumstances, etc. This may have an effect on a relationship.

Values and Attitudes (continued)

- Pressure to change values may jeopardise a relationship, for example – if virginity before marriage is valued, for example, then pressure to become sexually active will harm the relationship.

Communication

- Humans communicate verbally and non-verbally. Verbal communication is talking. Non-verbal communication, also known as body language, is shown by listening, smiling, frowning, nodding, body posture, etc.
- Communication reveals how one individual feels about another.
- Most people tend to spend more time talking than listening.
- Listening is a skill that takes time to develop and needs to be practised.
- Being genuine involves being yourself and having positive self-esteem.

9. Encourage a brief discussion around the question, “Which qualities do you think are the most difficult to find in a relationship?”
10. Ask if there are any questions or comments and address these.
11. Summarise and highlight the following key points:
 - No two people are the same. Therefore, we need to compromise and understand each other’s differences for relationships to be successful.
 - Many people practise negative behaviours in their relationships.
 - Respect and communication are two important factors needed to build a good relationship.
 - We have to be honest with ourselves and those we have a relationship with. We should say when things are going right and when we are unhappy about something.
 - We need to assess our relationships and decide whether they are good or bad for us.
 - This session focuses on relationships in the workplace.

PAUSE FOR 10 MINUTES



THE DIFFICULT COLLEAGUE

 40 minutes	 Add	 Apply
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1. Initiate a discussion on who has had experience with someone who has been difficult: angry, unreasonable, lying, aggressive, assertive, and even passive [without being active, open, or direct], etc. Ask if they can share that experience with the group. If no-one wants to share, that is ok. As Mentor you can share an experience that you once had.
2. Explain that today in the skill of having effective relationships you will learn the non-aggressive resolution way how to handle a difficult colleague where you stay positive, respond to their need and respect their differences, all while resolving the conflict.
3. Read the following story of a difficult colleague ...



Note to Facilitators:

If you have persons named Chikondi and Tikambenji in your group of participants change the name(s) in the story.

The story of a difficult colleague

Chikondi and Tikambenji are both waitresses in a restaurant.

Every day Tikambenji is five (5) to twenty (20) minutes late.

Chikondi covers for her so that the boss does not find out, but it

is becoming difficult to find ways to do that. Also, Chikondi is

getting irritated by Tikambenji always being late. The first couple

of times it was ok but now it is every time. Chikondi really likes Tikambenji as they have become

good friends so Chikondi is struggling to find a way to tell her that she is now unhappy. Chikondi

wants to resolve the issue so that she doesn't have to feel irritated by Tikambenji anymore.

Training women or men:
REVIEW this story of a difficult colleague and make appropriate changes, where necessary.

4. Open up a discussion by asking the group of participants to explain in their own words –

S: *What is the **source** of the conflict in the story?*

[All answers are good. Fill in if necessary: The source is Tikambenji.]

T: *What is the best **time and place** for Chikondi to talk with Tikambenji to resolve the conflict?*

[All answers are good. Fill in if necessary: During lunch break, after work, when they are not at work.]

A: *What could be something **admirable** that Chikondi can say about Tikambenji?*

[All answers are good. Fill in if necessary: Tikambenji is a good friend and she works hard.]

B: *What is the **behaviour** that Tikambenji does that is a problem for Chikondi?*

[All answers are good. Fill in if necessary: Tikambenji is 5 to 20 minutes late every day at work.]

E: *What is the **emotion** that Chikondi feels when Tikambenji is late to work and she has to cover for her so that the boss does not find out?*

[All answers are good. Fill in if necessary: Chikondi feels irritated and upset, she is worried that Tikambenji will lose her job, and she is scared it will end their new friendship.]

N: *What does Chikondi **need** from Tikambenji?*

[All answers are good. Fill in if necessary: Chikondi needs Tikambenji to be on time to work.]

5. Continue the discussion to ask the group of participants if they think that the conflict is now resolved?

Repeat the S.T.A.B.E.N. using the participants words where appropriate ...

(1) The source of the conflict is Tikambenji.

(2) The best time and place for Chikondi to talk with Tikambenji is as soon as possible at their lunch break.

(3) Chikondi can tell Tikambenji that she is a good friend and works hard.

(4) Tikambenji is 5 to 20 minutes late every day at work.

(5) Chikondi feels irritated and upset, she is worried that Tikambenji will lose her job, and she is scared it will end their new friendship.

(6) Chikondi needs Tikambenji to be on time to work.

6. Ask the group of participants what they think will be Tikambenji's response. Explain that Tikambenji's response is good because it brings dialogue, discussion and negotiation into resolving the conflict.

Some suggestions to Tikambenji's response might be:

"Am I always late? I didn't realise. Yes I suppose I am. I am sorry that it caused you to cover for me and you are getting irritated by it. I will make sure I am on time from now on." OR

"Oh Chikondi, I can't help it. The public transport is terrible and it is my only way to get to work." OR

"Oh Chikondi, I am sorry. Every morning I have to take my younger brother to school first. It is so difficult. I do my best but I know I am always late. There is one thing I know for sure is that I can depend on you covering for me."

7. Ask the group of participants: Is Tikambenji's response good? Does it help Chikondi to be less irritated? Can Chikondi and Tikambenji still be friends? Is the conflict resolved and how has it been resolved?
8. Ask the group of participants if this way of resolving conflict can help them at home, in the community with their friends and neighbours, at work, etc.?
9. Invite the group of participants to form groups of four and one group of five. Ask them to choose a problem at work, or at home, in the community with their friends and neighbours, etc. and to role play the problem and the problem being solved using the non-aggressive way of STABEN.
10. Explain that STABEN is helpful in all situations because relationships are very important.

SESSION WRAP-UP

 5 minutes	 Away
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1. Explain that resolving conflict is necessary for developing effective relationships and it is a skill for any time in their life whether it is in their private life, working life, or business life. Also, that because they have learnt this skill today they can now feel confident that they are developing effective relationships in their life.
2. Explain that **Developing Effective Relationships** is an employability skill for getting ready for employment. Say: "You can be in a good relationship". Ask them to say: "I can be in a good relationship".
3. Explain that their practice activity will be watching others resolve conflict and to see if they do it the same way or a different way than how they learnt it today.



Note to Facilitators:

Practice Activity:

- Watch others resolve conflict.

4. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.
































PRE-POST TEST



30 minutes

1. Administer the REAL Course Pre-Post Test for EMPLOYABILITY SKILLS with the participants. Refer to the end of Session 15: Self-Presentation for the copy of the test.

SESSION OVERVIEW - SESSION 21: MONEY I (FINANCIAL NUMERACY)

 SESSION LOGO 	Title  SESSION TITLE MONEY I (FINANCIAL NUMERACY)	 SESSION DESCRIPTION Participants develop financial literacy, automation and acceleration of numeracy, and the use of mental arithmetic in everyday practice.	 SESSION OBJECTIVES READY FOR ENTREPRENEURSHIP By the end of this session, participants will recognise that managing money requires knowledge of numeracy and arithmetic (i.e. adding, deducting, multiplying and percentage).	 TIME BREAKDOWN 150 MINUTES <table border="0"> <thead> <tr> <th colspan="2">Minutes</th> </tr> </thead> <tbody> <tr> <td>A Race Back Home</td> <td>15</td> </tr> <tr> <td>Pre-Post Test</td> <td>30</td> </tr> <tr> <td>Review</td> <td>10</td> </tr> <tr> <td>Buying and Selling</td> <td>45</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>Budgeting</td> <td>35</td> </tr> <tr> <td>Session Wrap Up</td> <td>5</td> </tr> </tbody> </table>	Minutes		A Race Back Home	15	Pre-Post Test	30	Review	10	Buying and Selling	45	Pause	10	Budgeting	35	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick Colour copies of SHEET Shopping List (per participant) Scissors	 PRE-SESSION PREPARATION Review the session, familiarise the content (Prepare the SHEET Shopping List and Market Stands), and prepare any necessary materials before the training begins.
Minutes																						
A Race Back Home	15																					
Pre-Post Test	30																					
Review	10																					
Buying and Selling	45																					
Pause	10																					
Budgeting	35																					
Session Wrap Up	5																					
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td> ENTREPRENEURIAL</td> <td> EDUCATION</td> <td> CRITICAL THINKING</td> <td> DECISION MAKING</td> <td> NEGOTIATING</td> <td> NETWORKING</td> <td> PROBLEM SOLVING</td> </tr> </table>							 ENTREPRENEURIAL	 EDUCATION	 CRITICAL THINKING	 DECISION MAKING	 NEGOTIATING	 NETWORKING	 PROBLEM SOLVING									
 ENTREPRENEURIAL	 EDUCATION	 CRITICAL THINKING	 DECISION MAKING	 NEGOTIATING	 NETWORKING	 PROBLEM SOLVING																
FACILITATOR NOTES Many people find numbers and maths to be too complicated especially when it comes to calculations related to the simple activities of their daily life. This session will shed light on the applications of mathematics in real life in general, and particularly when buying and selling. The activity simulates a local market, i.e. a situation that the participants can encounter daily. The participants will participate in adding up, deducting, calculating percentages, etc. when buying, as well as the seller when selling. The goal is to develop financial literacy, automation and acceleration of numeracy, and the use of mental arithmetic in everyday practice. Participants simulate practical situations by transforming the learning space		FACILITATOR NOTES (CONTINUED) into a local market, using fake goods and money, and inventing competition as a buyer with discounts and special offers, while all developing financial literacy. Buyers learn to know the prices, calculate how much their shopping list is going to cost, and see how much money they can save from the discounts, special offers, and negotiating. Although negotiating is not a part of this session it is allowed when it is done through natural intentions. Budgeting allows us to create a spending plan for our money, it ensures that we will always have enough money for the things we need and the things that are important to us. Following a budget will also keep us out of debt or help us work our way out of debt if we		are currently in debt. A budget will also help us to save the money for a larger purchase or even to buy land, to build a house, to start a business. TERMS DISCOUNT: An amount taken off a regular price. NEGOTIATING: To discuss something formally in order to make an agreement. SIMULATION: Something that is made to look, feel, or behave like something else especially so that it can be studied or used to train people. BUDGETING: A plan for spending and saving. ICEBREAKER A Race Back Home.																		

A RACE BACK HOME

 15 minutes	 Anchor
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1. Request participants to stand in a circle. One person walks around the outside of the circle and taps someone on the shoulder. That person walks the opposite way around the circle, until the two people meet. They greet each other three times by name, in their own language. The two people then race back, continuing in opposite directions around the circle, to take the empty place. Whoever loses walks around the outside of the circle again and the game continues until everyone has had a turn.

PRE-POST TEST



1. Administer the REAL Course Training Pre-Post Test for ENTREPRENEURIAL SKILLS with the participants, which is enclosed at the end of this session.





Instruction to Facilitators:

Please administer this test prior to the first session and again after the last session of ENTREPRENEURIAL SKILLS i.e. Session 30. Give one form to each participant. Read each of the following statements aloud. In response to the statement ask the participants to circle the letter with their answer or tick the box. If participants are not literate, ask them to put a thumb print or sticker on the answers. Read each statement aloud to ensure you move together with the participants.

Tell participants that the pre-post test will help the facilitator to understand where to begin from and what areas to focus on. Participants should freely take the test as it will have no bearing on what the facilitator thinks of them or their relationship thereof.

REVIEW

 10 minutes	 Review
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1. Ask the participants what they found most useful and what they learnt from the last sessions on employability. To remind the ones who have forgotten, lead a discussion what the sessions were. Talk about how those sessions prepare them for getting a job.
2. Open a discussion on the practice activity to “share with someone they trust about the things that have happened to them that was not acceptable work.”
3. Ask if there are any questions on acceptable work.



Note to Facilitators:

Where there are sensitive issues raised turn to the part in the manual on mentoring. There is good advice and helpful tips on what to do.



4. Explain that in the next sessions we are going to lay the foundation for entrepreneurship because when the Life Skills training is almost finished they will be asked to make a choice what Technical Vocation they would like to learn or if they would like to start up a business.

BUYING AND SELLING

 45 minutes	 Add	 Apply
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Note to Facilitators:


Turn the training room into a food market where local products are sold: live chicken, eggs, carrots, tomatoes, onions, potatoes and bread. In this buying and selling exercise the participants are going to strengthen their financial numeracy skills. They will also have the chance to develop the skills of verbal communication, relationships, and prepare for the upcoming skills of budgeting, saving money, negotiating, decision making, and networking.

1. Let the participants know that this session will be looking at financial literacy which is needed to manage money and the session introduces budgeting.
2. Ask the group to select three persons who will be the sellers i.e. the 'Live Chicken and Egg Seller', the 'Vegetable Seller', and the 'Bread Seller'. They are then to go and take their place at their 'market stand' (a table where the picture cards, small change 50 cent cards, price tags and discount signs from the SHEET 23: Shopping List are placed).
3. Explain that the rest of the participants will be buyers. Use SHEET 23: Shopping List and give them all a set of coins i.e. fifteen (15) of K10, two (2) of K5, one (1) of K2, and two (2) of K1.
4. Ask the participants to:
 - (1) Go to the market and find out the prices (no buying) for each item on their shopping list.
 - (2) Calculate the amount the shopping list will cost. *[The amount is K164]*
 - (3) Check that they have enough money.
 - (4) Go back to the market and buy the items on the shopping list.
 - (5) Calculate how much money they have over. *[The amount is K23.50]*
5. The first three who are finished can swap places with the three sellers so the sellers can have a chance at being buyers.
6. Lead a discussion with the following questions:
 - What did you learn about buying and selling?
 - What did you learn about managing money?
 - What were the challenges (i.e. adding, deducting, percentages)? Did you overcome them?
 - Are there any areas where you need to improve? How can you do this?
 - Who has bought all the items but has more than K23,50 left over? How did you do that?
 - Did anyone/others consider negotiating?
7. Ask the participants to think about what they are going to do with the money that is over. After a few minutes, ask them to share the decision they have made, and why.
[If you think there is enough time, let the participants do it again.]
8. Share with them that without a plan for spending and saving, managing money can become very difficult.

PAUSE FOR 10 MINUTES



BUDGETING

 35 minutes	 Add	 Apply
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1. Start a discussion about budgeting with the group of participants – What do you think of when you hear the word “budget”? Write their responses on the chalkboard or flipchart paper.
[Budgeting means: A plan for spending and saving.]
2. Continue the discussion with asking them what are the reasons to budget:
[The answers can be:
 - To determine how much money you have to spend
 - To decide how you want to spend your money
 - To determine how to spend money in the future
 - To learn to live on less than available income
 - To stay out of financial trouble
 - To help create a savings plan
 - To help protect yourself against the financial consequences of unforeseen events
3. Guide the participants through the following, “Setting up and Maintaining of a Budget” with explanations, understanding and insight, suggestions, etc. Throughout the explanation interject with questions to the participants.

Setting up and maintaining a budget

1. Estimate your income
2. Estimate your expenses, to include:
 - Fixed regular monthly expenses
 - Fixed irregular monthly expenses
 - Flexible monthly expenses
 - “Mad money” i.e. money you can spend on whatever you like
3. Estimate your future expenses:
 - Begin by keeping a record of everything you spend
 - What are your financial goals and your plans for obtaining those goals?
4. Cope with change:
 - Plan for new situations
 - Plan for changing conditions that increase or decrease your expenses
5. Keep your personal and financial goals in mind
 - Set money aside (i.e. save) to help meet financial goals (e.g. pay debt)
6. Balance your budget
 - Each month, compare your income to your expenses. Continue reworking your budget until your income is greater than your expenses.

4. Ask for questions, comments, and feedback from the group of participants until they believe they understand what a budget is and the reason for having one.
5. Handout the SHEET 24: Budget Template, as well as pencils and erasers. Ask the participants to practice setting up a personal budget. [As facilitator, walk around looking at how they are doing and assist them when they need assistance.]
6. Ask them how it was setting up a budget.

SESSION WRAP-UP

 5 minutes	 Away
--	---

1. Explain that managing money is a skill necessary for simple daily activities such as buying and selling. Also, that managing money is important for a business person.
2. Ask for any final questions or comments on managing money and budgeting.
3. Also explain that **Managing Money is being good with numeracy** and this is an entrepreneurship skill for getting ready for business start-up. Say: “You can manage your money with numeracy” Ask them to say: “I can manage my money with numeracy”.
4. Explain that their practice activity will be making shopping lists every time they go shopping, researching prices (before buying), and learning to use discounts and special offers.



Note to Facilitators:

Practice Activity:

- To make a shopping list every time they go shopping, to research prices (before buying), to add up the cost of the shopping, and to learn to use discounts and special offers.

5. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



REAL Course Life Skills Module Pre-Post Test

ENTREPRENEURIAL SKILLS



Instruction to Facilitators:

Please administer this test prior to the first session and again after the last session of ENTREPRENEURIAL SKILLS. Give one form to each participant. Read each of the following statements aloud. In response to the statement ask the participants to circle the letter with their answer or tick the box. If participants are not literate, ask them to put a thumb print or sticker on the answers. Read each statement aloud to ensure you move together with the participants.

Tell participants that the pre-post-test will help the facilitator to understand where to begin from and what areas to focus on. Participants should freely take the test as it will have no bearing on what the facilitator thinks of them or their relationship thereof.

1. Participant ID <input type="text"/>	5. Location of training site District <input type="text"/>
2. Name of Participant (First and last) <input type="text"/>	Community hub <input type="text"/> Village/Community <input type="text"/>
3. Name of Facilitator: <input type="text"/>	6. Type of group Adolescent girls <input type="checkbox"/> Women <input type="checkbox"/> Men <input type="checkbox"/>
4. Test: Pre <input type="checkbox"/> Post <input type="checkbox"/>	7. Date DD MM YY <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/> <input type="text"/>

Questions 1-25. Choose one correct answer by circling the letter or ticking the box.

Money, Critical Thinking, Decision Making and Negotiation

- Calculations are related to simple activities of daily life:
 TRUE
 FALSE
- Budgeting is:
 - Looking for money
 - Not being able to spend money the way we want to
 - A spending and saving plan for our money
 - Only for people with debt
- We can make money when we use our skills with effort to produce something or provide a service:
 TRUE
 FALSE

4. A good reason to budget is:
- A To help create a savings plan
 - B To shop anytime you want
 - C To buy new things
 - D To borrow money from other people
5. Another word for 'money in' is:
- A Cash
 - B Income
 - C Expenses
 - D Sources
6. Another word for 'money out' is:
- A Shopping
 - B Withdrawing
 - C Expenses
 - D Pocket Money
7. Which one is not an entrepreneurial skill:
- A Creative thinking
 - B Shopping
 - C Researching
 - D Innovating
8. Different people save for different reasons:
- TRUE
- FALSE
9. You have to have a large sum of money to save:
- TRUE
- FALSE
10. Getting money or other gifts from boyfriends or other men is risky:
- TRUE
- FALSE
11. A need for spending money is not:
- A Soda
 - B Food
 - C Housing
 - D Water
12. The key to saving is making good decisions about spending money:
- TRUE
- FALSE
13. When I spend more money than what is coming in, I have _____. [complete the sentence]:
- A Spending
 - B Borrowing
 - C Saving
 - D Debt
14. Critical thinking involves purposeful thinking about the reasons for our actions :
- TRUE
- FALSE

15. Critical thinking includes exploring alternatives:
 TRUE
 FALSE
16. Critical thinking is not important for decision making:
 TRUE
 FALSE
17. Negotiation does not involve ?
 A Listening
 B Persuading
 C Fighting
 D Compromise
18. How many steps are there to effective decision making:
 A Seven
 B Five
 C Three
 D One
19. One step in effective decision making is:
 A Do not hesitate
 B Collect relevant information
 C Jump in head first
 D Do not trust advice from other people

Networking, leading, forming business teams and group dynamics

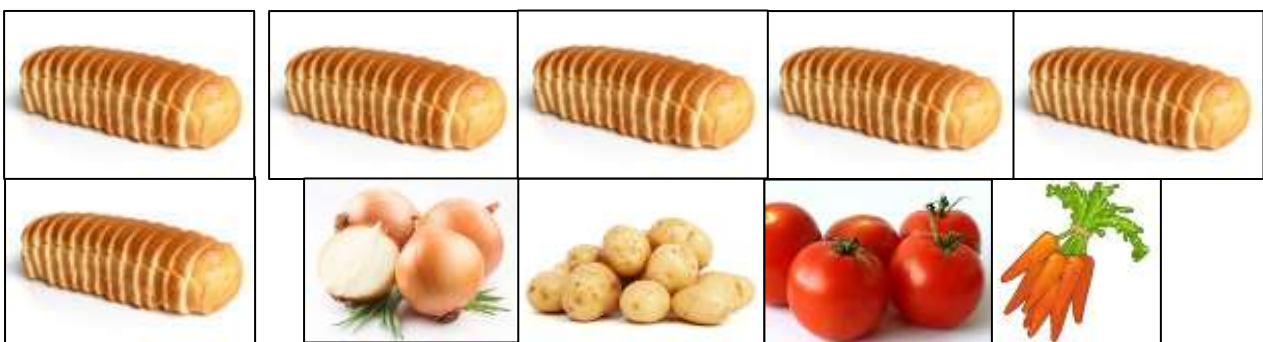
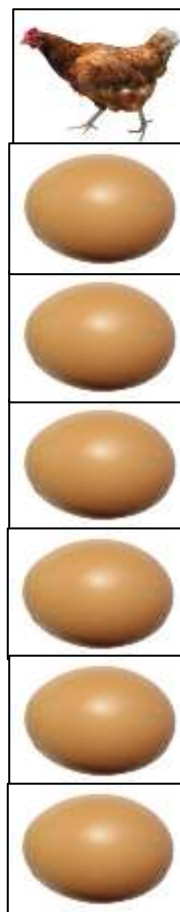
20. Developing a network is easy:
 TRUE
 FALSE
21. Which one is not a good connection for networking?:
 A Family and Friends
 B Neighbours
 C Village Community Committee Members
 D Seller of Drugs
22. Opportunities to network with people arise at any time and any place:
 TRUE
 FALSE
23. A good leader of a group does not:
 A Act bossy
 B Plan for the group
 C Deal with group issues
 D Keep the group positive
24. The development of a group normally goes through four stages. Which one is one of the stages?:
 A Performing
 B Attracting
 C Influencing
 D Collecting

25. Groups can be affected negatively when there is loafing. Loafing is?:
- A Being successful in the group
 - B When a person is working harder than all the others in the group
 - C When persons in the group are eating lots of bread
 - D When persons in the group lessen their effort

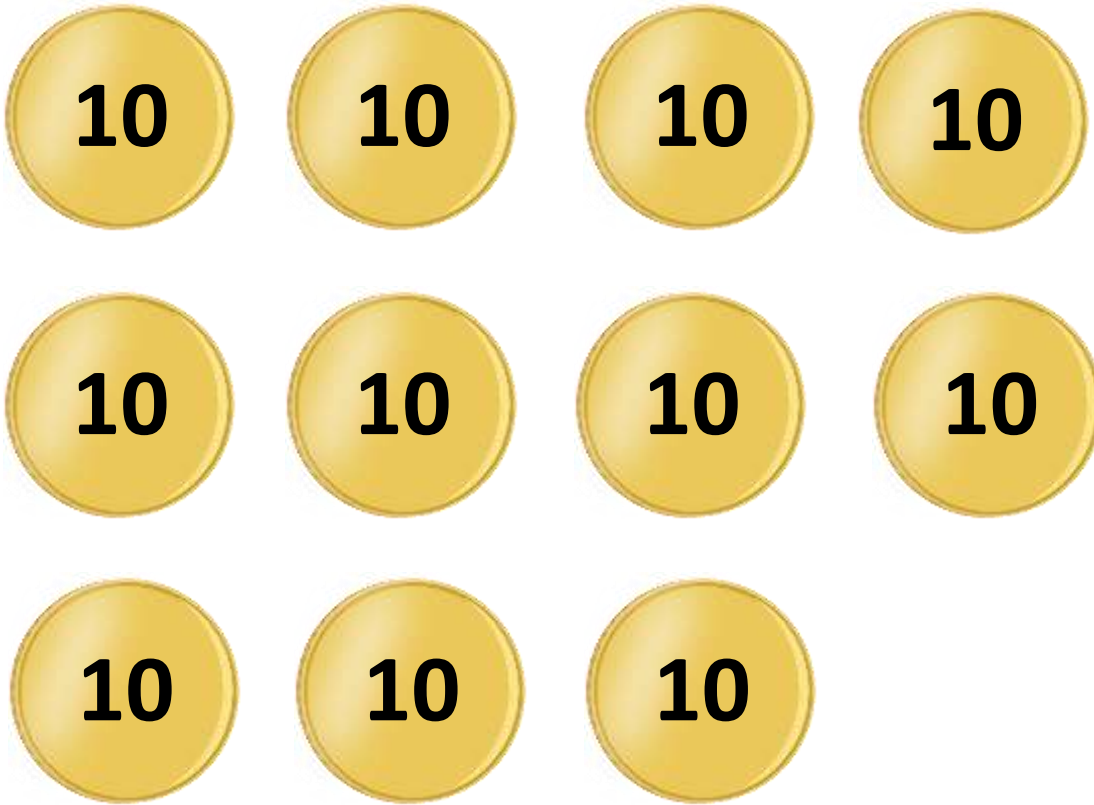
END

SHEET 23: Shopping List

Cut all items out and give to the buyer.



Cut all items out and give to the buyer



Cut out the 50 cent coin and give to the seller.



















Cut out one set of price tags and give to seller.





















SHEET 24: Budget Template

		Money I made / Money I spent last week	<input checked="" type="checkbox"/>	Money I plan to make/ Money I plan to spend next week	
MONEY IN					
1	Salary 				
2	Gifts of Money or Allowances 				
TOTAL					
MONEY OUT					
1	Rent 				
2	Electricity 				
3	Water 				
4	Gas/Charcoal 				
2	Food 				
3	Clothes 				
4	Phone 				
5	Transport 				
6	School Books & Stationery 				
7	Toiletries 				
8	Medicine 				
9	Savings 				
10	Emergencies 				
11	Other				
TOTAL					

SESSION OVERVIEW - SESSION 22: MONEY II (MAKE MONEY, SAVE MONEY, IDENTIFY RISKY INCOME)



 Title																									
<p>SESSION LOGO</p> 	<p>SESSION TITLE</p> <p>MONEY II (MAKE MONEY, SAVE MONEY, IDENTIFY RISKY INCOME)</p>	<p>SESSION DESCRIPTION</p> <p>Participants learn the skills to make money, save money and identify risky income.</p>	<p>SESSION OBJECTIVES</p> <p>READY FOR ENTREPRENEURSHIP</p> <p>By the end of this session, participants will have identified various options for making money, conclude there is a risk in making money, and agree that saving is good.</p>	<p>TIME BREAKDOWN</p> <p>130 MINUTES</p> <table border="0"> <thead> <tr> <th></th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>One Word</td> <td>10</td> </tr> <tr> <td>Review</td> <td>10</td> </tr> <tr> <td>Money In/Money Out</td> <td>15</td> </tr> <tr> <td>Explore Making Money</td> <td>20</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>Saving Money</td> <td>20</td> </tr> <tr> <td>To Agree/Disagree</td> <td>20</td> </tr> <tr> <td>What is Risky Income</td> <td>20</td> </tr> <tr> <td>Session Wrap Up</td> <td>5</td> </tr> </tbody> </table>		Minutes	One Word	10	Review	10	Money In/Money Out	15	Explore Making Money	20	Pause	10	Saving Money	20	To Agree/Disagree	20	What is Risky Income	20	Session Wrap Up	5	<p>MATERIALS</p> <p>Chalkboard and flipchart paper Flipchart pens Chalk. Talking Stick Pens and pencils Cards or pieces of paper in two colours, at least 3 of each per person.</p> <p>PRE-SESSION PREPARATION</p> <p>Review the session, familiarise the content, and prepare any necessary materials before the training begins.</p>
	Minutes																								
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Session Wrap Up	5																								
<p>REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here)</p>																									
<p>  ENTREPRENEURIAL  EDUCATION  CRITICAL THINKING  DECISION MAKING  NEGOTIATING  NETWORKING  PROBLEM SOLVING </p>																									
<p>FACILITATOR NOTES</p> <p>We make money when we use our skills with effort to produce something (e.g. farming, cooking, sewing, painting, brick making, carpentry, etc.) or we use our skills to provide services (teaching, nursing, managing, trading, driving, typing, etc.).</p> <p>This means that skills are very important to have. Making money is always challenging and a successful entrepreneur uses their skills in creative thinking, researching, and innovating to improve their product and or service to the customer. In this way the business will have a better chance to survive, improve and even grow. Improving and growing a business is only possible when there is money saved that can be used.</p>		<p>FACILITATOR NOTES (CONTINUED)</p> <p>Saving money is therefore very important for making money.</p> <p>Brigham Young said: “If you wish to get rich save what you get. A fool can earn money: but it takes a wise man to save and dispose of it to his own advantage.”</p> <p>Having just one income source is risky. It is good to make money from smaller businesses without taking up all our time.</p>		<p>TERMS</p> <p>ENTREPRENEUR: A person who starts a business and is willing to risk loss in order to make money.</p> <p>RESEARCHING: Careful study that is done to find and report new knowledge about something.</p> <p>INNOVATING: To do something in a new way: to have new ideas about how something can be done.</p> <p>ICEBREAKER</p> <p>One Word</p>																					

ONE WORD

 10 minutes	 Anchor
--	--



1. Ask the group of participants to divide into groups of five (5) with one group of six (6). Instruct the groups that they are to think for a minute to share with their group the one word that describes 'this course so far'.
2. Upon completion of sharing with their group, ask the participants to share their one word with the larger group. Ask for a volunteer to start and then, ask each participant to share their one word that described 'this course so far'.

REVIEW

 10 minutes	 Review
--	--

1. Ask the participants what they found most useful and what they learnt from the last session on being able to add, deduct, multiply and calculate a percentage when they are shopping.
2. Ask the participants what they thought about saving money with discounts, special offers and negotiating.
3. Explain that being smart with managing money will probably mean they will be good at making money.

MONEY IN AND MONEY OUT

 20 minutes	 Add	 Apply
--	---	---

1. Explain that in this session they will explore how adolescent girls in their community make and spend money, discuss the risks and risk reduction strategies of girl's income cycle, and update their personal budgets.
2. Put a blank piece of flipchart paper on the floor in the centre of the room.
3. Ask: Can I have a volunteer to draw a picture of a typical girl in this community? As the volunteer drawer finishes her drawing, ask for the girls in the group to pick a name for the girl in the drawing.
4. Hand out cards or pieces of paper, at least three for each participant.
5. Explain: on each of these cards, write one way that [name of girl] gets money. Once you are done, come and put your cards down on the left side of [name of girl].
6. Once everyone is finished, hand out another set of cards (at least three, if possible in a different colour) to each participant.

Training women or men:
REVIEW the exploring of how adolescent girls make and spend money and make appropriate changes, where necessary.

7. Explain: on each of these cards, write one thing that [name of girl] spends money on. Once you are done, come and put your cards down on the right side of [name of girl].
8. Invite the participants to gather around the picture of [name of girl]. Start with the right side. Have the participants help you organise the cards into piles of common expenses (e.g. clothes, food, sanitary towels, school fees, school supplies, rent, etc.).
9. Ask the participants to move the expenses around and put the most common expenses on top, followed by somewhat common, and then on the bottom the least common expenses.
10. Once the participants have agreed on the order of expenses from most common to least common, ask for volunteers to explain a bit more about each expense, including:
 - About how much does [name of girl] spend in a week on this expense?
 - In a month?
 - Why does she spend money on this particular item?
11. Once the conversation about the expenses has concluded, have the participants repeat the process with the sources of money – starting by grouping according to similar sources of cash (i.e. pocket money from parents, boyfriends, casual chores, etc.), and then have them rank the sources of income by most common to least common.
12. When the participants have agreed on an order, ask:
 - About how much does a girl get from this source of money in a month?
 - How often does she get this income – daily? Weekly? Monthly?
 - Can someone describe more about each of these sources of money?

EXPLORING NEW WAYS TO MAKE MONEY

 20 minutes	 Add	 Apply
---	--	--

1. Say: “We have Now that we know about existing experience in making money, let’s spend some time exploring new ways how we can make more money with the same money making activity we are doing. I would like to tell you the story of Nambula ...

NAMBULA’S STORY

Nambula needed money to help buy food for her family and meet her personal goals, so she started a business roasting maize and selling it to people in the market. At first her business was good, but then more and more young people started to copy Nambula (even some of her friends) and business started to drop. One thing Nambula noticed was that many customers bought water to drink from another vendor after buying her maize – so she started to sell both roasted maize and water (giving a special price for people who bought both), and that helped grow her business again.

Next, she started to ask her customers what was the secret to the best roasted maize they had ever eaten. One said that in her home village she had once had roasted maize with fresh chili sauce on it, and it had been delicious. So Nambula found a recipe for fresh chili sauce and started to offer a shake of it on her client’s maize. This kept some of her customers more loyal to her (and it made it easier to sell more water too)!

Finally, Nambula paid close attention whenever she travelled to other markets to see if anyone was trying something new when it came to roasting maize. That is where she first found out about a special grill that used much less charcoal and thus increased profits for the maize vendor, at the same time reducing their cost. Once she saw it, she knew she had to save up to buy one since charcoal was always getting more expensive.

2. Lead a discussion with the following questions:
 - Would you say that Nambula was making money through business? Why?
[Yes. She is making a product and then selling it.]
 - Where did the maize come from so she could roast it?
[She bought it from a farmer, or she grew it herself on her own farm.]
 - What would be cheaper for Nambula, to buy it from a farmer or to grow it herself?
[To grow it herself.]
 - Why is it cheaper for Nambula to grow it herself?
[It is only the cost of the seed and maybe some fertiliser and spray. But from the farmer you have to pay him his costs and the money he wants to make when selling his maize.]
 - So, by farming the maize herself Nambula will make more money?
[Yes.]
 - Why was Nambula trying to make some money?
[To help buy food for her family.]
 - What business did she start at first? And what challenge did she run into?
[Selling roasted maize; competition - others copied her business and started selling maize, so her business dropped.]
Ask if this happens when they/or others they know are making money, and what they do/did.
 - Is there always a risk with making money with a business? Why?
[Yes. You use your own money, costs can be higher than making money, not as many people as you thought was interested in buying your product or service, worrying can make us unhealthy.]
 - What were some things Nambula did to try and make more money?
[(i) Adding variety to the product/service she was selling (water, chili on maize); (ii) Asking her customers about improvements she could make; (iii) keeping her eyes and ears open for new ideas, and improved methods.]
 - What entrepreneurial skills was Nambula using to try and make more money?
Creative thinking: i.e. adding variety to the product/service she was selling
Researching i.e. asking her customers about improvements she could make
Innovating i.e. keeping her eyes and ears open for new ideas and improved methods
3. Explain that we are now going to see if we could use one of Nambula's skills to improve one of our own existing ways of making money.
4. Ask them to go into pairs, with one group of three, and talk about one way of making money and decide on an example of how they could use one of Nambula's three skills to increase how much they can make. Remind them of Nambula's skills: (i) creative thinking: adding variety to the product/service she was selling; (ii) researching: asking her customers about improvements she could make; (iii) innovating: keeping her eyes and ears open for new ideas, and improved methods.



Note to Facilitators:

Move around the groups encouraging them with their ideas.

5. After giving the participants 5 minutes ask for volunteers to share how they decided to make money using the entrepreneurial skills of creative thinking, researching, and innovating. Ask the other participants listening to the ideas what they think about this way of making money.

PAUSE FOR 10 MINUTES



SAVING MONEY

 20 minutes	 Add	 Apply
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1. Ask the group of participants: “Do you know what Nambula planned to do with her savings. [She saw a special grill that used much less charcoal and thus increased profits for the maize vendor, at the same time reducing their cost. Once she saw it, she knew she had to save up to buy one since charcoal was always getting more expensive.]
2. Ask the group of participants: “Is saving a good thing to do, why?” “If you have enough money to pay for everything you need, why should you worry about putting money aside each month? Listen to their answers and reinforce the good points, reword those that are not clear, and repeat the correct ones.
3. Explain that there are a variety of reasons to begin saving money. Different people save for different reasons. It makes saving easier if you have a clear goal or purpose for the money you are saving.
4. Ask the participants for the reason they would save.
5. Share with the participants some of these reasons if they are not mentioned by them:
 - (1) Save for an emergency – unexpected expenses, unemployment
 - (2) Save for retirement
 - (3) Save to buy/build a house
 - (4) Save for building repairs and maintenance
 - (5) Save for education

TO AGREE/DISAGREE ABOUT SAVING

 20 minutes	 Add	 Apply
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1. Explain that we are now going to see what else we know about saving.
2. Make a line on the floor. Ask the girls to stand on it. Tell them that this is the TRUE line. Five steps away make another line on the floor, parallel to the first line. Tell them that this is the FALSE line.
3. Explain that you are going to give a series of statements about saving and that if they think the answer is TRUE then they stay where they are standing. If they think the answer is FALSE they move to the other line, turning around to face inwards.
4. Read out the following statements and after each statement ask the participants why they think the answer is TRUE, to those standing on the TRUE line, or why they think the answer is FALSE, to those standing on the FALSE line.

Agree/Disagree Statements

- (1) You have to have a large sum of money to save. [**False** – you can save even small amounts of money.]
- (2) Saving every week requires discipline. [**True** – it is easy to be tempted to spend it.]
- (3) Saving tiny amounts of money is a waste of time. [**False** – even small amounts add up with time.]
- (4) You should only save money you have left over at the end of the week or month. [**False** – it is best to save before you spend.]
- (5) Saving a little bit of money each week will eventually result in a larger amount of money you can use for something important to you. [**True** – it takes time but it always grows.]
- (6) A person like me does not have enough money to save. [**False** – most girls have at least a small amount they can put aside to save.]
- (7) Adolescent children should not have to save money; their parents should save for them. [**False** – everyone has emergencies and future needs, so adolescent children should save too.]

5. Explain that “saving is hard to do when there is not enough money to buy for all the things that we need. However, saving can be easier when we decide to save regularly. Even if we can only save a little bit on a regular basis, making saving a habit will slowly build up a sum of money and help us reach our goals.”
6. Ask them: “Who agrees that saving is important? Who thinks they can now save? Who already has experience with saving? What is your experience of saving?”

WHAT IS RISKY INCOME?

 20 minutes	 Add	 Apply
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Note to Facilitators:

It is common for adolescent girls to get money from sources that may put them at risk of unsafe sexual behaviour. This can be from different kinds of boyfriends or other older men who give them money and gifts in exchange for sex. When girls depend on these men for money and other resources, it can make it harder for them to be in a position to say no to sex or to negotiate for safer sex, i.e. condom use. It is often the case that girls who have their own money, or have a little bit of economic independence, are less dependent on men for money.

1. Ask: In our previous discussion, we talked about different places that a girl like [name of girl] would possibly get her money from. Do you think it matters where this money comes from? From the different way that [name of girl] gets money, which are some that might have some risks to them?
2. For each of the risky sources of income mentioned, ask:
 - What makes this way of getting money risky?
 - What can [name of girl] do to avoid some of these risks?

Training women or men: Also here, REVIEW the exploring of how adolescent girls make and spend money and make appropriate changes, where necessary.

3. If “from men” or “from boyfriends” does not come up, ask:
 - What are the risks in girls getting money or other gifts from boyfriends or other men that they know?
 - If [name of girl] had her own money that she kept aside as savings – either at her home or in a bank account, how would that change the way she gets money from boyfriends or other men

Encourage discussion and then explain:

Often, when other people apart from your parents give you money, there is an expectation that they will get something back. In many cases, what you give back is work. You wash clothes, plait hair, work in the field, and in exchange you get paid an amount of money. However, when you are getting money that is not in exchange for work, especially if it comes from boyfriends or other men that you know, there may be an expectation that eventually you will give something back. Maybe that expectation is some kind of sexual activity. When you are in this situation, of feeling like you “owe” someone something for the money or gift that they gave you, it may be hard to say no to sex or to ask your partner to use a condom.

Let us be aware of these kinds of expectations before we accept money or gifts from boyfriends or other men. Some of the risks associated with getting money through such ways include the possibility of contracting HIV & AIDS and other sexually transmitted diseases, unwanted pregnancies, involvement in drugs, in sexual violence and sexual exploitation, forced marriages, and exposure to other social and health risks.

Therefore, we can try to think about our savings as a way that we can use our own money so that we do not have to depend on these gifts or money from men for our daily needs.

4. Ask: does anyone here have an example of when something like this has happened to someone they know? Let a few girls share examples.



Note to Facilitators:

Practice Activity:

- To observe how other people are making money and find one that they thought was very interesting to share at the next session.

This may open up a larger conversation. You will have to decide if you want to keep going with the session or let the participants talk more about this topic.

SESSION WRAP-UP

 5 minutes	 Away
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1. Explain that to be able to make money we need skills: trade skills and entrepreneurial skills. The trade skill that Nambula had was cooking and she also had the entrepreneurial skills of creative thinking, researching, and innovating.
2. Explain that for Nambula to be able to compete with others in the same business she had to find something new and that cost money – and this money she had to save.
3. Ask for any final questions or comments on making money and saving money.

4. Also explain that **Managing Money by making money, saving money and avoiding risky money** are entrepreneurship skills for getting ready for business start-up. Say: “You can manage your money by making money and saving money” Ask them to say: “I can manage my money by making money and saving money”.
5. Explain that their practice activity is to observe how other people are making money and find one that they thought was very interesting to share at the next session.



Note to Facilitators:

Practice Activity:



























- To observe how other people are making money and find one that they thought was very interesting to share at the next session.

6. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



SESSION OVERVIEW - SESSION 23: MONEY III (NEEDS AND WANTS, AVOIDING DEBT)



 SESSION LOGO 	Title  SESSION TITLE MONEY III (NEEDS AND WANTS, AVOIDING DEBT)	 SESSION DESCRIPTION Participants are explained the difference of needs and wants , making a wise decision on spending money, and spending less than you make avoids debt.	 SESSION OBJECTIVES READY FOR ENTREPRENEURSHIP By the end of this session, participants will have distinguished between needs and wants, and decide to avoid debt.	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>Air-writing</td> <td>5</td> </tr> <tr> <td>Review</td> <td>10</td> </tr> <tr> <td>I Need and I Want Decisions</td> <td>15</td> </tr> <tr> <td>The Spending Game</td> <td>60</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>Avoid Debt</td> <td>15</td> </tr> <tr> <td>Session Wrap Up</td> <td>5</td> </tr> </tbody> </table>		Minutes	Air-writing	5	Review	10	I Need and I Want Decisions	15	The Spending Game	60	Pause	10	Avoid Debt	15	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk. Talking Stick Drawing/Making a line. The printed coins. SHEET Budget Template.	 PRE-SESSION PREPARATION Review the session, familiarise the content, and prepare any necessary materials before the training begins.
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REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td>ENTREPRENEURIAL</td> <td>EDUCATION</td> <td>HEART DESIRE</td> <td>CRITICAL THINKING</td> <td>DECISION MAKING</td> <td>PROBLEM SOLVING</td> </tr> </table>													ENTREPRENEURIAL	EDUCATION	HEART DESIRE	CRITICAL THINKING	DECISION MAKING	PROBLEM SOLVING				
																						
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FACILITATOR NOTES We spend money on many things. Some of these things are necessary for our survival. These things are called NEEDS. Others are things that we want, and when we buy them, we are happy. We call these things WANTS. Today, we are going to discuss the difference between the things we want and the things we need. One part of controlling what we spend is knowing the difference between needs and wants. Needs and wants are often different for different people. But to manage our money well, we have to decide what needs and wants are for us. The key to saving is making good decisions about spending our money. If you can spend less money and save even just a little bit, you will attain your savings goals in the end.		FACILITATOR NOTES (CONTINUED) Your short-term loss can become your long-term gain.		TERMS NEED: Something that a person must have in order to live. WANT: To desire or wish for (something). ICEBREAKER Air-writing.																		

AIR-WRITING

 5 minutes	 Anchor
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1. Ask the group of participants to stand in a circle.
2. Explain that we are going to write two words with our bodies. Show the participants how to write the word “needs” with their head. Tell them to move their head in the air to ‘write’ the letters the way they would move a pen on a piece of paper. After, show the participants how to write the word “wants” with their knees. Have fun making the words and continue making other words given by the participants.

REVIEW

 10 minutes	 Review
--	--

1. Ask the participants what they found most useful from making a shopping list every time they go shopping, to research prices (before buying), to add up the cost of the shopping, and to learn to use discounts and special offers. Did they find that it got easier and quicker the more they did it? Let the participants share their shopping experiences.
2. Ask the participants to share the outcome of their observation on how other people are making money. Also, which was the one they thought was very interesting. Did any of the money making ideas show creative thinking, researching, and innovating?
3. Ask the participants: What is it like sharing these ideas with each other?

I NEED AND I WANT DECISIONS

 15 minutes	 Add	 Apply
--	---	---

1. Explain: we spend money on many things. Some of these things are necessary for our survival. These things are called NEEDS. Others are things that we want, and when we buy them, we are happy. We call these things WANTS. Today, we are going to learn the difference between the things we want and the things we need. One part of controlling what we spend is knowing the difference between needs and wants.
2. Ask the participants what they think needs are. When the answers are enough ask them, what they think wants are. Write the answers on the flipchart. At this stage do not let them know if they are correct or wrong.
3. Draw a line in the middle of the learning space. Explain that on this side of the line represents our NEEDS and the other represents our WANTS.
4. Ask the participants to form a line on the line i.e. between the two places.
5. Explain that you are going to say an item that we could spend money on, i.e. an expense, and that they have to decide if that expense is a WANT or a NEED. When they have decided that it is

a NEED they can step into the place that represents NEEDS. However, if they think that the expense is only a WANT and can never be considered as a need, they are to place themselves in the area that represents WANTS. But, if they are unsure, or they think that in some cases it could be either a want or a need then they are to remain on the line.



Note to Facilitators:

When you are sure everyone understands the game, read the following expenses, one at a time. After each expense, give the participants time to place themselves into the place representing wants or needs. After the participants have chosen their place where to stand, ask one or two of them, in different places, to explain why they chose to stand where they did.

- | | |
|---------------------------|---|
| 1. Water | 7. Money to start a business. |
| 2. A second pair of shoes | 8. Hair products |
| 3. Talk time | 9. Savings to help you in case of emergencies |
| 4. Bus fare | 10. Seeds for the next planting season |
| 5. Food | 11. Sweets |
| 6. Rent | 12. Fertiliser |



For this activity, make sure to keep the group moving. If you stop to discuss each statement, the time needed for the activity will increase greatly. Keep the group moving to keep the energy of the exercise!

- When you have finished all 12 items above, open a discussion with the question: Are needs and wants the same for everyone?
- After 2-3 have had a chance to answer, explain that our most basic human needs for survival are: air, water, food and for protection, clothing and shelter. When we are sick we need medical help.
- Explain: Have you ever thought about what you would most like to buy when you begin to make money? At some stage in your life you will have to make decisions on how to manage the money you make. You will have to balance your spending and income. This is why we have already covered “budgeting” ...

THE SPENDING GAME

60 minutes	Add	Apply
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- Ask the participants to sit in a circle or gather around so that everyone can see. Give each participant 10 of the K10 (i.e. a total of K100) from the shopping game the previous week.
- Explain: we are going to play a game called the Spending Game. In this game you are going to have a series of opportunities to spend the 100 Kwacha I have just given you (which you can imagine that you made doing some small jobs). Each of you will make your own choices – and there is no right or wrong way to spend your money.
- Ask if there are any questions.
- Explain: I want all of you to imagine that it is Saturday and you have decided to go to the market to buy a new outfit. You each have 100 Kwacha that you made and you will now have a series of opportunities to spend it.

Training women or men:
REVIEW this Spending Game and make appropriate changes, where necessary.

**Note to Facilitators:**

As the participants spend money, make a note of what each one buys from you.

Opportunity 1: It is hot and your feet are tired. A taxi driver asks if you want a ride to and from the market today – it just costs 10 Kwacha. Pay me 10 Kwacha if you accept his offer and then take a quick drive to the market (or just keep walking on your tired feet in the heat).

Opportunity 2: You arrive at the market (in the taxi or by foot) and you see that some of your friends are already there. Your best friend asks if you have enough money to buy you and her something to eat. Pay me 10 Kwacha if you decide to buy you and your friend some lunch (or just tell her that you are not hungry and keep moving).

Opportunity 3: While you are heading toward your favourite shop a street vendor catches your eye. He has some very attractive dresses for sale – and matching sandals. The price is only 80 Kwacha but he says you have to decide right away as he only has a few outfits available. Pay me 80 Kwacha to buy the dress and sandals from him or move on [note to facilitator: and only let the first three girls buy from him as his supply is limited].

Opportunity 4: Next you go to your favourite shop where the owner knows you and gives you good prices. She has some very nice dresses for 50 Kwacha – and a good supply. Pay me 50 Kwacha to buy a dress.

Opportunity 5: Now you are looking for shoes – but it is hard to find ones that match your new dress. You go to one store and the perfect shoes cost 40 Kwacha. Pay me 40 Kwacha to buy shoes – or move on.

Opportunity 6: You remember that you have run out of soap and lotion at home and you see a very good price to buy one of each for just 10 Kwacha. Pay me 10 Kwacha or miss out on this good price.

Opportunity 7: You are feeling unlucky when it comes to buying new outfit when suddenly you see that there is a new trader in town who has very special prices – you can buy a dress, shoes, and a necklace for 70 Kwacha. Pay me 70 Kwacha to buy them.

Opportunity 8: You are getting ready to go home when you see that your Auntie is in the market. She asks if she can borrow 10 Kwacha from you to buy some medicine as she is not feeling well. Pay me 10 Kwacha if you lend the money to her.

Opportunity 9: On your way to leave the market you see a woman beside a broken down truck selling dresses for Kwacha 30 and shoes for only 20 Kwacha (a special price because she needs to raise money to fix her truck immediately). Pay me 30 Kwacha to buy a dress and 20 Kwacha to buy shoes at this very special price.

Opportunity 10: Now it is time to go home. If you paid for a ride with the taxi then go home with him. If not, then enjoy the walk home ...

PAUSE FOR 10 MINUTES



5. Open a discussion by asking the participants to reflect on what they spent their money on during the first round of the Spending Game.
 - *What did you end up spending your money on? And did you save any?*
 - *How did you make your decisions?*
 - *Are you happy with how you spent your money?*
6. Explain: Now that you have thought about your spending decisions, it is time to repeat what we have learnt about budgeting and apply it to this situation of going to the market again with K100.
7. Ask, who remembers what a budget is? Give participants time to explain what they remember. Supplement their answer with the following explanation:

Budgeting is a tool to help you plan for the money that you make and the money that you spend. We can use it to plan both our “money coming in” and our “money going out” over a period of time. It can help us to spend our money wisely, and to save more money. A budget is simply our planned “money coming in” and how we will spend that money over a period of time – like a week, two weeks, or a month. The length of time depends on if we get paid and when we get paid. For example, when we get paid weekly we do a budget for a week.




8. On the flipchart paper draw a budget outline like below, as a sample. Explain the different sections of the budget (draw pictures next to the words for those who cannot read).

MONEY IN	
	K100
MONEY OUT	
Taxi	
Food	
Clothing	
Soap/Lotion	
Other: Lending money to Auntie	

9. Explain that we will now do a second round of the Spending Game. We will start out with the same amount of money (100 Kwacha) which we can put in our “money in” row and we will have the same opportunities (i.e. buying choices). But this time we have a chance to plan ahead and make a budget.
10. Give the participants a few minutes to “budget” how they will use their 100 Kwacha.
11. Explain that you will go quickly through the same opportunities in the Spending Game.
12. Repeat all the same opportunities (i.e. buying choices) as in the first time.
13. After the Spending Game is finished de-brief the game with the following questions:
 - *What did you end up spending your money on? And did you save any?*
 - *How did you make your decisions this time? Were they different or the same?*
 - *Are you more happy with how you spent your money this time? Why?*

14. Explain that they are now going to revise/rework their personal budget which they can use for real life.
15. Hand out the SHEET 24: Budget Template, which they have already seen at the Money I session.
16. Explain the different sections of the budget.
17. Ask the participants to make a real budget for their coming week.
18. Explain: Think about what “money in” you will have next week. This is the money that you have, the money that you will be given, the money that you will make from working, from selling, and any other source. Then think about what you will spend next week.
19. Give the participants 10 minutes to work on their personal budget.
20. After 10 minutes explain: A budget is something that you can use to plan, and can be updating as your money in and money out change; that is, if you get money from new or different sources, or spend it on different things, or in different amounts. Practice at home at making a budget and sticking to it. Remember, if you don’t have enough money, you may have to reduce what you spend. Don’t worry that it is hard. Just start by writing down what you spend. That is the first step to having a good budget. If you have more money coming in than what you will spend, you save it.

AVOID DEBT

 15 minutes	 Add	 Apply
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1. Ask the participants: what happens when they spend more money than what is coming in? [The answer is we have debt.]
2. Ask the participants: what types of debt are there? [The answers can be: consumer debt, unpaid bills, unkept promises to pay back loans. Note - borrowing is a credit and only becomes a debt when the borrower does not pay back according to the paying back agreement.]
3. Ask the question: How can we avoid debt? [The answer is: don’t spend more money than you have coming in. Don’t borrow money for wants. Always make a paying back agreement if you have borrowed.]
4. Where there is debt the budget has to include the amount of the debt payment agreement (when paying in instalments) in the “Money out” section of the budget. Also that paying debt has a priority over saving and spending money on wants e.g. soda and clothes, etc. The person in debt is advised to keep costs to the very basic needs until the debt is paid.
5. Ask the participants whether they have any questions on avoiding debt before wrapping up the session.

SESSION WRAP-UP

 5 minutes	 Away
---	--

1. To finish the session: share with them that you want to give them two rules for managing money.

Rule 1: Spend less than you make!

Rule 2: Save! Even a little every week!

“If you follow these simple rules, you are doing well managing your money.”

2. Explain that **Managing Money by making good decisions about your needs and wants, and avoiding debt** is an entrepreneurship skill for getting ready for business start-up. Say: “You can manage your money by making good decisions about your needs and wants, and avoiding debt” Ask them to say: “I can manage my money by making good decisions about my needs and wants, and avoiding debt”.
3. Explain that the practice activity is to use their personal budget they made today and stick to it. **[Facilitator: to have a copy of their personal budget for their PDP.]**



Note to Facilitators:

Practice Activity:

















- To use their personal budget and stick to it.

4. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?



























Thank them for their participation.



SHEET 24: Budget Template

		Money I made / Money I spent last week	<input checked="" type="checkbox"/>	Money I plan to make/ Money I plan to spend next week	
MONEY IN					
1	Salary 				
2	Gifts of Money or Allowances 				
TOTAL					
MONEY OUT					
1	Rent 				
2	Electricity 				
3	Water 				
4	Gas/Charcoal 				
2	Food 				
3	Clothes 				
4	Phone 				
5	Transport 				
6	School Books & Stationery 				
7	Toiletries 				
8	Medicine 				
9	Savings 				
10	Emergencies 				
11	Other				
TOTAL					

SESSION OVERVIEW - SESSION 24: CRITICAL THINKING



 SESSION LOGO 	Title  CRITICAL THINKING	 SESSION DESCRIPTION Participants learn that critical thinking begins in our own private life and from there we can bring it into our work life.	 SESSION OBJECTIVES READY FOR ENTREPRENEURSHIP By the end of this session, participants will explain critical thinking and that it involves purposeful and positive thinking, careful examination and evaluation of one's own beliefs and reasons for action.	 TIME BREAKDOWN 120 MINUTES <table border="1"> <thead> <tr> <th></th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>Rock or Feather</td> <td>10</td> </tr> <tr> <td>Review</td> <td>5</td> </tr> <tr> <td>What is Critical Thinking?</td> <td>40</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>What I Think About My Life</td> <td>40</td> </tr> <tr> <td>Nambula's Roasted Maize</td> <td>40</td> </tr> <tr> <td>Session Wrap Up</td> <td>5</td> </tr> </tbody> </table>		Minutes	Rock or Feather	10	Review	5	What is Critical Thinking?	40	Pause	10	What I Think About My Life	40	Nambula's Roasted Maize	40	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick	 PRE-SESSION PREPARATION Review the session, familiarise the content (definition and qualities of critical thinking), and prepare any necessary materials before the training begins.
	Minutes																					
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Review	5																					
What is Critical Thinking?	40																					
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ENTREPRENEURIAL	DECISION MAKING	EXPERIENCE	EDUCATION	PROBLEM SOLVING	PROFESSIONALISM																	
FACILITATOR NOTES Critical thinking involves purposeful thinking and careful examination and evaluation of one's own beliefs and reasons for actions (Gambrill, 2006). Three principal activities are central to critical thinking. These include (1) openness to diverse ideas, (2) identifying and challenging assumptions taken for granted, and (3) exploring and imagining alternatives (Brookfield, E. 1991). Critical thinking is the lifeblood of the most essential workplace skills, including problem solving and decision making. Organizations that can attract, retain, and develop the employees who are the best critical thinkers have a significant and measurable competitive advantage in the business world.		FACILITATOR NOTES (CONTINUED) Critical thinking leads to problem solving. Critical thinkers analyse data to make informed decisions. Critical thinking challenges the status quo.		TERMS THINKING: Using the mind to produce ideas, decisions, memories, etc. : the activity of thinking about something. CRITICAL: Exercising careful judgment or evaluation. ANALYSE: To study (something) closely and carefully: to learn the nature and relationship of the parts of (something) by a close and careful examination. STATUS QUO: The current situation: the way things are now. ICEBREAKER Rock or Feather																		

ROCK OR FEATHER

 10 minutes	 Anchor
--	--

1. Rock or Feather? Ask the participants whether they are more similar to a rock or a feather. Have all the rocks stand in one corner of the training space and all the feathers in the other. Next have each participant explain why they chose that particular item. This requires them to analyse both objects and themselves to come to a conclusion.

REVIEW

 5 minutes	 Review
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1. Ask the participants what they found most useful and most difficult about making a personal budget and sticking to it. Also, did they examine their needs and wants more carefully than before? What changes did they make, if any?

WHAT IS CRITICAL THINKING?

 40 minutes	 Add	 Apply
--	---	---

1. Explain that critical thinking is becoming one of the top 10 skills employers are seeking in their employees:
2. Ask the participants: What is critical thinking? *[Critical thinking involves careful examination, purposeful thinking, reasons for actions, and evaluation of one's own beliefs.]*



Note to Facilitators:

The question, What is critical thinking? This is a complex question to answer so it is necessary to break it down into parts and to know the qualities of the skill of critical thinking.

Definitions (Merriam-Webster Dictionary)

Thinking: Using the mind to produce ideas, decisions, memories, etc. : the activity of thinking about something.

Critical: Exercising careful judgment or evaluation.

Qualities of Critical Thinking

- | | |
|---|---|
| (1) Open-minded | (17) Engage in reflective thinking |
| (2) Engage in problem solving | (18) Follow problem-solving steps |
| (3) Collaborate with others | (19) Question the credibility, accuracy, and relevancy of information and sources |
| (4) Think critically and creatively | (20) Well informed |
| (5) Communicate clearly and accurately | (21) Willing to consider multiple perspectives |
| (6) Make real-world applications | (22) Seek new and better solutions |
| (7) Reflect on learning | (23) Explore alternatives |
| (8) Analyse, reason and evaluate | (24) Examine diverse points of view |
| (9) Think deeply to make relevant connections | (25) Value and respect ideas of others |
| (10) Ask quality and clarification questions | (26) Question what is read, heard, or seen |
| (11) Use evidence and reasoning to support thinking | (27) Assess consequences of actions and ideas |
| (12) Interpret information beyond surface learning | (28) Think independently and in concert with others |
| (13) Synthesise diverse ideas | |
| (14) Solve relevant and complex problems | |
| (15) Make reasoned decisions | |
| (16) Generate and educate options prior to making decisions | |

Source: <http://www.mentoringminds.com/developing-21st-century-critical-thinkers-infographic>

3. Explain that critical thinking begins in our own private life and from there we can bring it into our work life. *Continue to say that* now you are going to tell them a real-life story and then they are going to examine it with the skill of critical thinking.

This is a real-life story of a poor teenage girl whose family could not provide for her basic needs and that of her elder sister. Her father, due to the problem that he could not provide for the family, had left home completely. According to the teenage girl, her mum was trying her best, but she realized that her mum's single effort could not help her and her sister pay the school fees they urgently needed to continue attending school.

A neighbour who has always been a friend to the family promised to help, but at the point of giving the teenage girl the money he made it clear that he'd have to sleep with her. She agreed, slept with him and became pregnant. The saddest part of the story is that at 17 years old this was her first sexual encounter.

4. Open a discussion to examine the real-life story with the following questions to stimulate critical thinking:

Careful examination (to find problems, to learn more about it, to question closely)

- What was the problem?

[Poverty. No money to pay for the school fees. Father was away and Mother was not able to help no matter how she tried.]

Purposeful thinking (your choices, your life)

- What was the choice that she made for her life?

[For her and her sister to be able to continue going to school.]

- Did she only look at the present moment or also at the future? Why do you think that?
- Did she choose to live in poverty?

Reasons for action

- What were the reasons for the actions of the teenage girl?

[Her father and mother could not provide the money for school. The school fees had to be paid otherwise she had to drop out of school. Dropping out of school was unthinkable. She liked school and was doing well.]

- Was there any other choice?
- Can she choose to get out of poverty?

Evaluation of one's own belief (trust in the worth or ability of yourself)

- What is the first thought that came to your mind when you heard this real-life story – is it believable? Why is it believable?
- Do you believe she did the right thing? Why? Why not?
- What would you have done in her shoes?
- Was the act of sex solving the problem?
- Could she see that she was worth more than money for sex?
- Would she feel bad afterwards?
- Did she have the ability to solve the problem without the 'help' of the neighbour?
- Could she have said no to the neighbour, told the school she could not pay the school fees so would miss a year to go and work for the money.

[All answers are good ... because it was they believe.]

- How can she know that she can trust in her own worth and ability to get out of poverty?

- Continue the discussion with asking the participants what they learnt from critical thinking? Have they noticed that critical thinking is what they do naturally and when understood it can help them overcome and get through a lot of difficulties?
- Explain that critical thinking is a skill we all need to have and be aware that we have but it needs recognising and then keep on doing it.

PAUSE FOR 10 MINUTES



WHAT I THINK ABOUT MY LIFE

 40 minutes	 Add	 Apply
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- Explain to the participants that now they are going to do a critical thinking activity in groups. Ask them to divide into groups of 3 and one group of 4. Give each group one of the cards from the SHEET 25: Critical Thinking Cards (An image of the sheet is below). Tell them that each person in the group has 10 minutes to answer the same questions and share with each other.



Note to Facilitators:

Remind the participants that they are to use (1) Careful examination, (2) Purposeful thinking, (3) Reasons for action, and (4) Evaluation of one's own belief. When you need to, go back to the previous page to review what they are. Visit each group for a minute or two and see how they are doing. Clarify any questions they have about the activity and where necessary keep them focussed on the activity of critical thinking.

SHEET 25: Critical thinking cards



- After the 10 minutes are up bring them back together to sit in a circle. Ask them how they thought about doing an activity where they get to think about something in their life. Let everyone respond who wants to.

NAMBULA'S ROASTED MAIZE

 40 minutes	 Add	 Apply
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- Explain that this session has so far looked at critical thinking in our personal lives, starting with the case of a real-life story and then in our own lives while using the Critical Thinking Cards.
- Say: "Now we are returning to the story of Nambula and her roasted maize. We are going to see how Nambula used also the skill of critical thinking as an entrepreneur."
- Ask: "Who remembers the story?" [Let the participants tell the story with as much detail as possible.] Once they have shared all they remember – read again the story or ask a participant who can read, to read the story.

NAMBULA'S STORY

Nambula needed money to help buy food for her family and meet her personal goals, so she started a business roasting maize and selling it to people in the market. At first her business was good, but then more and more young people started to copy Nambula (even some of her friends) and business started to drop.

One thing Nambula noticed was that many customers bought water to drink from another vendor after buying her maize – so she started to sell both roasted maize and water (giving a special price for people who bought both), and that helped grow her business again.

Next, she started to ask her customers what was the secret to the best roasted maize they had ever eaten. One said that in her home village she had once had roasted maize with fresh chili sauce on it, and it had been delicious. So Nambula found a recipe for fresh chili sauce and started to offer a shake of it on her client's maize. This kept some of her customers more loyal to her (and it made it easier to sell more water too)!

Finally, Nambula paid close attention whenever she travelled to other markets to see if anyone was trying something new when it came to roasting maize. That is where she first found out about a special grill that used much less charcoal and thus increased profits for the maize vendor, at the same time reducing their cost. Once she saw it, she knew she had to save up to buy one since charcoal was always getting more expensive.

- Explain that first it is necessary to recognise the problem – critical thinkers are good at seeing problems and solving those problems. Nambula was a good critical thinker.
- Ask the participants: What was Nambula's problem? [The answer: Other people were copying her business idea of roasting maize.]
- Explain that with critical thinking we need to identify the problem before we can solve the problem.



7. Ask the participants: Did Nambula identify the problem? [The answer: Yes.] Also ask: How do you know she identified the problem? [The answer: First her business was good and then her business started to drop.]
8. Explain that by seeing the problem like Nambula did, also shows that we are critical thinkers. Nambula gave careful examination to find the problem, to learn more about it, to question the changes happening to her business closely.
9. Ask: When Nambula carefully examined the situation she identified/found the problem, did she stop there? [The answer is: no.]
What did she do? [The answer is: she went to learn more about the problem.]
What did she notice during her careful examination? [The answer is: others were doing the same business so she lost customers.]
Did that stop Nambula from continuing her business of roasted maize? [The answer is: no.]
10. Ask: What did Nambula do using her skill of critical thinking after she noticed she was losing business? [The answer is: she analysed the situation and made a purposeful informed decision.]
What was that purposeful informed decision? [The answer is: she started to sell both roasted maize and water (giving a special price for people who bought both).]
Did Nambula stop there? [The answer is: no.]
11. Ask: What did Nambula do next using her skill of critical thinking? [The answer is: she challenged the status quo of her business.]
Why was it necessary for Nambula to challenge the status quo of her business? [The answer is: because her competition would also soon do the same – copy her idea to also sell bottled water and make a special price for those who bought both her roasted maize and bottled water.]
Was that enough for Nambula to challenge the status quo? [The answer is: no. Once again she analysed the situation and made a purposeful informed decision.]
What did she do next? [The answer should be about her purposeful informed decision to offer her clients chili sauce and to invest in a special grill.]
12. Ask: Did Nambula solve the problem? [The answer is: yes.]
How did she do it? [The answer should be about Nambula using the skills of critical thinking, problem solving, making decisions.]
13. End the discussion about Nambula’s Roasted Maize by asking the group of participants to share what they have learnt from Nambula being a very good natural critical thinker?
14. Explain that instead of complaining and giving up, Nambula took action and believed in herself to be a successful entrepreneur.

SESSION WRAP-UP

 5 minutes	 Away
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1. To finish the session: remind them that critical thinking is to carefully examine, to purposefully think about, to find reasons for actions, and to evaluate one's own beliefs . Critical thinking can be applied to all moments in our lives including our businesses.
2. Explain that **Critical Thinking** is an entrepreneurship skill for getting ready for business start-up. Say: “You are critical thinkers” Ask them to say: “I am a critical thinker”.

3. Explain that their practice activity is to find day to day things where they first can use critical thinking before they make a decision, and practice doing it.



Note to Facilitators:

Practice Activity:

To find day to day things where they first can use critical thinking before they make a decision, and practice doing it.

4. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



SHEET 25: Critical Thinking Cards



If you had the chance to do something over, what would it be? Why?



Name a situation where you were proud of yourself. Why?



What is the highlight of happiness for you? Why?



Are you from nature more optimistic or pessimistic? Why?



In the last year was there a change in your life? Why?



Everyone has a weakness. What is your weakness? Why?



































No one is perfect. What is something you do that you don't want to do anymore? Why?



Do you own an article that is of great value to you? Why?

SESSION OVERVIEW - SESSION 25: NEGOTIATING

 SESSION LOGO 	Title  NEGOTIATING	 SESSION DESCRIPTION Participants realise that negotiation is a valuable and necessary life skill.	 SESSION OBJECTIVES READY FOR ENTREPRENEURSHIP By the end of this session, participants will have learnt the 5 basic principles of negotiation, and how persuasion is used in selling anything, even an idea.	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>The Paper Clip</td> <td>10</td> </tr> <tr> <td>Review</td> <td>5</td> </tr> <tr> <td>Better Negotiating</td> <td>70</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>How to Say No</td> <td>20</td> </tr> <tr> <td>Session Wrap Up</td> <td>5</td> </tr> </tbody> </table>		Minutes	The Paper Clip	10	Review	5	Better Negotiating	70	Pause	10	How to Say No	20	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick Paper Clips SHEET: The 6 Approaches to Saying "No"	 PRE-SESSION PREPARATION Review the session, familiarise the content (SHEET 5 basic principles of negotiation), and prepare any necessary materials before the training begins.		
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ENTREPRENEURIAL	ABILITIES	CRITICAL THKG.	DECISION MAKING	EDUCATION	EXPERIENCE	GENDER EQUALITY	NETWKG															
FACILITATOR NOTES The ability to negotiate is a valuable and necessary life skill. Negotiation involves listening, advocating, persuading, empathy and compromise and people at a young age who learn to negotiate acquire and learn the importance of these abilities. Parents who teach their children to negotiate with them, as well as with other adults and children, enhance their confidence, self-esteem, empathy and social relationship skills. This type of negotiating does not result in defeating another. It is life's negotiations that teach and emphasize fairness and understanding, walking in the other person's shoes, negotiations that result in as favourable outcomes as possible for all parties involved.		FACILITATOR NOTES (CONTINUED) When negotiating is learnt at a young age it can be used with confidence later at work or in business. TERMS NEGOTIATION: Where two people try to reach an agreement. LISTENING: To pay attention to someone or something in order to hear what is being said, sung, played, etc. ADVOCATING: Is pleading the cause of another. PERSUADING: To cause (someone) to do something by asking, arguing, or giving reasons. EMPATHY: The feeling that you understand and share another person's experiences and emotions.		TERMS (CONTINUED) COMPROMISE: A way of reaching agreement in which each person or group gives up something that was wanted in order to end an argument or dispute. CONCESSION: The act or an instance of conceding. CONCEDING: To say that you accept the offer being made. ICEBREAKER The Paper Clip																		

THE PAPER CLIP

 10 minutes	 Anchor
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1. Give everyone a paperclip and ask them to spend 2 minutes individually thinking of as many creative, wacky, and interesting uses for the paperclip.
2. After 2 minutes, split them into 2 groups. Give them 5 minutes to share their findings in their groups and come up with 1 choice per group.
3. After 5 minutes, ask the two groups to join together and give them 2 minutes to decide on which of the two choices they can all agree on as being the most creative, wacky and interesting use of the paperclip.





Note to Facilitators:

This icebreaker works best when it is done fairly quickly. During this icebreaker there is usually lots of laughter and people are surprised at how passionate they can get about their choice for using a paperclip! Usually when the participants get to the final stage, the groups tend to become very positional and try to persuade on the basis of “mine is best and yours is rubbish”. This demonstrates nicely how persuading others can be useful in some situations of negotiating.

4. [When there is persuading being used]: Ask the participants how persuading was useful in deciding which two were the best creative, wacky, and interesting uses for the paperclip.

REVIEW

 5 minutes	 Review
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1. Ask the participants what they found most useful and most difficult about critical thinking in the following session.
2. Ask for volunteers if they had applied critical thinking (i.e. careful examination, purposeful thinking, reasons for action, evaluation of one’s own belief) to the Paper Clip game. Let them explain in their own words how they used critical thinking.

BETTER NEGOTIATING

 40 minutes	 Add	 Apply
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1. Explain that this session is about the skill of negotiating and it is going to start with a group activity.
2. Start the activity with telling them this story [Make sure they realise this is a made up story, but sounding very real]:
I have heard that there is a buyer for Shoprite in Chipata who is travelling around looking for farmers to register as suppliers of fresh vegetable products. You are all farmers and at this

moment you are all growing green beans. In 1-2 weeks they will be ready for harvesting. You want to persuade the Shoprite buyer to buy all your beans and you are hoping to negotiate a good price. How will you do that?

3. Ask them to discuss in groups (i.e. of 4 and one group of 5) for 10 minutes how they are going to do that.
4. After 10 minutes are up ask them to choose 1 person from their group to be their negotiating representative.
5. Now you, the Facilitator, take the role of the Buyer for Shoprite in Chipata. Act out that role as a dominant and know-it all person who will give them a hard time. Make sure that each negotiation fails whatever way you can – but make sure it is a good reason for the failure.
6. Open a discussion by asking the group of participants how they thought the negotiation was?
7. Explain that negotiation is important and very necessary when you have a product to sell and you want to persuade the buyer to buy it.
8. Explain that negotiating is a skill and can easily be learnt with 5 basic principles:
 - (1) Get information
 - (2) Build relationship
 - (3) Know your BATNA
 - (4) Listen
 - (5) Take care of your target
9. Ask the group of participants if they know any of these basic principles and how they can be used to improve their skills in negotiating.
10. Explain that, in their first attempt to negotiate, they went wrong because they did not use these 5 basic principles.

SHEET 26: Five Basic Principles For Better Negotiating Skills

1. Get information

Find out and understand who the buyer is. Find out everything you possibly can about them: their background, their likes and dislikes, their hobbies, where they come from, where they went to school. Also, which is very important, find out the goals and issues that are important to them, and their positions, interests and priorities in the negotiation.

How do you do that?

[Ask others in nearby villages what they know about the Buyer. Go to Shoprite and ask there what they can tell you about the buyer]

2. Build relationship

Trust is essential for negotiation. Trust is built through relationship and friendship which takes time. In this case you have 1-2 weeks. It also means that we must always be careful to keep promises and be reliable. Invite the Buyer to your village. Show them your fields, invite them to your homes to meet your family, let them eat your delicious cooked food, let them drink plenty of cold clean water, etc.

How do you do that?

[It is very important to be spend time in close contact with the Buyer so that you have the chance to show friendship, that you keep your promises and are reliable.]

3. Know your BATNA

B.A.T.N.A. is your BEST ALTERNATIVE TO A NEGOTIATED AGREEMENT. This is the most that you are willing to give or the least you are willing to take to reach a negotiated agreement. When we know the Buyer's BATNA we can have a better understanding for a possible agreement with them. With BATNA you can ensure you are not giving up or giving in.

How do you do that?

[Go to the places where the Buyer has been before meeting with you and ask there what the Buyer was doing and how they were doing it i.e. GET INFORMATION. Then when you are negotiating with the Buyer ask them how far are they willing to go in the negotiation. If they do not tell then use the information you got to make your target i.e. see below "Take Care of Your Target"]

4. Listen

Listening is also a skill. When preparing for a negotiation, most of us will be focused on what we will say. However, training ourselves to be good listeners is also a great strategy. Like Stephen Covey once said: "Seek first to understand, then to be understood", we must pay attention to the verbal and non-verbal communication (i.e. which we showed you in a previous session) happening before, during and after the negotiation. This skill can always reveal better solutions for both parties.

How do you do that?

(L): Look interested and get interested

(I): Involve yourself in responding

(S): Stay on target

(T): Test your understanding

(E): Evaluate your message

(N): Neutralise your feelings.

5. Take care of your target

The target is what you think is reasonably possible to get out of a negotiation. However, the rule is: never reveal your target at the beginning of any negotiation, because your counterpart will hardly agree with your first proposal. For that reason, you should manage your first offers and concessions carefully.

You must remember that after the first offer, negotiators need to make concessions because they enable the parties to move toward potential agreement. Concessions also symbolize each party's motivation to bargain in good faith and finally, they tell the other party of the relative importance of the negotiating items. However, for concessions to work properly, they need to be clearly labelled and also should be accompanied by an expectation that the other party will reciprocate with the willingness of meeting in the middle.

How do you do that?

[Keep track of production costs – i.e. keeping records about all inputs and all sales and then analysing the data to determine where prices should be. Know that the Buyer will want a margin of 20% and the mark up price at the supermarket is 130-140%.

The first amount you start negotiating must always be more than your target amount – not too much and not under your BATNA.

So if green beans are sold in the supermarket for KR10 per kilo then your BATNA selling price would need to be KR6.67 per kilo. Your first negotiating price would therefore be KR7 per kilo.

11. As you explain the 5 basic principles for better negotiating skills as above in the text box ask the participants the question – “How do you do that?”
12. Invite the participants to form groups of 4 and one group of 5. Instruct them to design a short drama to demonstrate that principle of better negotiating. Sometime in the middle announce the 10 minute pause.

PAUSE FOR 10 MINUTES



13. Ask the participants to return to the same groups and to discuss again how they are going to negotiate with the Buyer from Shoprite this time using the five basic principles.
14. After 10 minutes ask each group, one by one, to come and negotiate again with you acting as the Buyer. [This time you can respond a bit softer/kinder to their negotiation as now you see them as a counterpart in the negotiation.]
15. Ask the participants how they thought the second round of negotiation went, and why? [Highlight where they did well with the 5 basic principles.]
16. To finish, ask the participants what they liked best about learning to negotiate, and how confident they feel now to negotiate on a scale of 1-5 [Five (5) being very confident and One (1) being not very confident.]

HOW TO SAY NO

 20 minutes	 Add	 Apply
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1. Explain to the participants: “ Saying no to someone during a negotiation is not always easy. It is something we need to prepare for in advance. To do this, we need to know a few strategies on how to say “No” and then to practice using these strategies.”
2. Ask the participants if they know any ways of saying “No.” All their answers are good. Write them on the flipchart or on the chalkboard.
3. Hand out the SHEET 27: The 6 Approaches to Saying “No” .
4. Explain the following 6 approaches to saying “no” and refer to any answers already given by the participants. Add that, it is important to say “no” while still staying productive and positive. Once you have explained one of the approaches:
 - (1) Ask the participants to suggest when they should use that way of saying “No” [Their suggestions can include family, friends, boyfriends, work and business situations. At the least there must be some good suggestions relevant to work or business situations].
 - (2) Guide the participants to go into pairs and practice that particular approach of saying “No” .
 - (3) Except the last one “The Power of Numbers”. For this one have the group say one by one “No” and then all at the same time, “No”. Ask them: which one sounded stronger, confident, productive and positive? Why?
5. Ask the participants what they have learned about “How to say no” . Reinforce their good points and encourage answers to cover what they have just learned.

6. Repeat the exercise starting with “Just say no, plainly and firmly” and this time they are to swap partners and make different pairs than before.
7. Say: “Saying “no” is not easy and therefore practice is necessary.
8. Invite the participants to practice saying “no” appropriately until the next session. Ask them to come prepared to the next session to share their experience of saying “no” in their business activities or in their life. Add that, “by sharing, we can all make sure that we are learning from each other as peers as we are practicing another entrepreneurship skill. “
9. Explain that if anyone is afraid to say “no” because they have had a bad previous experience, they can come and share that experience with you.
10. Finish by saying: “There is almost always a moment in negotiation when it is necessary to say “no”.

SESSION WRAP-UP

 5 minutes	 Away
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1. To finish the session: remind them that negotiating has 5 basic principles: (1) Get information, (2) Build relationship, (3) Know your BATNA, (4) Listen, (5) Take care of your target.
2. Explain that **Negotiating** is an entrepreneurship skill for getting ready for business start-up. Say: “You can negotiate” Ask them to say: “I can negotiate”.
3. Explain that their practice activities are to find one opportunity to negotiate using the 5 principles, and to practice saying “no” appropriately.



Note to Facilitators:

Add the two SHEETs to the participants PDP.

Practice Activity:

- To find one opportunity to negotiate using the 5 principles.
- To practice saying “no” appropriately.

4. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



SHEET 26: Five Basic Principles For Better Negotiating Skills

1. Get information

Find out and understand who the buyer is. Find out everything you possibly can about them: their background, their likes and dislikes, their hobbies, where they come from, where they went to school. Also, which is very important, find out the goals and issues that are important to them, and their positions, interests and priorities in the negotiation.

How do you do that?

[Ask others in nearby villages what they know about the Buyer. Go to Shoprite and ask there what they can tell you about the buyer]

2. Build relationship

Trust is essential for negotiation. Trust is built through relationship and friendship which takes time. In this case you have 1-2 weeks. It also means that we must always be careful to keep promises and be reliable. Invite the Buyer to your village. Show them your fields, invite them to your homes to meet your family, let them eat your delicious cooked food, let them drink plenty of cold clean water, etc.

How do you do that?

[It is very important to be spend time in close contact with the Buyer so that you have the chance to show friendship, that you keep your promises and are reliable.]

3. Know your BATNA

B.A.T.N.A. is your BEST ALTERNATIVE TO A NEGOTIATED AGREEMENT. This is the most that you are willing to give or the least you are willing to take to reach a negotiated agreement. When we know the Buyer's BATNA we can have a better understanding for a possible agreement with them. With BATNA you can ensure you are not giving up or giving in.

How do you do that?

[Go to the places where the Buyer has been before meeting with you and ask there what the Buyer was doing and how they were doing it i.e. GET INFORMATION. Then when you are negotiating with the Buyer ask them how far are they willing to go in the negotiation. If they do not tell then use the information you got to make your target i.e. see below "Take Care of Your Target"]

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Listening is also a skill. When preparing for a negotiation, most of us will be focused on what we will say. However, training ourselves to be good listeners is also a great strategy. Like Stephen Covey once said: "Seek first to understand, then to be understood", we must pay attention to the verbal

and non-verbal communication (i.e. which we showed you in a previous session) happening before, during and after the negotiation. This skill can always reveal better solutions for both parties.

How do you do that?

(L): Look interested and get interested

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The target is what you think is reasonably possible to get out of a negotiation. However, the rule is: never reveal your target at the beginning of any negotiation, because your counterpart will hardly agree with your first proposal. For that reason, you should manage your first offers and concessions carefully.

You must remember that after the first offer, negotiators need to make concessions because they enable the parties to move toward potential agreement. Concessions also symbolize each party's motivation to bargain in good faith and finally, they tell the other party of the relative importance of the negotiating items. However, for concessions to work properly, they need to be clearly labelled and also should be accompanied by an expectation that the other party will reciprocate with the willingness of meeting in the middle.

How do you do that?

[Keep track of production costs – i.e. keeping records about all inputs and all sales and then analysing the data to determine where prices should be. Know that the Buyer will want a margin of 20% and the mark up price at the supermarket is 130-140%.





























The first amount you start negotiating must always be more than your target amount – not too much and not under your BATNA.

So if green beans are sold in the supermarket for KR10 per kilo then your BATNA selling price would need to be KR6.67 per kilo. Your first negotiating price would therefore be KR7 per kilo.

SHEET 27: The 6 Approaches for saying “No”

1.	Just say no, plainly and firmly. In some situations, just saying no without a lot of arguing and explaining is the best response. Just make sure your “no” is a strong determined one.
2.	Give a reason why it’s a bad idea. Maybe you can’t change an idea because your aunt is the business partner and it is her idea and you don’t want to upset her. Back up your refusal to go along with her idea with evidence gives your reason for saying “no” more power.
3.	Repeat yourself if necessary. Sometimes it takes saying “no” more than once, on more than one occasion. Just because someone asks more than once, that doesn’t mean you have to give in.
4.	Make a joke. Sometimes humour is the best way to respond to a situation, as it can lighten a serious mood. It can also divert attention away from you and onto something else.
5.	Thanks, but no thanks. You can be polite, but you still aren’t interested. It just isn’t something you can agree with.
6.	The power of numbers. Make a pact with your friends to all say “no” to the trader who is making the price too cheap for your product. Sometimes “we” feels stronger than “I”.

SESSION OVERVIEW - SESSION 26: DECISION MAKING



 SESSION LOGO 	 Title DECISION MAKING	 SESSION DESCRIPTION Participants realise that a business person has to make decisions every day and being successful in business is asking the right questions and considering as many options as possible.	 SESSION OBJECTIVES READY FOR ENTREPRENEURSHIP By the end of this session, participants identify and consider all the options while making a decision.	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>Two Extremes</td> <td>10</td> </tr> <tr> <td>Review</td> <td>5</td> </tr> <tr> <td>7 Steps to Effective Decision Making</td> <td>50</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>Decision Making in Business Planning</td> <td>40</td> </tr> <tr> <td>Session Wrap Up</td> <td>5</td> </tr> </tbody> </table>		Minutes	Two Extremes	10	Review	5	7 Steps to Effective Decision Making	50	Pause	10	Decision Making in Business Planning	40	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick Drawing a line	PRE-SESSION PREPARATION Review the session, familiarise the content, and prepare any necessary materials before the training begins.
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ENTREPRENEURIAL	ABILITIES	CRITICAL THINKING	EXPERIENCE	EDUCATION	GENDER EQUALTY	PROBLEM SOLVING														
FACILITATOR NOTES A business person must make decisions every day. Some of these decisions are big, and some are small. Some decisions must be made right away, while others allows for more time. But one thing smart business people know is that every decision usually involves more than one option. One of the keys to success in business is to wait to make decisions until we have first come up with a wide range of options. This usually means resisting the temptation to try and judge each option before considering as many as possible. After all, part of being successful in business is asking the right questions and considering as many		FACILITATOR NOTES (CONTINUED) creative and innovative options we can come up with – on our own, or in conversation with friends, family, and even our current customers. It all comes down to simply asking two questions over and over again: <ul style="list-style-type: none"> • What is one way of thinking about this decision? • What is a different way of thinking about the same decision? Learning to see and consider all of the options while making a decision takes practice to be perfect. TERMS DECISIONS: A choice that you make about something after thinking about it: the result of deciding.		TERMS (CONTINUED) DECISION MAKING: The process of making choices by identifying a decision, gathering information, and assessing alternative resolutions. TEMPTATION: A strong desire to have or do something. CREATIVE: Having or showing an ability to make new things or think of new ideas. INNOVATIVE: Having new ideas about how something can be done. PRACTICE: To do something again and again in order to become better at it. ICEBREAKER Two extremes																

TWO EXTREMES

 10 minutes	 Anchor
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1. Make a line dividing the learning space in half. Explain that after you call out two options they are to go and stand on the side which is the response to the option they have chosen. If you do not have a choice then they are to stand in the middle. For example – move to the left hand side of the room if you like the flavour chocolate, the right hand side if you like the flavour strawberry, or if you don't have a strong opinion then stand in the middle.
2. Continue with the other examples / extremes:
 - Hot drinks or cold drinks
 - Talk on the telephone or talk face to face
 - Finish the work late at night or get up early in the morning
 - Flatter the customer or flatter the boss
 - Pay more and get what you want or walk away and hope you find it somewhere else for the price you can pay
 - Break something and hide it or break something and confess you broke it
 - Work on own or work in a group
 - Sleep in or get up early
 - Do the right thing yourself or wait for someone else to do the right thing
 - Keep it or share it
3. When everyone chooses a position, read out the next one and everyone moves again.
4. Ask the group of participants for other examples of extremes and ask the participant who suggested it to call it out for the others to move to the position showing their choice.
5. Explain that this was an introduction to decision making. We learnt to consider the options and we made a decision to choose which one.

REVIEW

 5 minutes	 Review
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1. Ask the participants what they found they knew about negotiating and what they learnt for the first time about negotiating in the previous session. [Encourage them with reminding them of the Five Basic Principles For Better Negotiating Skills – SHEET 26: (1) Get information, (2) Build a Relationship, (3) Know your BATNA – Best Alternative To a Negotiated Agreement, (4) Listen, and (5) Take Care of Your Target.]
2. Ask the participants what experience they had with saying “no”, and what type of “no” was that experience. [(1) Just say no, plainly and firmly, (2) Give a reason why it's a bad idea, (3) Repeat yourself if necessary, (4) Make a joke, (5) Thanks, but no thanks, and (6) The power of numbers.
3. Ask for volunteers if they had applied any previous skills in the “Two Extremes” icebreaker. [For example: Critical thinking, Problem Solving, Decision Making, (inter)Relationships, etc.]

7 STEPS TO EFFECTIVE DECISION MAKING

 40 minutes	 Add	 Apply
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1. Ask the group of participants what they think decision making is? Write their answers on the flipchart or chalkboard. Bring all the answers together to form a definition like this one:
Decision making is the process of making choices by identifying a decision, gathering information, and assessing alternative resolutions.
2. Explain by saying: “Using a step-by-step decision-making process can help you make more deliberate, thoughtful decisions by organising relevant information and defining alternatives. This approach increases the chances that you will choose the most satisfying alternative possible.”



Note to Facilitators:

Use the diagram below (source: umassd.edu) to teach the participants the steps to effective decision making.

If you can, draw the diagram (i.e. showing the steps) on the chalkboard or flipchart as you lead the participants through the steps.



3. Lead them through each step:

①

Ask the participants: “How do we know when we have to make a decision?” [Answer: when we are faced with choices.]

Ask: “What do you think is the first step in ‘Effective Decision Making’”.

Encourage answers and affirm those that are relevant to the answer.

STEP 1: Identify the decision

Say: “The first step is when you realise that you need to make a decision. Try to clearly define the decision you must make. This first step is very important.”

Ask the participants for their experience of identifying the decision. [Facilitators: you can lead with an example of your own experience.]

- ② Ask the participants: “What do you think is the second step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 2: Gather relevant information

Say: “Collect relevant information before you make your decision: some information you will know and some information you will find in books, on internet, from other people, and from other sources. A good tip is always use 2 or 3 different sources of information so that you can verify that the information is reliable and accurate.”

Ask the participants for their experience of gathering relevant information for making a decision. [Facilitators: you can lead with an example of your own experience.]

- ③ Ask the participants: “What do you think is the third step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 3: Identify the alternatives

Say: “As you collect relevant information, you will identify several possible paths of action, or alternatives. You can also use creative thinking, problem solving thinking, critical thinking, etc. to construct alternatives. It is important to know good and possible alternatives.”

Ask the participants for their experience of identifying the alternatives for making a decision. [Facilitators: you can lead with an example of your own experience.]

- ④ Ask the participants: “What do you think is the fourth step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 4: Weigh the evidence

Say: “Draw on your information, knowledge of good, the truth, and what gives you a peaceful emotion to imagine what it would be like if you carried out each of the alternatives to the end. Evaluate whether the need identified in Step 1 would be met or resolved through the use of each alternative. As you go through this internal process, you will begin to see that some alternatives are better than others: those that seem to have a better potential for reaching the outcome you desire / goal. Finally, place the alternatives in a priority order, based upon your own value system.”

Ask the participants for their experience weighing the evidence for making a decision. [Facilitators: you can lead with an example of your own experience.]

- ⑤ Ask the participants: “What do you think is the fifth step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 5: Choose among alternatives

Say: “Once you have weighed all the evidence, you are ready to select the alternative that seems to be the best one for you. You may even choose a combination of alternatives. Your choice in Step 5 may very likely be the same or similar to the alternative you place at the top of your list at the end of Step 4.”

Ask the participants for their experience choosing among alternatives for making a decision. [Facilitators: you can lead with an example of your own experience.]

- 6** Ask the participants: “What do you think is the sixth step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 6: Take action

Say: “You are now ready to take some positive action by beginning to implement the alternative you chose in Step 5.”

Ask the participants for their experience of taking action after choosing among alternatives for making a decision. [Facilitators: you can lead with an example of your own experience.]

- 7** Ask the participants: “What do you think is the seventh step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 7: Review your decision and its consequences

Say: “In this final step, consider the results of your decision and evaluate whether or not it has resolved the need you identified in Step 1. If the decision has not met the identified need, you may want to repeat certain steps of the process to make a new decision. For example, you might want to gather more detailed or somewhat different information or explore additional alternatives.”

Ask the participants for their experience of reviewing their decision and its consequences for the decision they made. [Facilitators: you can lead with an example of your own experience.]

4. Ask the participants for any clarifying questions on understanding the 7 Steps to Effective Decision Making.
5. Invite the participants if anyone has to make a decision and if they would like to practice these 7 steps together in the group using peer-to-peer support. Otherwise, continue to “Decision Making in Business Planning”.

PAUSE FOR 10 MINUTES



DECISION MAKING IN BUSINESS PLANNING

 40 minutes	 Add	 Apply
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1. Explain that as we continue the session on the skill of decision making we are going to return to the scenario of Green Bean Farming from the session on the skill of negotiating.
2. Remind them that in this scenario they are to assume they are all farmers growing green beans.
3. Ask them to form pairs with one group of three.
4. Explain that you are going to give them each a question (SHEET 29: Business Planning – Green Beans) that an entrepreneur faces when starting up a business and they have to decide what to do. Each person is to provide an option to the question and then together decide which one to

choose as THE effective / best business decision and the reason why. Each person may come to you for one piece of knowledge that will support them with their decision. They have 10 minutes.

5. Remind them to use the 7 Steps to Effective Decision Making.
6. Walk around the groups assisting when they ask for assistance, and encourage them to use the 7 steps.

1. How much land will you need to grow green beans?
2. How many kilos of green beans could you harvest from the land?
3. What advice do you need to grow the best green beans, e.g. supermarket quality?
4. Who can provide you the advice to grow the best green beans?
5. How much money is needed to get the business started?
6. What are your operating costs?
7. What is your competition?
8. How much should you sell your green beans for?
9. Where are you going to sell your green beans?
10. How will you get your harvested green beans to market?
11. Should all the farmers join together and form a business group?
12. How will you split the profits when all the farmers form a business group?

7. After 10 minutes ask each group to (1) tell their question, (2) the option they each had to the question, and (3) the option they decided on together.
Point out where they used: (1) Identify the Decision, (2) Gather Information, (3) Identify Alternatives, (4) Weigh the Evidence, (5) Choose Among Alternatives, (6) Take Action, and (7) Review Your Decision.
Write down all their responses on the flipchart or chalkboard.
8. [Note to the Facilitator: The scenario on green beans is our idea for practicing using the 7 Steps to Effective Decision Making, therefore it would be a good idea to ask them now to come up with a scenario of their own so they can practice again the 7 Steps.]
9. Ask the participants for their questions to their scenario and write them on the flipchart or chalkboard. Repeat the process of going into groups for 10 minutes and then coming back together to (1) tell their question, (2) the option they each had to the question, and (3) the option they decided on together.
Point out where they used: (1) Identify the Decision, (2) Gather Information, (3) Identify Alternatives, (4) Weigh the Evidence, (5) Choose Among Alternatives, (6) Take Action, and (7) Review Your Decision.
10. Write down all their responses on the flipchart or chalkboard.
11. To conclude the session initiate a final discussion to centre around how easy or difficult it was for participants to make a decision, why/how? Also ask them whether their decisions affected other people and how they dealt with it.
12. Explain that this is the basics of decision making – considering options and then making a decision. Add that it takes practice to become good decision makers.
13. Sum up all the groups options and show them what decisions they had made for the business planning of growing green beans.

SESSION WRAP-UP

 5 minutes	 Away
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1. To finish the session: remind them that decision making is looking at all the options, acting on the decision you choose, and reviewing your decision because maybe next time you will do it differently.
2. Explain that **Decision Making** is an entrepreneurship skill for getting ready for business start-up. Say: “You can make decisions ” Ask them to say: “I can make decisions”.
3. Put a copy of SHEET 28: The 7 Steps to Effective Decision Making into their PDP.
4. Explain that their practice activity is every day to find at least two ways they can do something and then make a conscious decision which one they will choose and to do it.



Note to Facilitators:

Practice Activity:

- Every day to find at least two ways they can do something and then make a conscious decision which one they will choose and to do it.

5. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



SHEET 28: The 7 Steps to Effective Decision Making



- 1 **Ask** the participants: “How do we know when we have to make a decision?” [Answer: when we are faced with choices.]

Ask: “What do you think is the first step in ‘Effective Decision Making’”.

Encourage answers and affirm those that are relevant to the answer.

STEP 1: Identify the decision

Say: “The first step is when you realise that you need to make a decision. Try to clearly define the decision you must make. This first step is very important.”

Ask the participants for their experience of identifying the decision. [Facilitators: you can lead with an example of your own experience.]

- 2 **Ask** the participants: “What do you think is the second step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 2: Gather relevant information

Say: “Collect relevant information before you make your decision: some information you will know and some information you will find in books, on internet, from other people, and from other sources. A good tip is always use 2 or 3 different sources of information so that you can verify that the information is reliable and accurate.”

Ask the participants for their experience of gathering relevant information for making a decision. [Facilitators: you can lead with an example of your own experience.]

- 3 **Ask** the participants: “What do you think is the third step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 3: Identify the alternatives

Say: “As you collect relevant information, you will identify several possible paths of action, or alternatives. You can also use creative thinking, problem solving thinking, critical thinking, etc. to construct alternatives. It is important to know good and possible alternatives.”

Ask the participants for their experience of identifying the alternatives for making a decision. [Facilitators: you can lead with an example of your own experience.]

- 4** Ask the participants: “What do you think is the fourth step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 4: Weigh the evidence

Say: “Draw on your information, knowledge of good, the truth, and what gives you a peaceful emotion to imagine what it would be like if you carried out each of the alternatives to the end. Evaluate whether the need identified in Step 1 would be met or resolved through the use of each alternative. As you go through this internal process, you will begin to see that some alternatives are better than others: those that seem to have a better potential for reaching the outcome you desire / goal. Finally, place the alternatives in a priority order, based upon your own value system.”

Ask the participants for their experience weighing the evidence for making a decision.

[Facilitators: you can lead with an example of your own experience.]

- 5** Ask the participants: “What do you think is the fifth step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 5: Choose among alternatives

Say: “Once you have weighed all the evidence, you are ready to select the alternative that seems to be the best one for you. You may even choose a combination of alternatives. Your choice in Step 5 may very likely be the same or similar to the alternative you place at the top of your list at the end of Step 4.”

Ask the participants for their experience choosing among alternatives for making a decision.

[Facilitators: you can lead with an example of your own experience.]

- 6** Ask the participants: “What do you think is the sixth step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 6: Take action

Say: “You are now ready to take some positive action by beginning to implement the alternative you chose in Step 5.”

Ask the participants for their experience of taking action after choosing among alternatives for making a decision. [Facilitators: you can lead with an example of your own experience.]

- 7** Ask the participants: “What do you think is the seventh step in ‘Effective Decision Making’”. Encourage answers and affirm those that are relevant to the answer.

STEP 7: Review your decision and its consequences

Say: “In this final step, consider the results of your decision and evaluate whether or not it has resolved the need you identified in Step 1. If the decision has not met the identified need, you may want to repeat certain steps of the process to make a new decision. For example, you might want to gather more detailed or somewhat different information or explore additional alternatives.”

































Ask the participants for their experience of reviewing their decision and its consequences for the decision they made. [Facilitators: you can lead with an example of your own experience.]

SHEET 29: Business Planning – Green Beans

QUESTION	SUPPORTING ADVICE
1. How much land will you need to grow green beans?	One acre of land will grow about 20,000 plants.
2. How many kilos of green beans could you harvest from the land?	One acre of land will grow about 20,000 plants. Each plant will yield 150 lbs per plant.
3. What advice do you need to grow the best green beans e.g. supermarket quality?	Soil type and temperature, planting, irrigating, pests, fertilising, weeding, growing, harvesting.
4. Who can provide you the advice to grow the best green beans?	Zambian National Farmers Union, and COMACO
5. How much money is needed to get the business started?	Green bean seeds cost KR 105 per ½ lb and you need 80 lbs per acre.
6. What are your operating costs?	Don't forget to put your salary in your operating costs.
7. What is your competition?	Your competition is North of Lusaka and they sell to a Shoprite Supermarket buyer.
8. How much should you sell your green beans for?	The supermarket sales price is KR 10. The local market sales price is KR 8.

QUESTION	SUPPORTING ADVICE
9. Where are you going to sell your green beans?	The supermarket sales price is KR 10. The local market sales price is KR 8.
10. How will you get your harvested green beans to market?	Green beans are picked every morning early and brought to the market. They have to be very fresh so the fastest way possible for the large volume is very important.
11. Should all the farmers join together and form a business group?	It will be very difficult for one person to take care and harvest every day, for 2-4 weeks, 20.000 green bean plants?
12. How will you split the profits when all the farmers form a business group?	Profits are after all the costs have been deducted. Keep some money over to start up the next crop of green beans. Then what is over can be split.

SESSION OVERVIEW - SESSION 27: NETWORKING

 SESSION LOGO 	Title  SESSION TITLE NETWORKING	 SESSION DESCRIPTION Participants realise that networking is interacting with others to find out things about them and discover ways they can help them.	 SESSION OBJECTIVES READY FOR ENTREPRENEURSHIP By the end of this session, participants will conclude that developing their network is important for developing professional or social contacts. Also, they perform the Meet and Greet technique of networking.	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Minutes</th> </tr> </thead> <tbody> <tr> <td>Name Tag Switcheroo</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Review</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Know About Networking</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Meet and Greet</td> <td style="text-align: right;">45</td> </tr> <tr> <td>Session Wrap Up</td> <td style="text-align: right;">5</td> </tr> </tbody> </table>		Minutes	Name Tag Switcheroo	10	Review	5	Know About Networking	45	Pause	10	Meet and Greet	45	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk Talking Stick A name tag for each participant	 PRE-SESSION PREPARATION Review the session, familiarise the content and prepare any necessary materials before the training begins.
	Minutes																			
Name Tag Switcheroo	10																			
Review	5																			
Know About Networking	45																			
Pause	10																			
Meet and Greet	45																			
Session Wrap Up	5																			
REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td> ENTREPRENEUR</td> <td> ABILITIES</td> <td> EXPERIENCE</td> <td> EDUCATION</td> <td> LEADING</td> <td> NEGOTIATING</td> <td> PROBLEM SOLVING</td> <td> PROFESSIONAL</td> </tr> </table>							 ENTREPRENEUR	 ABILITIES	 EXPERIENCE	 EDUCATION	 LEADING	 NEGOTIATING	 PROBLEM SOLVING	 PROFESSIONAL						
 ENTREPRENEUR	 ABILITIES	 EXPERIENCE	 EDUCATION	 LEADING	 NEGOTIATING	 PROBLEM SOLVING	 PROFESSIONAL													
FACILITATOR NOTES Networking is interacting with others to exchange information and establish relationships/make connections with people who will often become your friends and community of colleagues as you go through your career or develop your business. Developing your network is easy because you know more people than you think you know. For example: <ul style="list-style-type: none"> • Family and friends • Teachers and School Manager • Past and present co-workers • Neighbours • Village Chief • Community committees, women’s groups • People in your religious community 		FACILITATOR NOTES (CONTINUED) These people are all part of your current network, professional and personal. Keep an on-going list of the names and contact information of the people in your network. Ask your contacts to introduce you to their contacts and keep your list growing. Opportunities to network with people arise at any time and any place. Never underestimate an opportunity to make a connection. At these opportunities (1) <u>find out more about the people you meet</u> – who they are, what they do – and (2) <u>discover ways that you can help them</u> . If you can (3) <u>offer value in a business relationship</u> , your contacts will remember that. (4) <u>Make connections that are built on trust and value</u> .		TERMS NETWORKING: Interact with others to exchange information and develop professional or social contacts. EXCHANGE: An occurrence in which people give information to each other. COLLEAGUES: Persons who work with you. OPPORTUNITIES: An amount of time or a situation in which something can be done. UNDERESTIMATE: To think (someone or something) as being lower in ability, influence, or value than that person or thing actually is. ICEBREAKER Name Tag Switcheroo																

NAME TAG SWITCHEROO

 10 minutes	 Anchor
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Note to Facilitators:

This is always a fun and interesting game. Start by giving the participants the wrong name tags and task them with finding the person with their name. When they have found the right person they must answer 3 questions to get the name tag back. This not only helps them to approach each other and learn more about each other but can also encourage the group to start having conversations that they can continue later on.

1. As the participants arrive give them each the wrong name tag. Explain to them that this is part of the game.
2. Once everyone has a wrong name tag ask them to find the person with their name and that when they have found the right person they must answer 3 questions to get the name back.
3. Explain that the 3 questions they are to ask is to find out more about that person.
4. After everyone has their own name tag explain that this was an introduction to networking.
5. Ask them how did they like networking among peers / friends / fellow course participants?

REVIEW

 5 minutes	 Review
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1. Ask the participants what their experience was with decision making since the last session. Ask them to include what went well and what needs to be improved in decision making.
[Note to Facilitators: If there are things needing to be improved in decision making, ask if there are others facing the same need. If not, offer that you will give that participant extra coaching and you will arrange that with them at the pause. If there are others take the details of what they need and arrange for another session to add value to their skill of decision making.]

KNOW ABOUT NETWORKING

 45 minutes	 Add	 Apply
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1. Say: “The ability to network is one of the most crucial skills any entrepreneur can have. How else will you meet the clients and contacts necessary to grow your business?”
2. Ask the participants: “What does a good networker do? How does he or she act? What is his or her basic attributes? You'll probably be surprised at how much you naturally know about the subject.”
3. Say: “You may decide, for example, that a good networker should be outgoing, sincere, friendly, supportive, a good listener, proactive, and who follows up and stays in touch. To determine

other skills an effective networker needs, simply ask yourself "How do I like to be treated? What kinds of people do I trust and consider good friends?"

4. Say: "Now that you have an idea of what attributes a good networker must have, take an objective look at your own interactive abilities. Do you consider yourself shy and regard networking groups as threatening? Do you tend to do all the talking in a conversation? Do you give other people referrals and ideas without a thought to your own personal gain? Can people count on your word?"
5. Explain networking:
Networking is more than just getting out and meeting people. Networking is a structured plan to get to know people who will do business with you or introduce you to those who will. The ability to network is one of the most crucial skills any entrepreneur can have. How else will you meet the clients and contacts necessary to grow your business?
6. Ask the participants what they know about networking. Write down their responses on the flipchart or chalkboard. Confirm, affirm and validate their responses appropriately.
7. Say: The trick with networking is to become proactive. This means taking control of the situation instead of just reacting to it. Networking requires going beyond your comfort zone and challenging yourself. Try these tips:
 - Set a goal to be proactive and meet five or more new people at each place, meeting or event you go to. Whenever you are with a group of people, whether a party, the market place, a community meeting, a training, etc. make a point of heading straight for people you don't know. Greet the newcomers (they will love you for it!). If you don't make this goal a habit, you'll naturally gravitate toward the people you know already for a long time.
Ask: what do you think of this networking tip? Is it possible to do? What suggestions do you have for each other about meeting new people at different places?
 - Do something new. Try becoming a new member of a group you are not already a member. This is another way to stretch yourself and make a new set of contacts. First seek out what groups are in your community and then attend every function you can that synergizes your goals and customer/prospect interaction.
Ask: what do you think of this networking tip? Is it possible to do? What suggestions do you have for each other about doing something new?
 - Sit with someone who is sitting alone. Take full advantage of that chance to meet someone new, especially before the meeting starts because once it starts, you won't be able to talk any more.
Ask: what do you think of this networking tip? Is it possible to do? What suggestions do you have for sitting with someone who is sitting alone?
8. Don't sit by people you know. Mealtime is a prime time for meeting new people. You may be in that seat for several hours, so don't limit your opportunities by sitting with your friends. This is a wonderful chance to get to know new people on either side of you. Sure, it's more comfortable to be with people you know. But remember, you are spending precious time to attend this event. You can talk to your friends some other time.
Ask: what do you think of this networking tip? Is it possible to do? What suggestions do you have for each other about not sitting by people you know?
9. Get active. People remember and do business with leaders. Don't just warm a chair--get involved and join a committee or become a board member. If you don't have time, volunteer

to help with hospitality at the door or checking people in. This gives you a reason to talk to others, gets you involved in the inner workings of the group, and provides more visibility. Ask: what do you think of this networking tip? Is it possible to do? What suggestions do you have for each other about getting active?

10. Be friendly and approachable. Pretend you are hosting the event. Make people feel welcome. Find out what brought them there, and see if there's any way you can help them. Introduce them to others, make business suggestions or give them a referral. Not only will you probably make a friend, but putting others at ease eliminates self-consciousness. A side benefit: What goes around comes around. If you make the effort to help others, you'll soon find people helping you.

Ask: what do you think of this networking tip? Is it possible to do? What suggestions do you have for each other about being friendly and approachable?

11. Know what you expect from each meeting. What you expect can vary from meeting to meeting. Some examples might be: learning from the speaker's topic, learning new things for your business, looking for new clients, or connecting with others in the same business. If you work out of your home, you may find your purpose is simply to get out and talk to people face to face. Focusing your mind on what you expect before you even arrive keeps you on target.

Ask: what do you think of this networking tip? Is it possible to do? What suggestions do you have for each other about knowing what you expect from each meeting you go to? What do you think are possible networking opportunities as EMPOWER beneficiaries?

12. Be willing to give to receive. Networking is a two-way street. Don't expect new contacts to shower you with referrals and business unless you are equally generous. Follow up on your contacts; keep in touch; always share information or leads that might benefit them. You'll be paid back tenfold for your thoughtfulness.

Ask: what do you think of this networking tip? Is it possible to do? What suggestions do you have for each other about being willing to give and to receive?

PAUSE FOR 10 MINUTES



MEET AND GREET

 45 minutes	 Add	 Apply
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1. Explain that as we continue with this session about the skill of networking they are now going to get a chance to combine the previous learnt life skills of Self-Presentation, Developing Professionalism, Interviewing, and Relationships in a networking activity called 'Meet and Greet'.
2. Explain that an important part of the skill of networking is being able to 'Meet and Greet' at all types of opportunities.

3. Ask participants what they think 'Meet and Greet' means.

MEET: To be introduced to

GREET: To respond to the introduction

4. Ask the participants how they think the 'Meet and Greet' can help them make contacts for employment or for business development.
5. Ask the participants:
 - What type of things they would need to say to the person they are meeting.
[Lead the discussion towards: who they are and what they do.]
6. Explain that it is important in networking to be able to say who you are and what you do in a short pitch with a confident and friendly manner.
7. Read the following 10-second example:

Script

[Sheila] Hallo, my name is Sheila, I am a farmer. I have been a farmer for 10 years. My farm is in Chipata and I am growing supermarket quality green beans. Today I am at this Meet and Greet networking event to look for buyers for my green beans. Who are you and what do you do?

[Mary] Hallo Sheila, my name is Mary. I own a trucking business in Chipata. For the last 2 years I help farmers transport their harvest from their farm to the market or to buyer's collection points. Today I am looking for farmers who I can offer my services to transport their harvested crop.

8. Ask the participants:
 - Who is Sheila and what does she do?
 - How many things did you find out about Sheila?
 - ✓ Sheila is a Farmer
 - ✓ She has been farming for 10 years – experienced
 - ✓ She farms in Chipata
 - ✓ She is growing green beans
 - ✓ Her beans are supermarket quality
 - ✓ She needs a buyer
 - Who is Mary and what does she do?
 - How many things did you find out about Mary?
 - ✓ Mary has her own business
 - ✓ Her business is transporting for farmers
 - ✓ Her business is in Chipata
 - ✓ She is looking for new clients
9. Explain that that is the first step to networking – find out things about the people you meet. If they don't tell you, ask them: Who are you and what do you do?
10. Ask the participants now to think for 2 minutes about their 10-second pitch (it can be real or it can be pretend for the use of the next activity.)

11. After the two minutes ask them to stand up and go around meeting other participants and greeting them with their 10-second pitch.
12. Give them 5 minutes to go around meeting and greeting as many participants as they can.
13. After the 5 minutes: ask them to return to their seats and open a discussion by asking them:
 - How they felt about introducing themselves with their 10-second pitch, and
 - What did they learn about networking?
14. Next. Explain that it is also important in networking to discover a way/ways that you can help the person you have met and greeted.
15. Ask the participants:
 - a. Could Sheila and Mary discover a way that they could help each other?
16. When participants say there is a way/ways let them share that way/those ways.
[There answers could be:
 - ✓ Mary could help Sheila to transport her beans to market
 - ✓ Mary could help Sheila with connecting her to other farmers of green beans so they can share the cost of transporting their beans to market
 - ✓ Sheila can bring Mary in contact with farmers who are not yet her client
 - ✓ Mary could bring Sheila in contact with buyers who she meets at the market or collection points]
17. Read again Sheila and Mary's 10-second pitch and then add the 'discover' part to the 'Meet and Greet'.

Script

Find out about Sheila

[Sheila] Hallo, my name is Sheila, I am a farmer. I have been a farmer for 10 years. My farm is in Chipata and I am growing supermarket quality green beans. Today I am looking for buyers for my green beans.

Who are you and what do you do?

Find out about Mary

[Mary] Hallo Sheila, my name is Mary. I own a trucking business in Chipata. For the last 2 years I help farmers transport their harvest from their farm to the market or to buyer's collection points. Today I am looking for farmers who I can offer my services to transport their harvested crop.

Discover the way to help Mary

[Sheila] This is very interesting Mary. Myself and a group of other farmers have been looking for a reliable transport business to help us transport our green beans to market every day until our harvest is finished. Let me introduce you to our group leader.

Discover the way to help Sheila

[Mary] Sheila, I can help you. From the markets and collection points I know a lot of buyers. Let me give you their names and numbers, just say Mary gave them to you. It will be no problem and you can tell them what you are farming, and when you expect to harvest and how much.

18. Open a discussion with the participants again about the way that Sheila and Mary can help each other. Repeat the ways they mentioned before and add any that are missing:
 - ✓ Mary could help Sheila to transport her beans to market

- ✓ Mary could help Sheila with connecting her to other farmers of green beans so they can share the cost of transporting their beans to market
 - ✓ Sheila can bring Mary in contact with farmers who are not yet her client
 - ✓ Mary could bring Sheila in contact with buyers who she meets at the market or collection points
19. Explain that once Sheila and Mary have discovered how they can help each other it automatically, and naturally, has:
 - created value in their connection, and,
 - started a business relationship, and
 - opened the way forward to build trust between them through finalising their business deals, or keeping their word with promised information.
 20. Also explain that this is all achieved while Sheila and Mary shared their 10-second pitch with each other. This is the wonderful success of networking.
 21. Ask the participants to go again into the 'Meet and Greet' activity and this time they are to role-play Sheila and Mary.
 22. Ask the participants to prepare their own 10-second pitch. Give them 5 minutes. Then invite them to return for sharing. Allow each participant to share their 10-second pitch. Give any suggestions for improvement.

SESSION WRAP-UP






























 5 minutes	 Away
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1. To finish the session: remind them that networking is very important for developing professional or social connections, and once the connections are made the business can be made by discovering how you can help each other.
2. Ask if there are any questions or comments about what they learnt with this session on networking.
3. Also remind them that the Meet and Greet technique of networking is something they can do all the time and everywhere, with every new person they meet. They can have a professional 10-second pitch, or a social 10-second pitch.
4. Explain that **Networking** is an entrepreneurship skill for getting ready for business start-up. Say: "You can network " Ask them to say: "I can network".
5. Explain that their practice activity is to connect with 5 new people using the 'Meet and Greet' technique of networking.
6. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



SESSION OVERVIEW - SESSION 28: LEADERSHIP

 SESSION LOGO 	Title  SESSION TITLE LEADERSHIP	 SESSION DESCRIPTION Participants realise that leading is a skill that involves planning, dealing with group issues and keeping the group positive in all situations.	 SESSION OBJECTIVES READY FOR ENTREPRENEURSHIP By the end of this session, participants will recognise that leading is a practical skill encompassing the ability of an individual or organisation to “lead” or guide other individuals, teams, or entire organisations.	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Minutes</th> </tr> </thead> <tbody> <tr> <td>The Detective</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Review</td> <td style="text-align: right;">5</td> </tr> <tr> <td>Make A Shape</td> <td style="text-align: right;">30</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Leadership Skills</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Be Inspired by a Leader</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Session Wrap Up</td> <td style="text-align: right;">5</td> </tr> </tbody> </table>		Minutes	The Detective	10	Review	5	Make A Shape	30	Pause	10	Leadership Skills	20	Be Inspired by a Leader	40	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper Flipchart pens Chalk. Talking Stick. Scissors. Ball of string Pieces of cloth to make 25 Blind folds Guest Speaker	 PRE-SESSION PREPARATION Review the session, familiarise the content and prepare any necessary materials before the training begins.
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ENTREPRENEURIAL	S.H.A.P.E.	EDUCATION	CRITICAL THINKING	DECISION MAKING	GENDER EQUALITY	PROBLEM SOLVING																
FACILITATOR NOTES Leading is a practical skill encompassing the ability of an individual or organisation to “lead” or guide other individuals, teams, or entire organisations. “A leader is one who knows the way, goes the way, and shows the way.” (John C. Maxwell) Almost everyone is in some kind of a group (e.g. family, friends, committee, organisation, business, etc.). Keeping everyone together, involved, and happy is actually really hard work. Normally the one starting to make the plans for the group is the one who takes charge of the group i.e. becomes the leader. To really be the leader, however, it is also necessary to be ready to support the others in the group and step in when problems come up.		FACILITATOR NOTES (CONTINUED) How to be a leader in a group:- Planning for the Group: <ul style="list-style-type: none"> - Makes the decisions about where to go - Shares some planning responsibilities with the others - Plans ahead so everyone can be included - Having a coordinated group clothing theme Dealing with Group Issues: <ul style="list-style-type: none"> - Be willing to compromise when some in the group disagree - Help everyone stay flexible - Be there when a person in the group is having problems - Resolve conflicts in the group 		FACILITATOR NOTES (CONTINUED) Keeping the Group Positive <ul style="list-style-type: none"> - Be a role model for the group - Keep in touch with everyone - Support the group - Let new persons come into the group TERMS LEADERSHIP: The ability to lead or guide other individuals, teams or entire organisations. ICEBREAKER The Detective																		

THE DETECTIVE

 10 minutes	 Anchor
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Note to Facilitators:

Ask participants to sit in a circle and choose one person to go out of the room. This person is the detective.

Appoint a leader and have everyone follow the leader. The leader might start with a hand clap, and everyone joins in in unison. The leader might then stamp feet or snap fingers or choose a different rhythm of clapping. The goal is to follow the leader seamlessly so the detective when they come into the room does not know who the leader is and their job is to work out who it is.

The team can get really good at this with practise. The key is for everyone to follow the leader without giving the game away and by staring directly at the leader. The team could wait for a ripple effect instead.. so waiting for their neighbours to change action before they do. The leader should also change movements slowly so as not to give the game away, and make movement changes when the detective is looking elsewhere.

The detective has 1 guess only. Once they have guessed another person takes on the role of detective.



You can review this exercise by:

Examining what made the game successful or unsuccessful.

What qualities of a leader were needed to make it happen?

Keep a note of the qualities – as you will need them to support the discussion on what makes a good leader during the activity “Make a Shape”.

REVIEW

 5 minutes	 Review
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1. Ask the participants what they learnt from the previous session on the skill of networking.
2. Ask for volunteers who can share a person they know who is an excellent networker. Let them tell the group what that person does that makes them an excellent networker. Who do they think is the best networker in their community, and why?

MAKE A SHAPE

 30 minutes	 Add	 Apply
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1. Explain that this session is about the skill of leading and that the next activity is going to give them a chance to combine the previous learnt life skills of Problem Solving, Critical Thinking, and Decision Making.
2. Explain that an important part of the skill of leading is being able to lead.

3. Open a discussion with the participants on what they think a person must be able to do to be good at leading. Below is a list of 20 qualities that make a good leader. Encourage the direction of the answers using leading questions if it is necessary.

CAN FOCUS • LOVES WHAT THEY ARE DOING • INSPIRES • HAS NEW IDEAS • IS TRUE • HAS CONFIDENCE • HAS PATIENCE • CAN ADJUST • DOES WHAT IS RIGHT • BE THEMSELVES • MAKES GOOD DECISIONS • DELEGATES • IS LIKEABLE • IS POSITIVE • BUILDS UP OTHERS • DOESN'T GIVE UP • KNOWS WHAT IS IMPORTANT • IS GOOD AT COMMUNICATING • TAKES RESPONSIBILITY • PUTS THINGS RIGHT THAT ARE WRONG ...

4. Continue the discussion by asking if anyone recognises the qualities or some of the qualities in themselves. Hand to them the “Talking Stick” so they can say which one and what that quality means to them – and then they can pass the stick on to someone else.
5. After this discussion ask the participants to form two circles: one with 12 persons and the other with 13 persons.
6. Ask each group to appoint a leader.
7. Once appointed the leader is to blindfold each person in their group.
8. Together with the appointed leaders arrange on the floor a large circle of string at the feet of each person. Tie the ends.
9. Instruct the appointed leaders that they are to tell their team members to bend down, pick up the string, stand up straight, and to not let go of the string.
10. Continue the instruction by asking the appointed leaders to have their team make the following shape: A Square. When they have done this, a triangle. When they have done the triangle a Figure 8.
11. If there is time: let the teams repeat the shape making with a different appointed leader.
12. After the “Make a Shape” activity is finished invite them to sit down.
13. Open a discussion with the following questions:
 - ✓ What did you learn about leading from the activity?
 - ✓ Is it easy being a leader? [For each answer, ask why?]
 - ✓ What was the best quality of your leader?
 - ✓ Leaders – did you plan in your mind how you were going to guide your group how to make the shape?
 - ✓ Leaders – were there issues you had to deal with? What were they?
 - ✓ Leaders – did you find it easy or difficult to stay positive during the time of guiding the group to make the shape?
 - ✓ Would you like to be a leader or be part of a group?

PAUSE FOR 10 MINUTES



LEADERSHIP SKILLS

 20 minutes	 Add	 Apply
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1. Say: “Anyone can start a business, but only leaders succeed. Often the difference between success and failure isn’t just tactical, it’s personal,” according to entrepreneur and Princeton University Professor of Entrepreneurship Dr. Derek Lidow in America. He shares insights to improve your chances for success by sharing five essential entrepreneurial leadership skills. They are:
 - (1) Knowing yourself. This is one of the reasons why we started the Life Skills Module with S.H.A.P.E. so you as participant can know ... your Skills, Abilities, Heart Desire, Personality, and Experience. For leading you will need to maximise these. You all have natural tendencies. For some, it is marketing and sales, others, operations and finance. You are therefore encouraged to focus on your S.H.A.P.E. so you have a higher chance to succeed at what you do.
 - (2) Enterprise basics. A leader understands the basics of how business operates through projects, processes and cultures.
 - (3) Relationship building. When you are leading in entrepreneurship you are proactive in networking, creating and managing multi-relationships of your employees, team and business.
 - (4) Motivating others. Leading involves helping others to feel masterful, purposeful, included and encouraged. Businesses rise and fall based upon people.
 - (5) Leading change. Leading puts into place the changes that are necessary to drive the business forward.These five skills will not guarantee your success as an entrepreneur, but developing these skills will better prepare you for your entrepreneurial journey.
2. Ask: Are these skills that you would like to develop further for being a leader in business? If yes, why?
3. Say: “You are now going to welcome a guest speaker to inspire us in entrepreneurial leadership.”

BE INSPIRED BY A LEADER

 40 minutes	 Add	 Apply
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1. Invite your Guest Speaker to share their experience:
 - from adolescent years until now
 - how they became a successful entrepreneur
 - how leading is an important skill to have in entrepreneurship
 - what they believe are their five (5) essential entrepreneurial leadership skills[Note to Facilitators: write down these five (5) skills on the flipchart or chalkboard.]

2. When the Guest Speaker is finished, ask one of the participants to give a word of thanks to them. [Encourage the word of thanks to include: Thank you for coming and inspiring us on being an entrepreneurial leader. We have learnt a lot from you, especially We wish you continued success with all your entrepreneurship businesses.]
3. After the Guest Speaker has left, ask the participants:
 - How did the Guest Speaker's five essential entrepreneurial leadership skills compare with the ones we learned before they arrived? Lead a discussion on the comparison and similarities.

**IF THE GUEST SPEAKER IS UNABLE TO ATTEND
USE THE FOLLOWING
INSPIRATIONAL STORY OF LEADERSHIP**

How closely does what you say as a leader align with what you do? Read on...

Once upon a time a King ordered his two sons to build two large aqueducts to supply water to his large farms, which were in a very poor state due to a great drought. The first son took part of his father's riches and part of the army. With them he travelled north where he ordered the people of those lands to work hard on building the aqueduct. He oversaw the work very carefully, paying the villagers fairly, and finishing the project within the predicted two years. Proud of his work, he returned to the palace, only to find the place in the midst of celebrations for the coming crowning of his brother as King. He was told that his brother had taken only one year to build his aqueduct in the south, and that he had managed to do the job with hardly any soldiers or money.

This seemed so strange to the first brother that he began to investigate the southern aqueduct. What he found amounted to more than a few irregularities. He returned to the palace, telling his father to avoid this madness of making his brother King

"Why do you say that? Is there something I should know?" asked the King. "You know how much I love my brother, but he must have gone crazy. He has dragged our good name through the mud. He built his aqueduct deviating from the plans. He created so many outlets that barely half the water arrives at the royal estates. He confronted the prime minister in front of the villagers, and he left without paying any of the workers. He even used your soldiers as labourers. And who knows? Maybe that's only the start..."

The King, gazing affectionately at his son, replied.

"My son, what you say is true. Your brother had the initiative to modify the aqueduct to improve it; the wisdom to propose something which would improve the lives of everyone. And so he convinced the villagers to work quickly and without pay. He had the courage to confront the prime minister to defend justice, and the charisma to set his soldiers to work even more hours than the villagers. His commitment was so great that he himself was the one who worked hardest on the project, forgetting his Princely status. You know what, my son? This is why everyone adores your brother, and would do anything he were to ask of them. He is more than their King, he is their leader".

The Prince left, deep in thought. He came to recognise that the words of his father indeed pointed to the greatness of his brother. And without hesitation, he ran to his brother, to congratulate him.

Lead a discussion:

- How was leading an important skill to have for the sons of the King to be successful with fulfilling the orders of their father?
- What were five (5) essential entrepreneurial leadership skills the sons had in order to complete the commands of the King?

SESSION WRAP-UP

 5 minutes	 Away
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1. To finish the session ask if there are any questions or comments about what they learnt with this session on leading.
2. Explain that **Leading** is an entrepreneurship skill for getting ready for business start-up. Say: "You can lead " Ask them to say: "I can lead".
3. Explain that their practice activity is to find one person in their community who has leading skills with the qualities that we learnt today and to see if they have other leadership qualities that we did not cover in this session.



**Note to Facilitators:
Practice Activity**






























- To find one person in the community who has leading skills with the qualities that we learnt today and to see if they have other leadership qualities that we did not cover in this session.

4. Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?



Thank them for their participation.



SESSION OVERVIEW - SESSION 29: FORMING A BUSINESS TEAM

 SESSION LOGO 	Title  BUSINESS TEAMS	 SESSION DESCRIPTION Participants realise that together everyone achieves more and there are four elements for an effective team.	 SESSION OBJECTIVES READY FOR ENTREPRENEURSHIP By the end of this session, participants will describe that business teams i.e. a group of individuals, have a strong voice, can produce better results, provide social interaction and a sense of belonging when collaborating for the same business achievements.	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th style="text-align: right;">Minutes</th> </tr> </thead> <tbody> <tr> <td>One Voice</td> <td style="text-align: right;">20</td> </tr> <tr> <td>Review</td> <td style="text-align: right;">5</td> </tr> <tr> <td>G.R.I.P.</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Pause</td> <td style="text-align: right;">10</td> </tr> <tr> <td>Water Vendor</td> <td style="text-align: right;">40</td> </tr> <tr> <td>Session Wrap Up</td> <td style="text-align: right;">5</td> </tr> </tbody> </table>		Minutes	One Voice	20	Review	5	G.R.I.P.	40	Pause	10	Water Vendor	40	Session Wrap Up	5	 MATERIALS Chalkboard and flipchart paper. Flipchart pens Chalk. Talking Stick. Two buckets of water and two empty buckets, and not less than 52 plastic drink cups.	 PRE-SESSION PREPARATION Review the session, familiarise the content (especially the One Voice icebreaker activity) and prepare any necessary materials before the training begins.
	Minutes																			
One Voice	20																			
Review	5																			
G.R.I.P.	40																			
Pause	10																			
Water Vendor	40																			
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 ENTREPRENEURIAL	 S.H.A.P.E.	 EDUCATION	 CRITICAL THINKING	 DECISION MAKING	 EXPERIENCE	 GENDER EQUALITY														
FACILITATOR NOTES T-together, E-veryone, A-chieves, M-ore. There are four elements (G.R.I.P.) for an effective team: A team comes together to achieve a common (1) <u>goal</u> . The team needs clearly defined (2) <u>roles</u> so everyone knows what to do and what others are doing, and so that everyone is contributing. (3) <u>Interpersonal relationships</u> are the glue that create trust, collaboration and connection in teams. Teams need (4) <u>processes and procedures</u> to govern fair behaviour, expectations, and the consequences when standards are not met i.e. with processes every person knows where they stand and what is expected.			TERMS ROLES: A part that someone or something has in a particular activity or situation. INTERPERSONAL: Relating to or involving relations between people. PROCESS: A series of actions that produce something or that lead to a particular result. PROCEDURE: A series of actions that are done in a certain way or order. EXPECTATIONS: A belief that something will happen or is likely to happen. CONSEQUENCE: Something that happens as a result of a particular action or set of conditions.		ICEBREAKER One Voice															

ONE VOICE

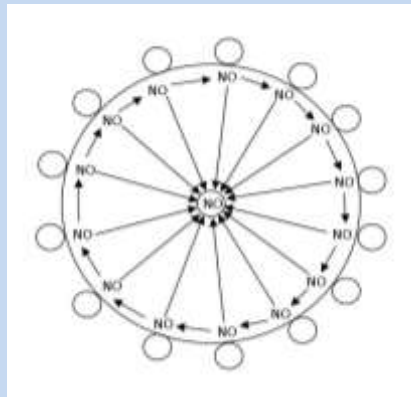
 15 minutes	 Anchor
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Note to Facilitators:

The purpose of this icebreaker is to see the difference in the effect of one voice shouting a word compared to every voice shouting at the same time the one word. The words you are going to use for the “One Voice” are: (1) NO, (2) STOP, (3) YES, (4) WHY?, (5) WHEN?, (6) WAIT.



For this icebreaker activity the participants need to stand in a circle facing inwards. For the first round each person is to shout the word one-by-one round the circle until everyone has shouted the word. When the last person has shouted the word then everyone is to shout the word at the same time. See the below diagram, using the word ‘NO’ for an idea of what to do.



1. Ask the participants (1) What was the difference when they shouted one-by-one? [The answer should be a weak voice](2) What was the impact when they all shouted the same word together? [The answer should be a strong and united voice] (3) Which one is better to get attention? (4) Which one is difficult to ignore? (5) Why?
2. Explain to them that this activity is called “One Voice” and it is a good example of what happens when a group of people form a team.

T-ogether
E-veryone
A-chieves
M-ore!

REVIEW

 5 minutes	 Review
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1. Ask the participants what they learnt from the previous session on the skill of leading? Ask for volunteers to share how they found one person in the community who has leading skills with the qualities that we learnt and to see if they have other leadership qualities that we did not cover in the session.

G.R.I.P.

 40 minutes	 Add	 Apply
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Note to Facilitators:

With a series of questions about what they did in the “One Voice” activity you are going to explain the Four Elements for an Effective Team as given with the acronym G.R.I.P.: Goal, Role, Interpersonal Relationships, and Processes and Procedures. (See above in Session Overview – Facilitator Notes)

1. Ask the participants if they felt that they achieved more when they shouted one-by-one or when everyone shouted the word together. Also ask, What do you think you achieved? [Guide the answer to: One team is one voice, the power of unity, coming together to achieve a common goal, etc.]
Explain that a common **GOAL** is the first element in an effective team.
2. Ask the participants if they each had a role in the activity? [The answer should be yes.]
Ask them to tell you what their role was. [Guide the answer to: to shout the word out after the person before them had shouted it and then when everyone was finished to shout the word out all at once together.]
Continue asking - Was the role clear? Did you know what to do and what was expected?
Explain that in teams it is very important for everyone to have a clear understanding of knowing what they have to do, to know what others are doing, and that everyone contributes.
Ask – Did everyone contribute?
Explain that **ROLES** is the second element in an effective team.
3. Ask the participants if they trusted the participation of each person in the circle? [The answer should be - yes.]
Ask them what would happen if half of the people did not shout the word? [The answer should be - that the team gets weaker.]
Let them try that. Instruct half of the circle to shout out a word – give them a word.
Explain that **INTERPERSONAL RELATIONSHIPS** are the glue that create trust, collaboration and connection in teams, and is the third element in an effective team.
4. Ask the participants if they all knew where everyone stood and what was expected? [The answer should be - yes.]
Explain that this was because they were given the process and procedures what to do. Continue explaining – processes and procedures are the rules that govern behaviour, expectations and absolutely the consequences when standards are not met.
Ask them what would happen if half the group did not follow the instructions what to do? [Guide the answer to – the common goal is broken.]
Let them try that. Instruct half of the circle to do something completely different than the process of shouting out the word together at the same time. For example – shout too soon, too late, a different word, not at all, to laugh, to sit down, to raise their hands above their head, to clap their hands, etc.
Ask them what they thought was now happening to the team when they did not have a common goal? [The answer should be – the team is less effective.]

Explain that **PROCESS AND PROCEDURE** are the fourth element in an effective team.

PAUSE FOR 10 MINUTES



WATER VENDOR

 40 minutes	 Add	 Apply
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1. Explain that this session is about the skill of forming a business team and that the next activity is going to give them a chance to combine the previous learnt life skills of Problem Solving , Critical Thinking, Decision Making, and Leading.
2. Explain that they are going to form two competing “Water Vendor” business teams.
3. This time for forming the teams the participants are to choose two Directors. Once the Directors are chosen the Directors are to choose their own team members. The team with only 12 persons will need one person to do their role twice.
4. This will be better done outside – as water could make the room messy and slippery. Set the full bucket of water and the 26 cups at a ‘classroom’ distance away from the empty bucket.
5. Explain that: the empty bucket belongs to a client and as a Water Vendor you (as a Business Team) are going to provide the client with a full bucket of water. It sounds easy, but before you can do anything you have to decide as a team what your G.R.I.P. is, come and tell me, and receive the ‘Go or No Go’ advice from me as your Business Executive Director. Also, you are to use every plastic drinking cup as your ‘tools of the job’.
6. Explain that each element for an effective team has to be approved one after the other, which means they have to come to you four times before they can give their client the water. As their Business Executive Director you must decide whether their element is good enough to receive a ‘Go’ response. If not, give them a ‘No Go’ response and they are to go back to their team and discuss again before returning to you with a new course of action.
7. Remind them of the four elements as follows:

1.	G	The explanation of your goal.
2.	R	The clearly defined roles of what everyone will do.
3.	I	The interpersonal relationships of everyone in your team are going to support the effectiveness of your team.
4.	P	The process of how you are going to bring your client water.



Note to Facilitators:

The following is a guideline for you to give a 'Go' response:

1.	G	When they have described to you that they are going to work together to achieve the goal of bringing the client water.
2.	R	When they have described to you the role of each of the 13 people in the team. Including themselves.
3.	I	When they have explained to you how they are going to collaborate in a trusting way with each other, i.e. interpersonal relationships
4.	P	When they have described to you the process of how they are going to bring water to the client.

The first team that has brought their client water according to their G.R.I.P. is the winner. The losing team can give them a handshake congratulating them on their win – i.e. a show of good sportsmanship.

- When the activity is finished ask the participants: what did you learn about forming a business team from the activity? Hand out the talking stick if necessary.

SESSION WRAP-UP

 5 minutes	 Away
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- To finish the session ask if there are any questions or comments about what they learnt with this session on forming a business team.
- Explain that **Forming a Business Team** is an entrepreneurship skill for getting ready for business start-up. Say: “You can form a business team ” Ask them to say: “I can form a business team”.
- Explain that their practice activity is to find a business team in their community and ask them to share with you the elements that make their business team effective.



Note to Facilitators:

Practice Activity


























- To find a business team in their community and ask them to share with you the elements that make that business team effective.

- Discuss the logistics of the next session:
 - WHEN is the next session?
 - WHERE is the next session?
 - WHAT is the next session?

Thank them for their participation.



SESSION OVERVIEW - SESSION 30: GROUP DYNAMICS

 SESSION LOGO 	 SESSION TITLE GROUP DYNAMICS	 SESSION DESCRIPTION Participants realise that a group is two or more persons who are interacting with one another in such a manner that each person influences and is influenced by each other person.	 SESSION OBJECTIVES READY FOR ENTREPRENEURSHIP By the end of this session, participants will conclude that highly interactive teams need high task cohesion, not loafing, to be successful and to develop positive group dynamics.	 TIME BREAKDOWN 120 MINUTES <table border="0"> <thead> <tr> <th></th> <th>Minutes</th> </tr> </thead> <tbody> <tr> <td>Caterpillar Race</td> <td>20</td> </tr> <tr> <td>Review</td> <td>5</td> </tr> <tr> <td>Back to the Caterpillar Race</td> <td>35</td> </tr> <tr> <td>Pause</td> <td>10</td> </tr> <tr> <td>Session Wrap Up</td> <td>5</td> </tr> <tr> <td>Pre-Post Test</td> <td>30</td> </tr> <tr> <td>Your Personal Dev. Plan (PDP)</td> <td>15</td> </tr> </tbody> </table>		Minutes	Caterpillar Race	20	Review	5	Back to the Caterpillar Race	35	Pause	10	Session Wrap Up	5	Pre-Post Test	30	Your Personal Dev. Plan (PDP)	15	 MATERIALS Chalkboard and flipchart paper. Flipchart pens Chalk. Talking Stick. Post-Test Evaluation	PRE-SESSION PREPARATION Review the session, familiarise the content (especially the Caterpillar Race) and prepare any necessary materials before the training begins.
	Minutes																					
Caterpillar Race	20																					
Review	5																					
Back to the Caterpillar Race	35																					
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REPEATED/CROSS CUTTING SKILLS (Shown by the skill logo here) <table border="0" style="width: 100%; text-align: center;"> <tr> <td> ENTREPRENEURIAL</td> <td> EXPERIENCE</td> <td> LEADING</td> <td> PROFESSIONALISM</td> <td> RELATIONSHIPS</td> <td> BUSINESS TEAMS</td> </tr> </table>							 ENTREPRENEURIAL	 EXPERIENCE	 LEADING	 PROFESSIONALISM	 RELATIONSHIPS	 BUSINESS TEAMS										
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FACILITATOR NOTES A group can be defined as several individuals who come together to accomplish a particular task or goal. Group dynamics concern how groups form, their structure and process, and how they function. Group dynamics are relevant in both formal and informal groups of all types. A group: (1) interacts with one another, (2) is socially attracted to each other, (3) shares goals or objectives, (4) has a shared identity which distinguishes them from other groups. The development of a group normally goes through four stages (Tuckman 1965): Forming - the group gets together and a level of formality is common. Storming - heightened tension associated with competition for		FACILITATOR NOTES (CONTINUED) status and influence. Norming - rules and standards of behaviour are agreed. Performing - group matures to a point where it is able to work together as a team. Groups interact either with social interaction (formation of friends) or task interaction (to achieve goals). Highly interactive teams need high task cohesion to be consistently successful. A cohesive group has the following characteristics: (1) collective identity, (2) a sense of shared purpose, (3) structured patterns of communication. Groups can be affected negatively when there is loafing. Causes of loafing in a team have been attributed to individuals: (1) perceiving others to be working less hard than		themselves thereby giving them an excuse to put in less effort, (2) believing that their own efforts will have little effect on the outcome, (3) disliking hard work and assuming that their lack of effort will not be noticed, (4) feeling "off form" and believing team mates will cover for their lack of effort. TERMS INTERACTION: Mutual or reciprocal action or influence. COHESION: Is the extent to which members of a group exhibit a desire to achieve common goals and group identity. LOAFING: is the tendency for individuals to lessen their effort when they are part of a group. ICEBREAKER Caterpillar Race																		

CATERPILLAR RACE

 15 minutes	 Anchor
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Note to Facilitators:



Form teams of seven players. The extra person can be a referee with you. Have the teams think up one-syllable names for their teams. Then line teams up next to each other behind a starting line.

Instruct team members to place hands on the shoulders of the team members in front of them and race to a finish line according to the following rules of movement: The first person in line may hop one step forward. Continue down the line until the last person in line hops one step forward. After the last person hops, he or she must shout the team name. Then the whole team may hop one step forward at the same time. This process of movement is repeated to move the caterpillar along.

Players must keep their hands on the shoulders of the team members in front of them at all times during the race. If a team member breaks any of the above rules, it must return to the starting line and begin again.

Let them have lots of fun! It is the last session on Life Skills.

REVIEW

 5 minutes	 Review
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1. Ask the participants what they learnt from the previous session on the skill of forming business teams? [Use the talking stick where necessary]
2. Also ask them what was their favourite part about forming business teams?

BACK TO THE CATERPILLAR RACE

 35 minutes	 Add	 Apply
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1. Explain that this session is about the skill of interacting and that they are going to use the caterpillar movement to observe how each person influences and is influenced by each other person.

(1) Cohesion

2. Explain that cohesion is their desire as a group to achieve a common goal.
3. Ask the participants to return to their teams and move the caterpillar again from one end of the room to another.
4. Once they have reached the end of the room ask them to stand with you in a circle in the middle of the room.

5. Ask the participants: what was the cohesion in the activity? [The answer should be – their desire as a group to follow the rules and be the first team to get to the end of the room.]
6. Ask the participants: why was their interacting causing the cohesion in the team to be successful? [The answer can be anything that caused the team to achieve their common goal.]
7. Ask the participants: when do you think interacting in the team would cause the cohesion to be unsuccessful?

(2) Loafing

8. Explain that loafing is when individuals in the group lessen their effort when they are part of a group.
9. Ask the participants to return to their teams and move the caterpillar again from one end of the room to another, but this time with one person – who they choose – to act out not wanting to put in the effort as the other persons in their team are putting in.
10. Once they have reached the end of the room ask them to stand with you in a circle in the middle of the room.
11. Ask the participants: what happened this time to your caterpillar walk? [The answer should be – it failed.]
12. Ask the participants: what ways can loafing affect the cohesion in the team? [The answer can be anything relevant to failure, not succeeding, not reaching the goal, pulling down the rest of the group.]
13. Ask the participants in what ways they have been loafing in the past when they were part of a group e.g. school, sport, family, church, friends, etc.? Explain that everyone has at some time, or more times, been loafing in the group.
14. Ask the participants if they think they can change from being the loafer in the group to being the performer in the group?

PAUSE FOR 10 MINUTES



(3) Performing

15. Explain that for a group to perform at its highest level of performance, methods and strategies need to be applied which will improve group productivity and reduce loafing. The subsequent effect will be to improve cohesion and develop positive group dynamics.
16. Instruct the group of participants to have one last Caterpillar Race with everyone doing their very best.
17. Once they have reached the end of the room ask them to stand with you in a circle in the middle of the room.
18. Ask the participants: how was their performance? [All answers are good.]
19. Ask the participants: what did you learn about interacting and what effect did the interacting have on group dynamics? [All answers are good.]

SESSION WRAP-UP

 5 minutes	 Away
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1. To finish the session ask if there are any questions or comments about what they learnt with this session on interacting and how they can influence or be influenced by others to affect group dynamics.
2. Explain that **interacting in group dynamics** is a skill and is an entrepreneurship skill for getting ready for business start-up. Say: “You can interact in group dynamics ” Ask them to say: “I can interact in group dynamics”.
3. Explain that their practice activity is to practice being a productive person, not a loafer, in the groups you are in.

PRE-POST TEST

 30 minutes
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1. Administer the REAL Course Pre-Post Test for ENTREPRENEURIAL SKILLS with the participants. A copy of the Pre-Post Test for ENTREPRENEURIAL SKILLS is enclosed with Session 21: Money I (Financial Numeracy). Refer to the Note to Facilitators with an idea on how to do this when there are illiterate participants.

YOUR PERSONAL DEVELOPMENT PLAN (PDP)

 15 minutes	 Away
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Note: Only for the participants who have completed all 31 Sessions .

1. Explain that throughout the Life Skills Module each session has encouraged, enabled and equipped each participant to make a choice that will change their future. The changes in their future follow the choices they have made. The way forward is for them to develop their own personal plan. We call this a Personal Development Plan (PDP). The Personal Development Plan guides the participant through:
 - (1) Making a choice for employment or business start-up;
 - (2) Identifying the skills needed;
 - (3) Identifying their existing skills;
 - (4) Assessing the skills that are lacking;
 - (5) Recognising the Short Term, Medium Term, and Long Term goals to succeed in the choice for employment or business start-up;
 - (6) Recognising the steps needed to take to achieve the development goals;
 - (7) Recording the Life Skills already learnt that can be applied to their choice of employment or business start-up;

- (8) Recognising and recording new knowledge gained with the Life Skills Module to support their plan.
2. Explain that the Peer-to- Peer Sessions will support and mentor them through the filling in of their PDP document and keeping it up-to-date as they progress with their plan. Show them a copy of what their Personal Development Plan will look like.
 3. Explain that a Personal Development Plan can be used at all stages in their life to help them attain short term, medium term and long term goals.
 4. Ask for any questions on the introduction to Personal Development Plan.

END OF LIFE SKILLS MODULE TRAINING





MY PERSONAL DEVELOPMENT PLAN

Help my dreams come true! The purpose of my PDP is to serve as an action plan for skills building, adding knowledge and increasing experience, to change my future.

NAME: _____ **AGE:** _____ **LOCATION:** _____ **DATE:** _____

<p>My list of jobs, in order of preference, that I would love to do after completing the REAL Course:</p> <ol style="list-style-type: none">1. _____2. _____3. _____	<p>The skills I need for those jobs/business are:</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____8. _____9. _____10. _____	<p>My current skills are:</p> <ol style="list-style-type: none">1. _____2. _____3. _____4. _____5. _____6. _____7. _____8. _____9. _____10. _____												
<p>Assessing my skills and knowledge: I lack the following skills</p> <table><tr><td>1. _____</td><td>2. _____</td><td>3. _____</td></tr><tr><td>4. _____</td><td>5. _____</td><td>6. _____</td></tr><tr><td>7. _____</td><td>8. _____</td><td>9. _____</td></tr><tr><td>10. _____</td><td>Other: _____</td><td></td></tr></table>			1. _____	2. _____	3. _____	4. _____	5. _____	6. _____	7. _____	8. _____	9. _____	10. _____	Other: _____	
1. _____	2. _____	3. _____												
4. _____	5. _____	6. _____												
7. _____	8. _____	9. _____												
10. _____	Other: _____													



MY DEVELOPMENT GOALS

MY <u>SHORT TERM</u> DEVELOPMENT GOALS ARE: (0-1 year)	MY <u>MEDIUM TERM</u> DEVELOPMENT GOALS ARE: (1-2 years)	MY <u>LONG TERM</u> DEVELOPMENT GOALS ARE: (3-5 years)
<ul style="list-style-type: none"> • 1-3 Months: REAL Life Skill Training • 4-6 Months: REAL Technical Training • 7th Month: REAL Work Placement • Have a contract in one of my preferred jobs 		
<p>The steps I need to take to achieve my SHORT TERM development goals are:</p> <ol style="list-style-type: none"> 1. Participate in all Life Skills Sessions. 2. Complete all Practice Activities 3. Complete all Pre-Post Tests 4. Fully attend 3-months Technical Training 5. Complete the Technical Training Exam 6. Attend not less than 10 job interviews 	<p>The steps I need to take to achieve my MEDIUM TERM development goals are:</p>	<p>The steps I need to take to achieve my LONG TERM development goals are:</p>



MY REAL COURSE PORTFOLIO (EVIDENCE OF MY ACHIEVEMENTS)

The evidence of my achievements are included here, namely: samples of my work, self-assessments, list of newly accomplished skills, etc.

 S.H.A.P.E.	 SOCIAL SKILLS, HEALTH & RIGHTS	 EMPLOYABILITY	 ENTREPRENEURIAL
First Self-Esteem Check-Up Rating	Definitions of Child Labour	Tell me About Yourself (EES)	Calculating
Second Self-Esteem Check-Up Rating	Definitions of Light Work	Job Interview Do's and Don'ts	Setting up and Maintaining a Budget
What I love to do, and why	Definitions of Acceptable Work	My List of Ten (10) Skills	My Personal Budget
My top three (3) skills	Decent Work for a Better Life	The Ten (10) Attributes of Professionalism	Five (5) Basic Principles of Negotiation
My Personality Type	Child Rights	You Should Hire Me Because	The Six (6) Approaches to Saying "No"
My Record of Education	Gender Equality	Preparing for an Interview	The Seven (7) Steps to Effective Decision Making
		My Signature	My 10-Second Short Pitch of "Who I am"
		Developing Effective Relationships	The Four (4) Elements (GRIP) for an Effective Team
		S.T.A.B.E.N. Handling of Non-Aggressive Resolution	Understanding Group Dynamics

To the REAL Course Participant: View your development as a life-long task. There will always be areas in your working life to expand and enhance. You might consider keeping a journal, finding a mentor with whom to share your progress, join a peer-to-peer support system, or organise a discussion group where you can get helpful feedback.



REAL COURSE LIFE SKILLS

KNOWING MY SELF		SOCIAL SKILLS, HEALTH & RIGHTS		EMPLOYABILITY SKILLS		ENTREPRENEURIAL SKILLS	
	S - My Self-esteem		Importance of Education		Self-Presentation		Financial Numeracy
	H - My Heart Desire		Adolescence		Developing Professionalism		Making and Saving Money
	A - My Abilities		HIV/AIDS/STIs and Risky Behaviours		Interviewing		Needs and Wants Avoiding Debt
	P - My Personality		Child Labour		Problem Solving		Critical Thinking
	E - My Experience		Acceptable Work		Relationships		Negotiating
			Child Rights				Decision Making
			Gender Equality				Networking
							Leadership
							Business Teams
							Group Dynamics

Put a tick ✓ next to the skills you have completed by attending the REAL Course.

I CERTIFY THAT _____ HAS COMPLETED THE ABOVE SELECTED SKILLS TRAINING: _____ DATE: _____