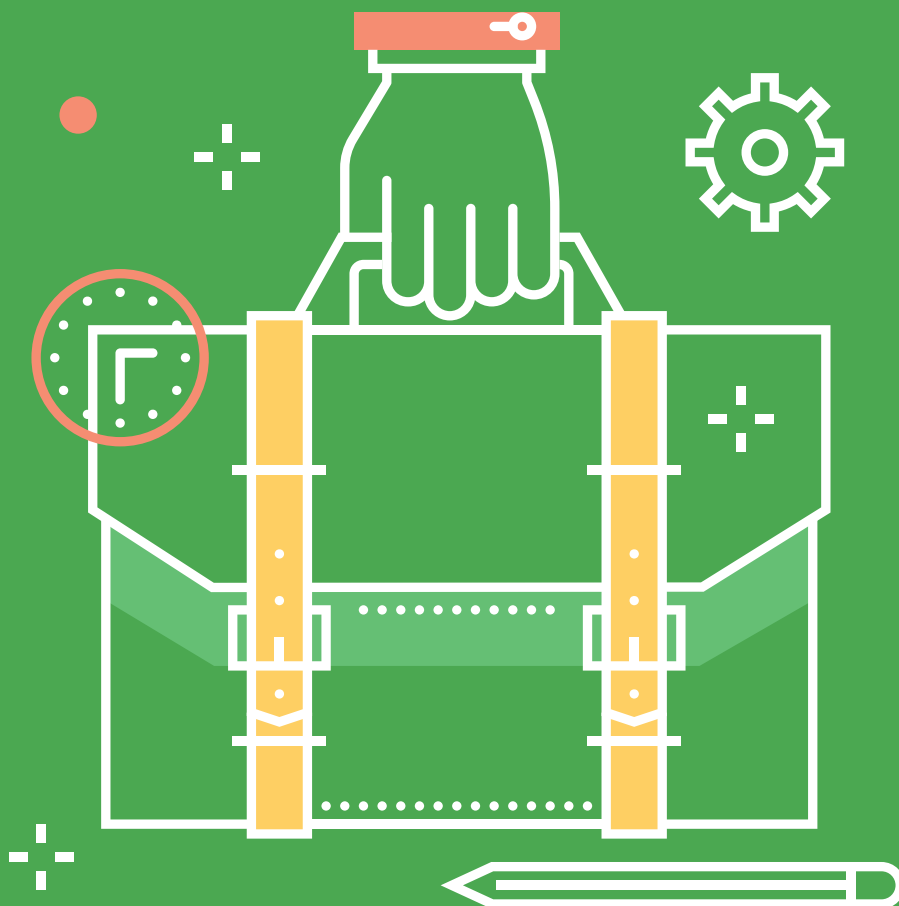


Goal Be Independent












Employability Pathway



The following activities introduce participants to skills and competencies related to finding future employment or starting their own business. Girls and young women make up the majority of the world's 628 million unemployed young people who have neither an education nor vocational training.

Barriers caused by gender inequality and discrimination are preventing girls from going to school and getting the skills they need to access decent work and break out of poverty. Not only is this unjust, it is a huge waste of potential. If adolescent girls and young women do find work, it is often unseen, undervalued, and many times dangerous. Economically empowered adolescent girls and young women have the knowledge and skills they need to achieve their educational and career goals, and thereby create future generations of female leaders who are empowered to make decisions about both their own well-being and that of their families.

Materials

 Flip chart (paper)	 Notebook	 Cones
 Markers/pens	 Stickynotes	 Soft balls
 Paper	 Projector	 Chair
 Tape	 Laptop	

Module

Joint sessions



Session 1: **Welcome**

Page 4

Session 2: **My Vision**

Page 12

Session 3: **The Skills I Need**

Page 20

Session 4: **Creative Thinking and Problem Solving**

Page 28

Session 11: **My Mentors**

Page 92

Session 12: **Reflecting on My Journey**

Page 98

Session 1

Welcome



Objectives

- Participants will get to know one another and the facilitator(s).
- Participants will establish a shared group agreement.
- Participants will be introduced to the Employability and Entrepreneurship pathways.

Materials Needed

- flip chart, markers, pens and paper
- laptop and projector
- tape or tack to stick or hang paper on the wall
- cones to mark out playing area
- facilitator resources 1 and 2

Space Needed

classroom space with an area to move freely

Required Preparation

- Set up cones to mark out space for Activity 1.
- Set up a laptop and projector to show the presentations in Activity 2 and Activity 4.



As the first session of Be Independent, the activities in this session are designed to help participants get to know each other and feel comfortable working together. As well as icebreaker activities, this session also involves an introduction to the module and an explanation of the two pathways that participants will choose between: entrepreneurship and employability. A group agreement will be developed to ensure that all participants feel safe and supported.





Activity	Time
Activity 1: Move and Mingle	25 minutes
Activity 2: Circle Time	15 minutes
Activity 3: Your Own Path	40 minutes
Activity 4: Career Case Studies	15 minutes
Activity 5: Group Agreement	15 minutes

Introduction to Participants

Welcome to the first session of Be Independent! In this module, you will be reflecting on your unique skills, and thinking about ways that you can earn money in the future. You will learn practical steps that you can start taking today, which will bring you closer to where you want to be. This first session today will be about getting to know each other and making an agreement about how we want to work together in this space. I will also explain how the module is structured and the different pathways you will be offered later on in the module.

Activity 1

Move and Mingle



This activity will energise participants and help them get to know each other. Use the cones to mark off a space that is large enough for everyone to move around.

Instructions

1. Introduce the activity: *This first activity will help you to warm-up and get ready to learn. You will also get the opportunity to learn more about other participants in the programme and discover what you have in common.*
2. Ask everyone to get into the space and begin to move around.
3. Tell participants to imagine that they are moving in the following ways (allow around 1 minute for participants to try each movement):
 - a. walking through thick mud and trying not to sink
 - b. carrying a heavy basket of food home from the market
 - c. rushing on your way to sport practice
 - d. walking alone at night
 - e. walking without shoes on a very hot day
 - f. walking with a group of friends
 - g. ask the participants for their own suggestions
4. After trying a few different ways of moving around the space, inform the participants that you will be calling out numbers. When you say a number, they must make a group with that many people, without talking to each other (e.g. if “three” is called out, participants have to form groups of three).
 - It does not matter if some participants do not fit in a group, just keep going with the activity and move on to the next movement.
 - Plan it so that the last number called out is four.
If there are any participants not part of a group of four, tell them to join another group
- to create a group of five.
5. Tell participants that they need to find things that they have in common with other members of their group.
 - Give each group a pen and paper.
 - Instruct participants to talk to the other members of their group to find out what they have in common. Tell them to write down what they have in common.
 - Give the groups five minutes to discuss and write their lists.
 - Ask each group to select a speaker who will present their list
6. Bring everyone back together to share what was discussed in their groups.
 - Select one participant to be a note taker and write everyone’s points on the flip chart.
 - Ask the speaker from each group to present their group’s list of things in common. The speaker should first introduce herself and all the members of her group.

Discussion

Once all the speakers have reported back, ask the following reflection questions:

- Is there anything that all participants in the module have in common?
- Did any of the things you have in common with others surprise you?

Activity 2

Circle time



Facilitator Resource 1

After discussing the things that the group have in common, this activity will give participants an opportunity to share more about themselves as individuals: their opinions, experiences and qualities.

Instructions

1. Introduce the activity: *Now that we discovered some of the things that we have in common as a group, let's play a game that will help us get to know each other as individuals, to help us feel comfortable with one another.*
2. Instruct half of the participants to form a small circle, facing outwards. Once they have done this, ask the other half of the participants to form a larger circle around the others, with each person in the larger circle facing someone in the smaller circle.
3. Inform the participants that this activity involves listening and sharing information with different partners.
4. Tell the participants the first topic of conversation (use Facilitator Resource 1 for examples). Also write the topic on the flip chart so participants can see it and refer back to it.
5. Tell participants that they have two minutes to discuss the topic with their partner.
6. At the end of the two minutes, instruct the participants in the outside circle to move clockwise so that they are facing a new partner.
7. Then tell participants the next topic of conversation.
8. Continue this activity for all the conversation topics.
9. After the final conversation is finished, bring the whole group back together for a discussion.

Discussion

Ask the participants the following questions:

- Did you learn anything interesting about one of your partners during this activity?
- How did your partner show that she was listening and interested? What kind of body language did she use?

Activity 3

Your Own Path



This activity encourages participants to think about a map or 'route' that they have taken to get to the session today. Participants can interpret this instruction literally and draw a map of their journey through their neighbourhood from their house, or metaphorically, by mapping out the course of their lives.

Instructions

1. Introduce the activity: *This next activity will help us learn even more about each other. You will be reflecting on how you got here today. Now, this could be how you physically came here; the path you actually took from your house to here. Or you could think about it in a more symbolic way; about the course your life has taken that has brought you here today to participate in this programme.*
2. Ask participants to find someone they haven't been in a group or conversation pair with so far today. In pairs, each participant will take turn asking and answering the following questions:
 - a. What did you have to do to get here today?
 - b. What challenges have you faced in getting here?
 - c. When and how did you decide to participate in the module?
 - d. What other choices did you make that brought you here today?
3. Bring the group back together and explain to them that they will now be drawing the story of their journey here today.
 - First, provide a demonstration. Draw your own journey on the flip chart while you tell the participants your story.
 - Make sure to include a few important events or "landmarks".
4. Then ask participants to draw their own pathways.
 - Provide them each with a piece of flip chart paper and a marker.
 - Inform them that they will have 15 minutes to draw their journeys.
5. After 15 minutes, have each participant hang their flip chart paper on the wall, creating a gallery.
 - Instruct half of the group to stay with their picture, while the other half walks around, looking at the pictures and asking questions. Give them 5-10 minutes and then ask them to switch roles, so that the participants that were walking around stay with their pictures.

Activity 4

Career Case Studies



Facilitator Resource 2

Set up the laptop and projector to show Facilitator Resource 2. This activity will introduce participants to the concepts of entrepreneurship and employability. It will also inform participants of how the module is structured to offer a choice between the entrepreneurship and employability pathways.

Instructions

1. Introduce the activity: *Now we know a bit more about each other and how we came to be here today. In our next activity, we are going to learn more about what we will be learning in this module, and how it will be structured. To help explain this, I am going to tell you two stories about different women.*
2. Read out the first two case studies while showing the slides in Facilitator Resource 2.
3. Ask the participants the following questions
 - a. What did those two women have in common?
 - b. What was different about them?
4. Explain to the group that one of the differences between the two women was the way they worked.
 - The first was employed; she had a job working for someone else.
 - The second woman was an entrepreneur; she owned her own business.
5. Discuss some of the differences between the two. For example, employees have a regular income (salary), while entrepreneurs have a more irregular income (depending on profits).
 - Ask participants if they have any questions, making sure everyone in the group understands these terms before moving forward.
6. Explain to the group that in this module, they will all be learning about both employability and entrepreneurship. They will also be given the opportunity to learn about one of these in more detail. At the end of the fourth session, they will choose between taking the entrepreneurship pathway, where they will learn all about how to start their own business, and the employability pathway, which will help them develop skills to get a job.
7. Read the third case study while showing the final slide in Facilitator Resource 2.
8. Ask the participants the following questions:
 - Was the woman in the case study in employment or an entrepreneur? (She was both at different stages)
 - Why do you think I read this third story?
9. Explain to participants that the choice they make for this module does not mean they have to stay on this path forever. Many people move between these paths throughout the course of their lives.

Activity 5

Group Agreement



This activity will centre on creating a group agreement, which should include a set of agreed upon rules or expectations for the group. This group agreement should be a part of each session.

Instructions

1. Introduce the activity: *Before our last activity today, we will make a group agreement. In making the agreement, we will think about how we would like to behave as a group, to ensure that everyone feels safe and respected.*
2. Divide the participants into groups of four or five, and give each group a pen and piece of flip chart paper.
3. Give the participants 10 minutes to discuss the following questions in their groups:
 - a. What would make this space a good place for learning and working with others?
 - b. What rules could be established to make this a safe and respectful place for everyone?
 - c. What are some behaviours that should be prohibited or limited in this space?
4. Bring all the participants back together, and take turns asking people from different groups to share one idea or rule that their group discussed.
5. As participants share their rules, encourage them to shift away from general statements, like respecting others, towards more concrete rules, such as requiring participants to listen to everyone's ideas and opinions, not interrupting others etc.
6. Write out the rules on a flip chart and, when finished, have everyone sign the bottom of the group agreement.



Session 2

My Vision



Objectives

- Participants will reflect on their identities, including their strengths, roles, skills, and passions.
- Participants will visualise where they want to be in the next few years, by reflecting on their professional and personal objectives.
- Participants will develop individual vision statements, and consider the steps that they can take towards their vision.

Materials Needed

- flip chart, markers, pens
- notebooks
- laptop and projector
- 3 soft balls
- cones to mark out playing area
- at least three chairs
- printed cards from Facilitator Resource 1

Space Needed

classroom space with an area to move freely

Required Preparation

- Set up cones to mark out space for Activity 1
- For Activity 5, facilitators need to provide examples from their own lives. They should reflect on what examples they will be using before the session, and be ready to share these with participants.
- For Activity 5, set up the laptop and projector to show Facilitator Resource 2.



This session helps participants reflect on their unique set of skills, interests and experiences. Participants will think about their vision for the future, and consider the concrete steps they can begin making today that will help to get them there.





Activity	Time
Review of Previous Session	10 minutes
Activity 1: One Word	15 minutes
Activity 2: Reflection Postcards	15 minutes
Activity 3: Past, Present, Future	40 minutes
Activity 4: Who am I?	20 minutes
Activity 5: My Vision	30 minutes

Introduction to Participants

Welcome to the second session of Be Independent! I hope you all enjoyed yourselves last week! Now that we all know each other a little better and have made a group agreement about how we want to work together, today we will reflect on our past, as well as thinking about where we would like to go in the future. We will also explore our strengths, skills and interests, as well as the different roles we have in our lives.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed during the previous session.

- What are some things that you have in common with other people in this programme?
- What were some of the rules we set in the group agreement?
- Does anyone remember some of the differences between employees and entrepreneurs?

Remind participants that at the end of the fourth session, they will have the opportunity to choose between the employability and entrepreneurship pathways to complete the module.

Activity 1

One World



Use the cones to mark off a space that is large enough for everyone to move around. This warm up activity will encourage participants to identify themselves, first by name, then by an attribute, and finally by a role they have in their lives. This will start the process of self-reflection, a skill which participants will develop throughout the whole module.

Instructions

Round 1

- Introduce the activity: *This first warm up activity today will help you feel energised and ready to learn.*
- Ask the participants to move around in the designated space.
- Introduce a ball and instruct participants to pass it around to one another.
- Once one participant catches the ball, she has to state her name before throwing it to the next person.
- Add a second ball.
- Play this round for three minutes.

Round 2

- Shout “freeze” to get everyone to stop moving
- Ask the participants to think of a word that they feel describes themselves, such as smart, funny, curious etc. Choose a word for yourself to provide an example to the participants.
- This round, when passed a ball, the participants should state their describing word instead of their name.
- Play this round for three minutes.

Round 3

- Shout “freeze” to get everyone to stop moving.
- Ask the participants think of one word to describe a role that have in their lives, such as daughter, student, employee, etc.
- This round, participants need to state their role when passed the ball.
- Introduce three balls in this round.
- Play this round for three minutes.



Activity 2

Reflection Postcards



Facilitator
Resource 1

Print all the cards in Facilitator Resource 1. This activity provides a reflection on the mapping activity from Session 1.

Instructions

1. Introduce the activity: *Now we are feeling more energised, we can start the next activity. During the last session, we drew pathways that illustrated the journeys we had taken to arrive here. Today, we are going to think about these journeys again as we choose postcards.*
2. Lay out the cards so that the participants can see them all.
3. Instruct the participants to each choose a card that represents one part of their journey to get here.
4. Instruct the participants to walk around the space, showing their cards to others and explaining how it relates to their journey.
5. Let the participants mingle and reflect as a group for 10 minutes.

Activity 3

Past, Present, Future

35
MIN

3x 

This activity requires participants to act out past, present and future moments in their lives. This links the previous activities, that have reflected on the past, to the next few activities, which are focussed on planning for the future.

Instructions

1. Introduce the activity: *Now that we have thought about the journey we have taken to come here today, we are going to also start to think about the next steps in our lives: who and where we might be in the future.*
2. To begin, ask the group if anyone has any examples of where they want to be or what they want to become within the next five years. The facilitator can give an example to start the conversation.
3. Explain that the three chairs represent three specific points in one's life: a point in the past, a point in the present and a point in the future. When thinking about each of these points in their lives, encourage the participants to think not only about what happened, who was there, etc., but why it was important to their development.
4. The 'future' chair is for thinking about what sort of person the participants would like to become – not only career-wise, but also in terms of personal development.
5. Give the participants about 5 minutes to reflect on these points individually.
6. Break the group into pairs.
7. Instruct the participants to share with their partner the three points in their past, present and future that they have chosen.
8. Tell the participants that they need to prepare a performance that demonstrates their points to the rest of the group. They can do this in different ways: by telling a story, acting out a skit, etc. Their performances should be around two minutes long. They can ask their partner to participate in their performance if they wish. Allow participants 10 minutes to practice their performances.
9. Bring the whole group back together, and have the participants take turns in performing. Ask the participants to indicate the time period they are referencing, and why each point is important in their development.

Activity 4

Who Am I?



Participants explore the question 'Who Am I?' by focussing on their personal strengths, interests, skills, and working / volunteer experiences.



Instructions

1. Introduce the activity: *This activity will let us think about our strengths, interests and skills. These can be helpful things to reflect on when we are thinking about our own future, and making choices about possible career paths.*
2. On a flip chart, draw four columns, and title them "strengths", "interests", "skills", and "working experiences".
3. Using yourself as an example, fill in one word/ statement under each column.
4. Instruct participants to copy down these four columns in their notebooks. For each category, participants should think of two or three words/ statements.
5. Break the participants into pairs. Each pair will discuss their responses. Give them 5–10 minutes to do so.



Activity 5

My Vision



Facilitator
Resource 2

In this activity, participants will explore their vision for their future and think about how they will achieve their vision.

Instructions

1. Introduce the activity: *Now that we have reflected on who we are, let's think a bit more about our future. In this activity, you will be exploring visions of your future. Once you have a clearer idea of where you would like to be in the future, we will develop some practical steps that you can take to get there.*
2. Using the slides in Facilitator Resource 2, introduce the concept of having a vision for the future.
3. Provide examples of one or two visions that you have for your own future. Write/draw these out on a flip chart.
4. Ask participants to reflect on their own vision. The questions on Slide 3 can support them with this. Instruct them to either draw or write their response down in their notebook. They should leave space in their notebooks, as they may update their vision later on. Give them 10 minutes to complete this task.
5. Show the participants Slide 4 from Facilitator Resource 2, on moving towards your vision.
6. Bring the participants' attention back to your own personal example of a vision. Demonstrate to the participants how you would answer the following questions:
 - a. What steps do I need to take to achieve my vision?
 - b. What support do I need?
 - c. What skills do I need?
 - d. What do I need to learn?
7. Once you have provided your example, direct the participants to look at their own vision and answer the same questions. Give them several minutes to think about and write down their responses in their notebooks. Offer individual support as required.
8. Explain to the participants that having a vision of where they want to be in the future is important to help guide them on their career paths. It may help them to make decisions, such as whether they will take the entrepreneurship or employability pathway in this module. However, creating a future vision is also an on-going process, and something that may change and develop over time. It is important to remember that there is not just one path to their destination; there are many different ways of getting there.



Session 3




The Skills I Need

Objectives	<ul style="list-style-type: none">• Participants will reflect on the skills they already have.• Participants will reflect on the skills they need, and identify ways to develop these skills.• Participants will recognise that some skills are more important for employees, and others for entrepreneurs.
Materials Needed	<ul style="list-style-type: none">• flip chart, markers, pens• notebooks• sticky notes• laptop and projector• copies of Handout 1 for everyone in the group• Facilitator Resource 1
Space Needed	classroom space with an area to move freely
Required Preparation	<ul style="list-style-type: none">• For Activity 4: write a list of six diverse professions that are relevant to your community, e.g. musician, school teacher, tailor, supermarket cashier, farmer, factory worker.• Also for Activity 4: Set up the laptop and projector to show Facilitator Resource 1.



In this session participants will reflect on what skills they currently have, and what skills they need to develop in order to perform different types of work. By the end of the session participants should begin thinking about whether they will select the employability or entrepreneurship pathway. They need to make their decision by the end of the next session.





Activity	Time
Review of Previous Session	10 minutes
Activity 1: Group Stand-up	15 minutes
Activity 2: Transferring Skills	20 minutes
Activity 3: Acting out skills in the workplace	40 minutes
Activity 4: Who needs which skills?	45 minutes

Introduction to Participants

Welcome to Session 3! Over the last two sessions, we have thought about ourselves, our journey here, and where we might want to go in the future. Today we will take a deeper look at our skills. We will identify the skills that we may have already developed through sports, and how we might be able to use these same skills in the workplace. We will also think about what skills we might still need to develop, to be able to do the types of work that we want.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed during the previous session.

- What were some of your unique skills, interests, or experiences that you identified last session?
- Does everyone remember the vision for the future that they developed last session? Would anyone like to share theirs with the group?

Activity 1

Group Stand-Up

15
MIN

This is a warm up activity to get the participants ready to learn. It will also help them think about teamwork, and the skills and attributes that make a good teammate which will be built upon during the next activity.

Instructions

1. Introduce the activity: *Today we will start the session with a fun activity that requires everyone to work together and cooperate as a team.*
2. Instruct the participants to sit in a circle, facing outwards. They should sit close together, so that they are almost touching shoulders.
3. Instruct the participants to link arms with the people sitting on either side of them.
4. Inform the participants that the goal of the game is to get everyone in the group to stand up, while keeping their arms linked together.

Discussion

When you have finished the game, ask everyone to reflect on how it went. Ask them the following questions:

- Do you feel you did well as a team? Why/why not?
- What were some skills that you or your teammates used that helped you achieve the objective?

Activity 2

Transferring Skills



This activity will introduce employability and the idea of skills being transferrable from one setting to another.

Instructions

1. Introduce the activity: *The first activity helped you warm up, but also got you thinking about working together as a team. In this next activity, we will think about the skills that you already have – like being a good teammate – and how these skills can be used in other parts of your lives.*
2. Explain to the participants that everyone has developed lots of different skills during their lives. These skills have developed through different experiences, such as attending school, helping out at home, socialising with friends, and playing sports. Many of the teamwork skills discussed in the previous activity are a good example; they might be useful skills to have when playing group games, but they can also be good skills to have at other times.
3. Share an example and ask participants if they can identify any others (e.g. “co-operation” is also an important skill when working on a group assignment at school).
4. Explain that these are called “transferrable skills”; they may have learnt them in one setting, but they are skills that can be transferred, or used, in a different setting.
5. Tell the participants that they will now work in groups to think about the skills they have learned through playing sport or being part of a project team at school, which can also be used in the workplace.
6. Divide participants into groups of 4 or 5.
7. Give each group a piece of flip chart paper and a pen, and instruct them to go through the following questions:
 - a. Why are skills so important in sports or when you are part of a team?
 - b. How do we develop skills in sports or through being on a team?
 - c. Which skills can be applied to other areas of our lives?
 - d. Which skills could be important for your future (or current) employment?
8. Bring everyone back together and ask one person from each group to present their answers to question d. Write their responses on the flip chart. Responses may include the following:
 - Co-operation
 - Respect for the rules
 - Leadership
 - How to compete
 - Dealing with failure
 - Taking responsibility
 - Discipline
 - Fair play
 - Resilience
 - Tolerance
 - Communication
 - Problem solving
 - Respecting others

Activity 3

Skills in the Workplace

35
MIN



Flip charts from previous activity

This activity will involve participants working in groups to act out workplace scenarios that demonstrate different skills in action.

Instructions

1. Introduce the activity: *Now that you have had the chance to reflect on the different skills that you have developed through sport, this next activity involves acting out some of these skills.*
2. Divide the participants in groups of four or five.
3. Walk around to each group, and allocate each group two skills from the previous activity.
4. Instruct participants that they have 10 minutes to prepare a skit that demonstrates the two skills being used in a workplace setting. All group members should be involved in the skit and their performance should be under five minutes long.
5. When performing their skits in front of everyone, instruct participants not to say the skills that they are demonstrating.
6. After each group has finished, invite the other participants to guess which skills were demonstrated.



Activity 4

Who Needs Which Skills?



Write a list of six diverse professions that are relevant to your community, such as musician, school teacher, tailor, supermarket cashier, farmer, and factory worker. Set up the laptop and projector to show Facilitator Resource 1. This activity helps participants think about different categories or clusters of skills. This will enable them to identify their strengths and weaknesses, and explore how they can develop skills in areas where they require improvement.

Instructions

Part 1 - Listing Skills

1. Introduce the activity: *During this session we have had the chance to think about the skills that we have developed, and to act out these skills. Now we are going to look at exactly what skills are needed for different types of jobs.*
2. Divide the participants into six groups.
3. Assign a different profession to each group, and provide them with sticky notes.
4. Instruct each group to discuss what skills might be required for the job they have been given, writing each skill on a post-it note. Give them five minutes for this task. Encourage them to think beyond the skills they listed in the previous activity, and include a variety of different skills, such as creativity, attention to detail, public speaking etc.
5. Bring the group back together, and let the participants take turns to come to the front of the room and stick a post-it with a skill that they have identified on the wall. If they think that a skill is the same or similar to another skill that is already on a post-it on the wall, the participant should stick their post-it next to it.

6. Once every skill has been stuck on the wall, there should be several clusters or groupings of skills. Go through each cluster with the participants and, where possible, generate a name for each skill cluster, for example “team work”, “communication” or “problem solving”.

Part 2 - Self-assessment

1. Ask participants to reflect on whether they think they are particularly strong in some skill areas and weaker in others.
2. Show the slide in Facilitator Resource 1 and introduce the self-assessment rating scale. Provide a demonstration of how to use the scale, using an example from your own life.
3. Give each participant a self-assessment tool (Handout 1) and allow 5–10 minutes for participants to rate themselves on the different skills.

Who Needs Which Skills?



Part 3 - How to develop skills

1. Instruct the participants to return to their groups to discuss how they might develop skills in each cluster, for example through apprenticeships, formal schooling etc. Give the groups 10 minutes to discuss.
2. Instruct participants to take out their notebooks and look at what they wrote last week on how they planned to reach their vision for the future. Tell them to update the steps they had identified to reach their vision with more details on the skills they need, and how they will develop these skills.

Part 4 – Skills for an employee or an entrepreneur?

1. When the participants have finishing updating the steps they will take to reach their vision, inform them that you will now start to think about the different skills required for employees and for entrepreneurs. Ask the following questions:
 - a. Do you think that the same skills are important for employees and entrepreneurs? Why / why not?
 - b. Are there some skills that might be important for both?
2. Ask the participants to write down 3 skills that are important for an employee, and 3 different skills that are important for an entrepreneur.
3. When they have done this, give the participants 5 minutes to mingle with the group and share their answers.
4. Bring everyone back together and ask the following questions:
 - c. Did anyone have the same 3 skills for an employee or an entrepreneur as anyone else in the group?
 - d. Did anyone have a skill listed that no one else in the group had?
5. Remind the participants that at the end of next session, they will be choosing whether to take the employability or entrepreneurship pathway. Between now and the next session they should reflect on the skills they have and their vision for the future, and think about which pathway would be best for them.





Session 4

Creative Thinking and Problem Solving

2 HOURS
10 MIN

Objectives

- Participants will practice making decisions quickly.
- Participants will practice thinking creatively.
- Participants will work together to solve problems.
- Participants will learn strategies to help them deal with failure.
- Participants will choose which pathway they will take to complete the module.

Materials Needed

- flip chart, markers, pens
- notebooks
- sticky notes
- tape
- laptop and projector
- tape or cones to mark out two lines for Activity 1
- copies of Handout 1 for everyone in the group
- a print out of Facilitator Resource 1

Space Needed

Enough room for all the participants to stand in a line

Required Preparation

- For Activity 1, use tape or cones to mark out two parallel lines approximately one meter apart, and long enough so that all participants can stand in a single line.
- Set up a laptop and projector to show the presentations in Activity 3 and Activity 5.

This session will encourage participants to think creatively. They will have the opportunity to solve problems faced by people in the workplace. At the end of the session, participants will choose the employability or entrepreneurship pathway to complete the module.



Activity	Time
Review of Previous Session	10 minutes
Activity 1: On and Off the Bus	15 minutes
Activity 2: Circles of Creativity	20 minutes
Activity 3: Problem Solving	35 minutes
Activity 4: Count to 20	15 minutes
Activity 5: Responding to Failure	25 minutes
Activity 6: Choosing Pathways	10 minutes

Introduction to Participants

Welcome to Session 4! So far in this module you have thought about where you have been in the past, as well as where you want to go in the future. You have also thought about the skills you need to help get you there. Today, you are going to practice your creative thinking and problem solving skills. You are also going to learn some strategies to help you stay positive should things not go as planned. And finally, at the end of the session, you will get to choose whether you want to follow the employability or entrepreneurship pathway for the rest of the module.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous session.

- What were some of the skills you have learned through playing sports that you think will be useful in the workplace?
- What is a skill that would be useful for an employee? An entrepreneur? Both?

Activity 1

On and Off the Bus



A print out
of Facilitator
Resource 1

Use tape or cones to mark out two parallel lines approximately one meter apart. The space between the two lines represents an imaginary bus. The lines should be long enough so that all participants can fit on the bus. This activity requires participants to make quick decisions concerning their opinions, identities, and attributes.

Instructions

1. Introduce the activity: *This first game will help us warm-up and get ready to learn. It requires you to make quick decisions about which words best describe you.*
2. Instruct everyone to stand between the lines, and tell them that they are now on the bus.
3. Call out the first pair of words in Facilitator Resource 1, pointing to the left as you say one word and right as you say the other.
4. Participants need to make a quick decision about which word most accurately describes them, and then jump “off the bus” to the corresponding side.
5. After all of the participants have made their decision and jumped “off the bus”, ask them all the get back on the bus
6. Repeat for each word pair.

Discussion

After you have finished all the word pairs, bring the group together and ask the following reflection questions:

- Did you enjoy the game? Why/why not?
- Did anyone have difficulty deciding between word pairs? Which ones?
- Do you think that different words might fit you better in different contexts? For example, you might be messy at home, but organised in school?
- Are there any word pairs you might have responded differently to if you were asked to choose between them five years ago? Do our preferences and perceptions of ourselves change over time?
- How did you feel about the question about being employed or self-employed? Was it easy or hard to choose between them?



Activity 2

Circles of Creativity



A copy of Handout 1 for each participant

This activity requires participants to think quickly and creatively.

Instructions

1. Introduce the activity: *Now that we are warmed up – and have had the chance to think quickly and make some fast decisions – we are going to try to keep our brains thinking fast. This game is all about thinking creatively and coming up with lots of different ideas.*
2. Give every participant a copy of Handout 1.
3. Tell the participants that their objective is to turn as many of the circles into recognisable objects as they can in four minutes.
4. At the end of the four minutes, ask how many people were able to create objects out of 15 circles? Who was able to make objects out of 20 circles? Who made the most objects?
5. Ask the participants to post their sheets on the wall so everyone is able to see them. Give everyone five minutes to walk around and look at the other participants' ideas.

Discussion

Ask the following reflections questions:

- Are there many common designs?
- What were some of your favourite original ideas?
- Did anyone 'break the rules' by combining two or more circles?
- Was it challenging to come up with new ideas?
- What kinds of jobs require creativity? Can anyone think of a job where an employee needs to think creatively? What about an entrepreneur?

Problem Solving



Set up the laptop and projector to show Facilitator Resource 2. This activity will require participants to solve problems relating to the workplace and starting small businesses.

Instructions

1. Introduce the activity: *In this next activity we are going to continue to think creatively. However, this time we are going to think creatively about how to solve problems that could happen when you start your own businesses or work as an employee.*
2. Read out the first scenario to the group while you show them Slide 1 in Facilitator Resource 2.
3. Divide the participants into pairs and discuss what they would do in that situation. Give them five minutes to come up with a solution.
4. Bring the group back together.
5. Ask one pair to demonstrate their solution by acting it out in front of the group. Ask if anyone else has a different solution.
6. Continue until the pairs have demonstrated all of their different solutions.
7. Repeat with all four scenarios.

Discussion

Ask the following reflections questions:

- Did you find it difficult or easy to come up with solutions to the problems?
- Were there any solutions that you thought were particularly clever or creative?
- What are some effective strategies that you can use when you encounter problems?
- Are there any differences between solving problems as a small business owner compared to when you are working for someone else?



Activity 4

Count to 20



This game will give the participants an opportunity to practice some of the problem-solving strategies they discussed in the previous activity. It will also start them thinking of ways to deal with failure, which will prepare them for the next activity.

Instructions

1. Introduce the activity: *In that last activity, you encountered different scenarios where things did not go as planned. But you all thought of solutions and did not give up! This next activity will be about practicing a difficult task. Such a task might become frustrating, but it is important to keep trying until you succeed.*
2. Inform the participants that their task is to count from 1 to 20 aloud, with each group member offering one number at a time. If two people say a number at the same time, the game stops and begins again with 1. Participants cannot count from 1-20 in a circle (if someone says 1 then the person to their right or left cannot say 2 and so on as that would make the game too easy).
3. Explain that anyone can say a number whenever they wish, although they cannot say two numbers in a row.
4. Ask the participants to stand in a circle facing each other and then close their eyes.
5. Tell them to start.
6. Every time two people say a number at the same time, remind them that they have to start back at 1.
7. Once the participants reach 20, they have finished the game.

Discussion

Once the group has achieved their objective, ask the participants the following reflection questions:

- How well do you think you worked together as a group?
- Were you able to use any of the problem solving strategies you discussed in the previous activity to help you complete this game?
- What did it feel like to keep failing and having to start over again?

Activity 5

Responding to Failure



Set up the laptop and projector to show Facilitator Resource 3.

This activity helps participants think about how they can deal with failure in productive ways.

Instructions

1. Introduce the activity: *In the last activity, you had to fail many times, before you finally got it right. This does not just happen with games, this is true in many aspects of our lives, including our working lives. In this next activity we are going to think about how we react when faced with failure.*
2. Show the participants the quote in Facilitator Resource 3.
3. Ask the participants to think about whether or not they agree with the statement.
4. Instruct all participants to stand up and close their eyes.
5. If they agree with the statement they should stay standing, if they disagree they should sit down again.
6. After everyone has either remained standing or sat down, tell them to open their eyes and see how the rest of the group responded.
7. Ask some of the participants to share why they agreed or disagreed with the statement.
8. Inform participants that they now need to think of a time in their lives when they experienced failure. This could be in any situation: at school, on the sports field, or even the game they just played! They should also think about how they responded when this happened. Were they upset and did they lose motivation? Or did it make them more determined?
9. Provide an example from your own life of a time when you experienced failure and your reaction when it happened.
10. Break the participants up into pairs and ask them to talk about their failure and how they reacted to it. Give them 5 minutes to share their experiences with their partner.
11. Bring everyone back together and ask the participants what some of the different reactions were to failure. Make note of these on the flip chart (do not include the failure itself, just the reaction).
12. Once the participants have shared their reactions, go through each response and ask participants if they think the response is “helpful”/ improved the situation, “unhelpful”/ made the situation worse, or “neutral”/ did not have an impact on the situation. Put a circle around all the “helpful” reactions.
13. Ask the participants to write down the “helpful” responses to failure in their notebooks. They can then look back on these helpful strategies if they encounter failures in the future.
14. Show participants the quote from Facilitator Resource 3 again.
15. Get the participants to once again shut their eyes and stand up if they agree with the statement and sit down if they disagree.
16. If any of the participants had changed their mind about the quote, ask them why.

Activity 6

Choosing Pathways



In this final activity, participants will choose whether they will take the employability or entrepreneurship pathway for the rest of the module. They will be encouraged to reflect on everything they have learned about themselves during the last four sessions to help them make their choice.

Instructions

1. Introduce the activity: *Now that we have reached the end of the fourth session, it is time to make a choice about whether you want to take the employability or entrepreneurship pathway for the rest of the module. You can use all of the information you have learned about yourself during the last four sessions to help you make your decision. Remember that the choice you make is just about this module – it does not mean that you necessarily have to stay on this pathway for the rest of your life, or even for the rest of the year!*
2. Ask each participant to write down the pathway they wish to take on a piece of paper and to then bring it up and show you. Tell them they can come up to you at any time, so that those who are less sure have some extra time to make their decision.
3. After everyone has made their decision and told you their choice, congratulate everyone for completing the first part of the module. Explain that the whole group will come back together for the two final sessions in the module, and then they will have the opportunity to tell each other all about what they have learned.
4. Before you finish the session, ensure that participants in both pathways know when and where to meet for their next session!

Materials



Flip chart (paper)



Notebook



Cones



Markers/pens



Stickynotes



Soft balls



Paper



Projector



Chair



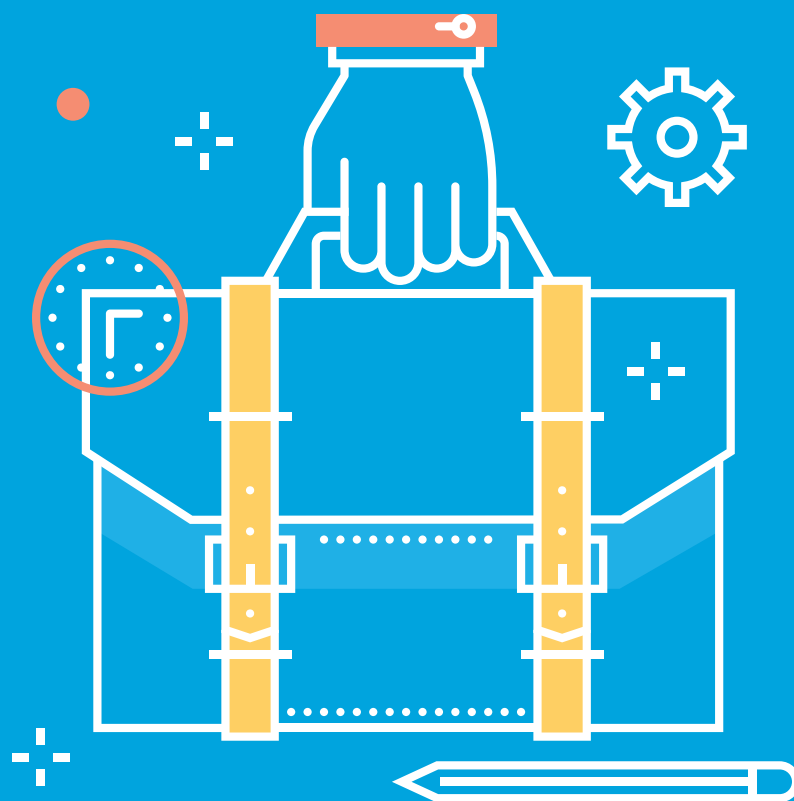
Tape



Laptop

Module

Employability



Session 5: **Me in the Workplace**

Page 38

Session 6: **Being a Team Player at Work**

Page 46

Session 7: **Working in My Community**

Page 54

Session 8: **Opportunities Around Me**

Page 62

Session 9: **My Resume**

Page 70

Session 10: **The Job Interview**

Page 82

Session 5

Me in the Workplace



Objectives

- Participants will revisit and further explore communication skills, with a deeper focus on the workplace.
- Participants will learn to effectively convey information, messages, and their opinions in different settings.
- Participants will practice verbal and non-verbal communication skills and active listening, and connect these skills to the workplace.
- Participants will reflect on their key strengths, and practice presenting themselves and their experiences, and receiving peer feedback (through mini presentations).

Materials Needed

- Facilitator Resource 1 and 2
- circle shaped papers
- flip chart paper
- pens and markers
- 10 sport balls (footballs, basketballs, volleyballs)
- pens for participants

Space Needed

Classroom and outdoor space for Activity 2, which requires space to move and run around while passing balls.

Required Preparation

Print out Facilitator Resource 2, in particular the emotion cards, and cut them up into individual strips.



This session will provide participants with opportunities to practice their listening skills, convey their opinion in a clear manner and refine their presentation skills. They will also learn more about the importance of non-verbal communication, including how to be more aware of how they portray their emotions. Participants will take part in mini presentations, role plays, and various group discussions which require participants to share their knowledge, ideas, and viewpoints.





Activity	Time
Review of Previous Session	10 minutes
Activity 1: The Pieces in Your Circle	30 minutes
Activity 2: Windows	20 minutes
Activity 3: Body Language	25 minutes
Activity 4: Flipping the Switch	25 minutes
Next Session Preparation for Participants	10 minutes

Introduction to Participants

Welcome to Session 5, the first session in the employability pathway! In this session, we will explore what verbal and non-verbal communication looks like, and why the way we communicate is very important in our lives, especially when we have started a job.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous session:

- What skills did you explore and learn

more about in the last session?

- Why are they important if you want to gain employment with a company or organisation?

Activity 1

The Pieces in Your Circle



Facilitator Resource 1
Circle shaped papers

This activity requires participants to reflect on the personal traits and characteristics that make up who they are, and to share these reflections with the group.

Instructions

1. Introduce the activity: *You will reflect on your personal traits and characteristics and share these with the group.*
2. Give all participants a circle shaped paper. Tell them to imagine this circle is divided into six smaller triangle shaped pieces, i.e. a pie with 6 slices. Show Resource 1 as an example.
3. In each piece of the circle, participants should write down one of their own strengths, skills, or values which are important to them. If possible, the participants should try to relate these slices of themselves to the workplace environment, or to what they imagine the workplace to be. For example: I have very strong organisational skills which have been useful in group projects.
4. Give each participant about 10 minutes to work on filling as many of the pieces of the circle that they can. Encourage them to complete at least half of the pieces of the circle.
5. Ask the participants to get into pairs to discuss their pieces with each other. While one participant presents her pieces to her partner, the other will practice her active listening by requesting more information from her partner, e.g. asking for more detail or to give specific examples.
6. Bring the group back together and ask each participant to present three pieces of their circle to the larger group. Explain that this activity is good practice for improving their presentation skills.
7. Encourage participants to elaborate on each of the three skills / interests during their presentation, giving examples.
8. After everyone has presented, ask the participants to stand in a circle and place their circles in the middle of the space.

Discussion

After the activity, ask the group the following reflection questions:

- How will understanding your own strengths and skills be helpful in your life?
- Who found it difficult to speak about their strengths? How can we practice this before doing a job interview?
- Who can give an example of a participant who showed strong presentation skills? What was the skill?
- Who can give an example of non-verbal communication during one of the presentations?
- Why are presentation skills important in the workplace?
- How can we practice our presentation skills outside of the workplace?

Activity 2

Windows



(footballs, basketballs,
volleyballs)

This movement based game will give participants a chance to practice their non-verbal and verbal communication skills, which are important skills in the workplace.

Instructions

1. Introduce the activity: *In this activity, you will practice your verbal and non-verbal communication skills by playing a fun game. You will also discuss why these skills are not only important in your own life but also in the workplace.*
2. Instruct everyone to form a big circle. Ask 5 or 6 participants to step into the middle of the circle.
3. Pass out balls to the participants who are standing as part of the circle. It is okay if not everyone has a ball as they will still be a part of the activity.
4. Ask the group if they would like to use their hands to pass the ball or their feet.
5. The game involves 3 rounds. The first round will use non-verbal communication, the second round will focus on verbal communication and eye contact, and the third round will focus on both verbal and non-verbal communication.

Round 1

1. In this first round, none of the participants can speak. To start the game, the participants in the middle of the circle must approach someone with a ball, and ask for the ball without speaking, i.e. by making eye contact or by using their hands to clap etc.
2. The participant who has the ball must pass it to the participant that is asking for it non-verbally. Once that participant receives the ball, she must pass it back to another participant who is part of the circle, either to the same person she received it from, or to someone else who does not have a ball.
3. Once the participant in the middle passes the ball back, she must find another person who is part of the circle with a ball and again ask for it. The participants in the middle should not go to the same person twice and instead move around, always on the lookout for a participant who has a ball and is ready to pass it to someone in the middle of the circle.
4. This round should last 45 seconds. The goal is for participants in the middle of the circle to receive and make as many passes as possible.
5. After 45 seconds, switch the groups around so that everyone has a chance to be in the middle of the circle and play for 45 seconds.

Activity 2 *continue*

Windows



Round 2

1. After everyone has had a chance to be in the middle, ask the original group of participants to come back into the middle. This time, the participants forming the circle can speak and give directions, like 'turn', 'x person is free', or 'x, come here I have a ball.' However, the participants in the middle of the circle still cannot speak, but now, when they receive the ball, they cannot pass it back to the person who gave it to them. Instead they must go to the opposite side of the circle and find someone new to pass the ball to.
2. The participants inside the circle must carry or dribble the ball with them until a new participant in the circle is available to receive the ball. This will require eye contact so that the participant standing as part of the circle knows that the ball is coming from the participant inside the circle.
3. Again, each group of 5 or 6 participants get 45 seconds to be in the middle.

Round 3

1. In this round, all participants can speak. Participants standing in the middle of the circle can use their voices to ask for the ball from those standing as part of the circle, by either calling the person's name, calling 'ball', or using another way of getting their attention.
2. The participants throwing the ball into the middle can give the instruction to the player receiving the ball to either throw the ball back or turn. If they say 'turn', that means the player should find someone else to throw the ball to. 'Back' means that they should throw it back to them.
3. Give each participant a chance to be in the middle for 45 seconds by switching the groups.

Discussion

After the activity, ask the group the following reflection questions:

- How did the first round feel? Was it difficult to only use non-verbal communication? Why or why not?
- How was the second round different? Was it challenging to move around and only use non-verbal communication skills?
- Why was eye contact important?
- How was the last round different? Can both verbal and non-verbal communication techniques be useful?
- Why do you think communication skills are so important in our lives?
- Why might communication skills be important in the workplace?

Body Language



This activity will help participants understand the importance of body language when communicating. Remind participants about the previous activity and the importance of non-verbal communication in the game and how it is equally important in our everyday lives, including in the workplace.

Instructions

1. Introduce the activity: *In this activity, you will focus on how you use your body and 'body language' to communicate to others. You will practice expressing different emotions and feelings without words, just your facial expressions and the way you move your body.*
2. Ask the participants to sit in a semi-circle.
3. Spread out the emotion cards from Facilitator Resource 2 face down on the floor in the middle of the semi-circle.
4. Ask two volunteers to pick one emotion card and leave the room. Once outside the room, they can read the card, and prepare to act out a short scene in which they use only their bodies and faces to represent the emotion.
5. Once they have prepared the scene, they can re-enter the room and present the scene to the rest of the group. They should only use non-verbal forms of communication to present the emotion.
6. Invite others in the semi-circle to join the scene, also using non-verbal forms of communication to present the emotion that the two volunteers are trying to portray.
7. Next, ask for two different volunteers to pick up another emotion card and repeat the exercise.
8. Continue with this activity until everyone has had a chance to act out emotions based on one of the emotion cards.
9. Hold up each emotion card one by one and ask the participants when in their lives they remember feeling this emotion. For each emotion, ask the following questions:
 - a. How did you feel in that situation? Why?
 - b. Do you remember how you used your body language to show this emotion?
 - c. How does this emotion look like in your community? Within your family?
 - d. How do you respond to this type of emotion, when you must interact with someone who feels this way?
 - e. Why is it important to pay attention to how we show emotions with our bodies and faces?
 - f. Read the text from Facilitator Resource 2 aloud, sharing information on why body language is important.

Activity 5

Flipping the Switch

25
MIN



During this activity, participants reflect on how their ways of communication change depending on the setting and the people they are communicating with. Often times, we must communicate differently with different types of people. For example, we might often communicate differently with a family member than with a colleague at work.

Instructions

1. Introduce the activity: *In this activity, you will reflect on how we must change the way we communicate based on the setting we are in and who we are communicating with.*
2. Arrange the participants in groups of four or five.
3. Inform the groups that they are going to prepare three short roleplays, each lasting about two minutes.
4. The first role-play should involve communicating a piece of good news to their best friend or to a group of friends in the street.
5. The second role play should involve communicating a piece of good news to a family member (e.g. their mother, father, aunt, uncle, grandparent etc.).
6. The third role play should involve communicating the same piece of good news to a work colleague, or someone in an office where they work (they should imagine what this might be like).
7. Give the groups 15 minutes to work on the three different role-plays.
8. Ask each group to choose one of the three role-plays to perform in front of the larger group.
9. After each group has performed their role-play, ask the other participants to guess which scene was shown: friends, family, or workplace.

Discussion

After the activity, lead the group in a discussion on the following reflection questions:

- How was the communication different in each of the three scenes?
- What would happen if you greet your boss in the same way that you greet your friends?
- If you are unsure on how to communicate, both verbally and non-verbally, at your workplace, how can you learn the 'correct' ways? Who can you ask for help with your questions?

Reminders for the next session

Ask participants to individually make a list of twenty different jobs that they know exist in their communities, and a list of five different businesses or companies that they see

in their everyday lives. They should be ready to share these lists during Session 7.



Session 6



Being a Team Player at Work

Objectives

- Participants will engage in play-based team activities which centre on working together to achieve goals.
- Participants will learn brainstorming techniques for group work.
- Participants will engage in workplace role-play scenarios.
- Participants will reflect on the module, and offer their opinions on what is going well and what could be improved.

Materials Needed

- flip charts, paper
- pens / markers
- 20 cones, 10 balls
- Handouts 1 and 2
- Facilitator Resources 1-3

Space Needed

Classroom and outdoor space to move and run around in


Required Preparation

In Facilitator Resource 1, it is necessary to add pictures to Slides 1 and 2:

- To complete Slide 1, insert pictures of different types of female sport teams from your country. These can also be from the programme.
- Then insert pictures showing different types of office environments into Slide 2. These can be found on the internet, or you can take pictures at your own office of teams working together.

If you don't have a projector, you might want to print out Facilitator Resource 1 to use with the group

This session requires participants to think about and reflect on their experiences of working with teams. Interpersonal skills such as effective communication – including active listening skills – will be practiced throughout the session. Participants will learn practical skills, such as various brainstorming strategies and problem-solving steps, that can be used when working with teams in the workplace. This session includes many movement based activities and many opportunities for reflection and discussion.



Activity	Time
Review of Previous Session	10 minutes
Activity 1: Teamwork	10 minutes
Activity 2: Meet Me in the Middle	15 minutes
Activity 3: Treasure Chest	30 minutes
Activity 4: Brainstorming	25 minutes
Activity 5: Team Problem Solving	30 minutes
Activity 6: Challenge Groups (optional)	15 minutes
Next Session Preparation for Participants	10 minutes

Introduction to Participants

Welcome to Session 6! During this session, you will explore what it feels like to be part of a team and what skills we need to build to be a better team player, whether it is on the sport field, at home, in school, or at a future job.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous session.

- What skills did you explore and learn

more about during the last session?

- Why are they important if we want to obtain employment with a company or organisation?

Activity 1

Teamwork



Facilitator
Resource 1

This activity requires participants to reflect on the personal traits and characteristics that make up who they are, and to share these reflections with the group.

Instructions

1. Introduce the activity: *In this activity, you will explore how your own personal characteristics and traits can help you as part of a team.*
2. Show participants the first two slides in Facilitator Resource 1 (or have them printed out if a projector is not available). Ask them the following questions: How do you compare the first set of teams with the second set? What characteristics do they share? How do they differ?
3. Read some of the inspirational quotes from the next two slides about teamwork.
4. Divide the participants into small groups, and ask each group to brainstorm on the most important skills and behaviours for a team. Ask participants to reflect on the different types of teams in their own lives (sport teams, school project teams etc.) when answering this question.
5. Once the groups have brainstormed some answers, ask them to share their list with everyone.
6. Possible answers include:
 - a. Working cooperatively.
 - b. Contributing to group ideas and making suggestions.
 - c. Communication: being able to share ideas and listen to others.
 - d. Taking on a sense of responsibility.
 - e. Respecting other people's opinions, cultures, and customs.
 - f. Ability to effectively participate in group decision-making.



Activity 2

Meet Me in the Middle



This activity gives participants an opportunity to practice teamwork skills through a movement based activity. Set up a square playing field that is 40m x 40m, with enough space for participants to jog around.

Instructions

1. Introduce the activity: *In this activity, you will play a game that helps you practice different important teamwork skills that you can use in your own life and in the workplace in the future.*
2. Ask participants to get into pairs and explain that in each pair, one person will be 'number one' and the other will be 'number two'.
3. Create a line in the middle of the field, and ask all of the number ones to line up on one side, and the number twos on the other.
4. Explain to the participants that when you call out 'teammate', everyone will run at a medium pace to meet their partners in the middle, where they will do different exercises or movements together, before returning to their starting points.
5. Call out 'teammate' and, as the participants are running towards each other, call out the exercise or movement that they are required to do when they meet in the middle. Some possible ideas include:
 - a. High five your partner.
 - b. Do sit-ups, with one person holding their partner's feet to support them.
 - c. Sit back-to-back and try to stand up together by hooking elbows.
 - d. Design a dance movement
 - e. Do a mime, with one person leading and their partner imitating them.
 - f. Create a unique handshake or body shake.
 - g. Pass a ball back and forth.
 - h. Do push-ups, counting together.
6. After completing ten activities, give the group a two-minute break. In this time, ask each pair to create their own unique exercise or movement. Each pair then has the chance to be the 'trainer' by shouting teammate, demonstrating their new exercise or movement, and making sure everyone does it correctly.
7. After each pair has had their turn as trainers, bring the group together.

Discussion:

Bring the group together for a quick reflection, asking the following questions:

- Did you enjoy working with your partner to do sport-based movements?
- How was it to do an activity together versus doing it alone? What is the difference? Was it more enjoyable? Did it motivate you more? Why?
- Was it challenging to come up with your own unique movement and become the trainer? Why or why not?
- What did this activity help you understand about teamwork?

Activity 3

Treasure Chest



This activity will further expand on the concept of teamwork, and what teamwork means in a large group. Teams will be instructed to work together to find treasure and set goals. You can use the same square playing field from the previous activity. Each corner should have a cone to mark where the teams will start.

Instructions

1. Introduce the activity: *In this activity, you will explore and reflect on what teamwork means when you are part of a large group.*
2. Place all the balls and cones in the middle of the playing field.
3. Explain that in the last activity everyone worked with a partner to accomplish their goal as a pair. This time, groups will be working together against other groups in a competition. Explain that there will be a total of four rounds in this game.
4. Ask the group to form four evenly numbered teams. These teams must work together to collect as many “treasures” (the cones and balls in the middle of the space) as they can in two minutes, and place them in their own corners. Once everything has been removed from the middle, teams can steal treasures from other teams and bring them to their own corners, until the game is over. When you call “treasure,” the teams can start.

Round 1

1. For this round, let the teams play without any rules for three minutes and monitor how the game goes. Most likely, the game becomes hectic, with teams running around, trying to grab as many balls and cones as they can.
2. Stop the game and ask the teams: what rules could we use to make the activity better?
3. Discuss the rules that the group came up with, and then share the new rules for Round 2:
4. Only one person from each team can go to the middle at a time. Everyone else must stay at their corner until their teammate comes back.
5. Teams are not allowed to protect the treasure in their corner.

6. The teams have one minute to develop a strategy for Round 2, based on the new rules.

Round 2

1. Let the game be played for three to four minutes with the new rules.
2. Stop the game and inform each team that they will now have to set a goal – a number and type of treasure – before starting the next round. An example could be 3 balls and 5 cones.

Round 3

1. Let the game be played for two minutes, with each team trying to reach their goal.

Round 4

1. If the participants are not too tired, introduce the last round. In this round, the goal is to have as few treasures as possible by putting the treasures in another team’s corner. Play this round for two minutes.

Discussion:

Bring the group together and lead a discussion guided by the following questions:

- What was it like during the first round, when there were no rules?
- What other rules could we have used to make it more fun for everyone?
- Did your teams have strategies? If so, what were they and were they effective?
- Why was it challenging working as a team?
- What happens to a team when there is competition?

Activity 4

Brainstorming



Facilitator Resource 2

Firstly, this activity is designed to first help participants understand more about brainstorming strategies and, second, to let them practice listening and avoiding interrupting others. You should remind participants that good brainstorming skills and effective communication are important parts of teamwork.

Instructions

1. Introduce the activity: *In this activity, you will learn more about strategies to brainstorm effectively in a group by listening to others and helping facilitate the process in a group.*
2. Divide everyone into groups of at least five participants.
3. Read through Facilitator Resource 2 with the group, showing the slides on a projector if possible. Note: If this is not possible, print out copies of the slides so each group can see what you are reading aloud and follow along.
4. Provide the groups with topics to discuss in a brainstorming session. Remind groups that brainstorming is an activity used by a group when trying to come up with a lot of different ideas on a particular topic. Some topics to discuss in a brainstorming session might include:
 - Types of sports played in our country.
 - Female sport role models.
 - How can we get more girls involved in sports?
 - The impact of youth unemployment.
 - The impact of climate change on our community.
 - What are the gender inequalities in our community?
 - What are changing stereotypes in our community?
 - What types of violence exist in the community?
 - Social entrepreneurial ideas.
5. Allow the groups to spend five minutes on this activity. Then stop the groups and add a new rule to guide the discussion. This time when brainstorming, the participants must always state what was said by the participant that spoke right before them. They can summarise what was said, but it must be noted and included. For example: 'As Sarah just said, there are team sports and individual sports. I would like to add that...'
6. As the conversation progresses, encourage the participants to monitor each other and make sure that everyone gets a chance to contribute.
7. Once they are finished, ask the groups to share the results of their brainstorms.

Discussion:

Lead a discussion with the group on the brainstorming process, using the following questions:

- Which brainstorming method did your group find the most effective? Why?
- Have you used any of these strategies before? If so, when and for what purpose?
- When do we use brainstorming in our lives? Why is brainstorming important? How can it produce solutions or insights on a topic that we might have not have figured out alone?
- How do you imagine you can use these methods in school, at home, or in a workplace?

Activity 5

Team Problem Solving



Facilitator Resource 3

This activity will help participants understand how to address problems that arise when working as a team.

Instructions

1. Introduce the activity: *In this activity, you will think through problems that might arise when you are working on a team and brainstorm potential solutions or approaches to those problems.*
2. Ask participants to share examples of when they have worked together in a team, whether it was a sports team, at a job, at school, or with friends/family in the community.
3. Write 'Challenges for Teams' at the top of a flip chart, and ask the participants to brainstorm challenges that could arise when you are working as a team.
4. Using Facilitator Resource 3, give the participants specific examples of situations that could potentially create challenges for teams (see Slide 2).
5. Ask everyone to get into small groups of between five and 10 participants. Each group will prepare a skit which demonstrates one of the challenges that have been identified, as well as one positive and one negative way of addressing the challenge.
6. When all of the groups are ready, ask them to perform their skit and allow the other groups to provide feedback after they are done.
7. Remind the participants that very similar situations can and will arise in the work place.
8. Read the rest of the slides in Facilitator Resource 3 aloud to the group, to share more about positive problem-solving strategies.



Group Challenge



If the programme has decided to include the group challenge, then conduct this activity, which gives the challenge groups a short amount of time to come together and then speak with the facilitator about their progress.

Instructions

1. Introduce the activity: *In this activity, you will come together with your group to decide on a group challenge project.*
2. Give each challenge group a copy of Handout 1.
3. The challenge groups should work together to fill in the handout and are encouraged to seek advice from the facilitator on their action plans.

Reminders for the next session

1. Distribute Handout 2 to each participant.
2. Ask each participant to fill in the handout individually. In the next session, they will revisit these evaluations, and work with partners to discuss the following questions based on their assessment:
 - I am most proud of my ability to _____ (on a team).
 - I want to improve this ability or these abilities.
 - My plan for improving these abilities involves _____.
3. To prepare for the problem-solving, peer-learning activity during Session 7:
 - Ask participants to individually write down one or more problems that they are currently dealing with, which could be solved or addressed by the group. These could include problems when working on a group project with classmates at school, or problems or scenarios from work places etc. The problems should not specify names, and should relate to working with others.
 - Inform the participants that you will collect the problem sheets during the next session, and you will go through them with the group during a problem-solving, peer-learning activity. Finally, remind them that they shouldn't write down their names or the names of anyone else involved on the statement.

Session 7

Working in My Community

2 HOURS
25 MIN

Objectives

- Participants will reflect on their own experiences of work and involvement in their communities through self-assessment tools.
- Participants will reflect on the career options in their communities, taking part in a group employment mapping activity.
- Participants will learn how to organise careers into clusters or groups, reflecting on which ones are present in their local markets.
- Participants will spend time thinking about their strengths, interests, and skills, and how they relate to different employment pathways.

Materials Needed

- flip charts, paper
- pens / markers
- cones, balls
- scissors
- Handouts 1 and 2
- Facilitator Resource 1
- completed homework from Session 5 (assessment)
- notecards


Space Needed

Classroom and an outdoor space, large enough for the group to move and run around.

Required Preparation

- Adapt the job groupings outlined in Facilitator Resource 1 to the local community in which you are working.
- If possible, gather more information on the overall local market: what kinds of jobs exist, which companies are working in that sector, incomes, etc.

Participants will focus on what they have gained from previous work experience, as well as experiences at home, in school, and through different forms of community involvement. Participants will begin mapping out employment opportunities in their communities, organising them into career groups. Participants will also reflect on what is important to them in their future employment, considering their values, strengths, and skills.



Activity	Time
Review of Previous Session	10 minutes
Activity 1: Skills	35 minutes
Activity 2: Building Experiences	20 minutes
Activity 3: My Experiences	20 minutes
Activity 4: Community Mapping	25 minutes
Activity 5: Work Values	30 minutes
Next Session Preparation for Participants	10 minutes

Introduction to Participants

Welcome to Session 7! In this session, you will learn about the different types of jobs that exist in your community, and how we can create job groups that help us expand our understanding of what type of job we want or can do.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous session.

- What skills did you explore and learn

more about during the last session?

- Why are they important if we want to gain employment with a company or organisation?

Activity 1

Skills



This first activity will give participants the chance to lead others as a trainer. They will be asked to create a circuit plan, and then demonstrate it for the others. To prepare, divide the field into six spaces, each measuring 10m x 10m and marked with cones.

Instructions

1. Introduce the activity: *In this activity, you will have the opportunity to practice leading others and giving clear instructions and support. These are important skills in any workplace.*
2. Divide the group into three even groups. Each group is tasked with training the others on six different exercises which will last for 45 seconds. The six exercises should include some kind of physical movement. One activity or exercise will take place in each of the six spaces. Balls can also be incorporated into the exercises. Examples can include: running in place, jumping jacks, passing the balls, jumping over a line etc.
3. Give the three groups five minutes to prepare their plans for the six exercises. As trainers, the groups will first have to explain the exercise taking place in each of the six spaces. They will then have to divide the remaining participants evenly between the 6 spaces.
4. The first training group starts their watch, and each of the six smaller groups must perform their exercise in their designated space for 45 seconds. The training group should motivate the ones doing the exercises, and encourage them to keep going.
5. Once the 45 seconds are up, the training group must rotate the small groups, so each small group gets a new space, and therefore a new exercise.
6. Repeat these steps until all groups have done all exercises.
7. Allow the other two groups to do the same, acting as trainers, and then finish the activity.

Discussion:

After the game, ask the participants the following reflection questions.

- Was this activity physically challenging for you? Why or why not?
- Was your team able to organise the training well? Why or why not?
- Did you enjoy encouraging / motivating the other teams? Why or why not?
- How did you decide together on the different exercises?
- How can this activity connect to being in a work environment?

Activity 2

Building Experiences



This activity will allow participants to explore their past experiences (from work, school, home, sport) and see how those experiences can help them in the future.

Instructions

1. Introduce the activity: *In this activity, you will reflect on your past experiences and see how those experiences can help you better understand your passions and support your future job search.*
2. Ask the participants to get into pairs (Note: Ensure that the same participants are not always pairing up with each other).
3. Explain to the participants that they will be interviewing their partners about their experiences with work and in the community, and then reporting back to the group what they learned. They will ask the following questions:
 - a. Do you have any work experience (either paid or unpaid)? What did you do? What skills did you learn?
 - b. What did you enjoy and learn from these experiences?
 - c. Do you have experiences of doing things in the community?
 - d. Why did you get involved in these community activities, and what skills did you learn?
 - e. Are you currently involved in your community? If so, how?
 - f. How are your past experiences connected to your work goals?
4. Remind the group that it is important for them to understand and talk about how their experiences – whether in paid or unpaid positions, through community involvement, or at clubs and networks – have helped them to gain knowledge and develop their skills. This is very useful during a job interview.
5. Once participants have finished interviewing each other, ask everyone to come back together. Invite each person to spend a maximum of 30 seconds sharing what they learned about their partner during the interview.



Activity 3

Experiences



Handout 1

This activity builds upon the previous activity and provides participants with an assessment that helps them to explore the different skills that they learned from their past experiences.

Instructions

1. Introduce the activity: *In this activity you will determine the different skills you might have learned as a result of your past experiences.*
2. Give each of the participants a copy of Handout 1, so that they can do an individual assessment.
3. Tell participants to think deeply about their different work and community experiences, and the “outcome” or results of these experiences.
4. Remind participants that this handout can also be useful when preparing for interviews and informational meetings.
5. Give participants 15–20 minutes to fill in the assessment. Walk around and provide support if they need it. You can even play soft music in the background to provide a relaxing space for the girls to work on their assessments.
6. Once everyone is done (or after 20 minutes), ask some volunteers to share their assessments and explain how this assessment has helped them to better understand their past experiences.



Activity 4

Community Mapping



Homework assessment
from Session 5,
Facilitator Resource 1

This activity will give participants an opportunity to discuss specific jobs that they are aware of in their community and help them put these jobs into themed groups.

Instructions

1. Introduce the activity: *The key to planning for employment is knowing and understanding the options and possibilities. To make good choices, you need to know how to identify and compare your job options.*
2. Ask participants to take out the list of jobs in their community that they made in Session 5. Participants will use these lists to better understand the different employment opportunities in the local market.
3. Ask the participants to get into groups of 4 or 5 and give each group a flip chart and pens.
4. Each group should list as many jobs / occupations as possible in five minutes on their flip chart. They can build on the lists developed during Session 5. Encourage them to think about the jobs of their family members, neighbours, friends, and their wider network.
5. Next, ask the groups to try to divide their list into job groups. A job group consists of jobs that share common features. This task should help the participants to find commonalities across different jobs. The idea is that if someone is interested in one job in a particular job group, then she will probably find that the other jobs in that group also fit with her interests and skills.
6. Present the examples outlined in Facilitator Resource 1. Ensure that you adapt this list to the local context before the session so that the job groups are relevant for the participants.
7. Ask each group to select a group representative to present their results to the larger group.

Discussion:

- a. Give each participant a notecard. Give them a minute to think of their preferred job group, and to write it on one side of the card. If they want to be more specific about the type of job they are interested in, encourage them to add details.
- b. Give the participants five minutes to mingle and find others who have the same preferred job group. They should then together discuss their interests, including why they are interested in that particular job or job group.
- c. Bring the group together. To conclude the session, remind participants that in exploring a potential job, it is important that the participants find out information on the following key topics:
 - Skills and level of education required.
 - Potential income.
 - Number of people in the community doing the job.
 - Availability of jobs in the community.
 - Locations of jobs.
 - Working hours.
 - Working conditions.

Activity 5

Work Values



Handout 2

This activity will help participants explore what is important to them as they begin their search for a job. Print copies of Handout 2 for each participant.

Instructions

1. Introduce the activity: *In this activity, you will explore what is important to you (your values) as you begin your job search.*
2. Provide each participant with a copy of Handout 2, and make scissors available so that they can cut out the header cards and the value statement cards.
3. Explain that participants will do the first part of the activity alone, as it is a reflection exercise on their own work values (what is important to them).
4. Ask participants to move to a place where they will not be distracted by others. They should read through the value statement cards and put them together with the appropriate header cards.
5. Give the participants 10 minutes to go through the cards.
6. Instruct participants that when they are finished, they should fill out the last page of Handout 2, which helps them to organise their responses.

Discussion

Ask the participants to find a partner to discuss their findings, answering the following questions:

- Which values were most important to you?
- Which values were not as important?
- What values would you add to the value statement cards?
- Why do values matter?

If there is time, ask participants to stay with the same partner to discuss their completed Handout 2 from Session 6. The handout was a self-assessment on teamwork skills and experiences. Using that handout, they should share with one another the answers to the following questions:

- I am most proud of my ability to ____ (on a team).
- I want to improve this ability or these abilities.
- My plan for improving these abilities involves _____.



Reminders for the next session

Ask participants to do research on a job group or specific job that is interesting to them. Their research (which can be done online, through interviews with friends, family and community members, etc.) should help them to answer the following questions about their job of choice:

- a. Skills and level of education required.
- b. Potential income.

- c. Number of people in the community doing the job.
- d. Availability of jobs in the community.
- e. Locations.
- f. Working hours.
- g. Working conditions.

Each participant should bring this information on at least one type of job to the next session.

Session 8

Opportunities Around Me

2 HOURS
20 MIN

Objectives

- Participants will explore career planning.
- Participants will begin working on their personal development statements, which provide the background to their resumes.
- Participants will question the statement 'you can't be what you can't see', by seeing images of female professionals working in different industries.
- Participants will begin to learn networking skills, by practicing their background statements and networking awareness.

Materials Needed

- flip charts, balls, cones, markers,
- Facilitator Resources 1, 2 and 3
- Handouts 1 and 2


Space Needed

Classroom and outdoor space to move around in

Required Preparation

- Print out Handout 1, ensuring there are two copies per participant
- Contextualise Facilitator Resource 2 with pictures of local women doing different jobs that are available in the community. You can take these pictures yourself several days before the session, and upload the pictures to the resource. Alternatively, you can search the internet for culturally appropriate pictures that represent the community where the girls live, and add these to the resource.

This session will centre on career planning and connecting with people who can help and support participants to find jobs and opportunities. Participants will reflect on key points in career planning, learning from an example, and then applying what they learned to their own personal development plan.



Activity	Time
Review of Previous Session	10 minutes
Activity 1: What's Your Background	20 minutes
Activity 2: Personal Development Statement	20 minutes
Activity 3: You Can't Be What You Can't See	25 minutes
Activity 4: Career Planning	20 minutes
Activity 5: Using Your Network	35 minutes
Next Session Preparation for Participants	10 minutes

Introduction to Participants

Welcome to Session 8! In this session, you will learn more about the different types of jobs that might exist in your community, and how having a large network of people you can ask for advice and support can help you to find a job in the future.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous session.

- What skills did you explore and learn

more about in the last session?

- Why are they important if we want to gain employment with a company or organisation?

Activity 1

What's Your Background



In this activity, participants will practice talking about their own backgrounds and experiences to other people with confidence, clarity and enthusiasm.

Instructions

1. Introduce the activity: *In this activity, you will practice speaking to other people about your background, experiences and skills with confidence and clarity.*
2. Begin the discussion by explaining to participants that the question 'What's your background?' is very commonly asked when people meet for the first time in the community, or during a more formal community event.
3. Explain that a response to this question shouldn't be memorised word-for-word by participants, but that a good answer always covers the most important parts of the participant's life and their most important experiences. In general, a response should include details of where one was born and where they have lived, what they have studied in school, their involvement in the community or teams/clubs, and perhaps their career interests, if they have no actual employment experience to share. Employment experience can also include working for parents, or supporting a family business.
4. Give participants 10 minutes to think about their own answers to the 'what's your background?' question. Their answers should be between 45 seconds and 1 minute long.
5. Ask participants to get into pairs to practice answering and asking the question a few times. The listeners should keep track of time and alert their partner when they speak for longer than the allotted time.
6. Tell participants that when you call out 'switch', they need to find a new partner with whom to practice their response. Do this two or three times.
7. When the participants are ready, ask them to present their 'background statement' to the entire group. Remind participants that these types of activities will better prepare them to answer questions about themselves in the community.

Activity 2

Personal Development Statement

20
MIN

Facilitator Resource 1,
Handout 1 (two copies
per participant)

Participants will make a start on this activity during this session, but will finish it as homework. It will be the participant's individual responsibility to have it completed in time for the next session. This activity is beneficial because it will allow participants to review their experiences and achievements, which will be helpful when creating a resume/CV.

Instructions

1. Introduce the activity: *In this activity, you will start developing your own resume, which is essential when searching for and applying for a job.*
2. Give two copies of Handout 1 to all participants. Explain that one copy is for taking notes, and the other should be completed after this session.
3. Explain that these handouts will help participants to create their own resumes, which is a necessary and important tool when trying to find a job.
4. Read through Handout 1 with participants, encouraging them to take notes on one of their copies. If feasible, show participants a sample handout completed with your own experiences.
5. Give participants 15 minutes to begin completing their second copy of Handout 1. Let them know that they can finish this as homework, but must bring the completed assignment to the next session.



You Can't Be What You Can't See

25
MIN

This activity explores the idea that it can be difficult to imagine job opportunities if you don't know what is possible. Participants will reflect on images of women in different jobs, and discuss the images which are new to them, inspire them or challenge their perception of what is possible.

Instructions

1. Introduce the activity: *In this activity, you will start exploring different types of job opportunities that exist in your community and maybe uncover some opportunities that you didn't know existed.*
2. Ask participants if it is difficult for them to imagine something that they don't even know exists. How about showing interest in pursuing a job that they have never seen or experienced?
3. Explain to participants that it can be hard to imagine all of the different job opportunities that exist, if they have never been exposed to these jobs or opportunities.
4. Next, show participants the pictures in Facilitator Resource 2 (either using a projector or by printing out copies of the different slides).
5. Write the following questions on a piece of flip chart paper for participants to reference. Then, ask participants to work on their own to write answers to the following questions in their notebooks:
 - a. Which careers do you see?
 - b. What do you know about these careers?
 - c. Which careers are completely new to you?
 - d. Which careers are interesting to you?
 - e. Which careers would you like to learn more about?

Discussion

In plenary, ask the group the following questions:

- Who can give me an example of a profession that they had never seen before?
- Which job was new to them?
- Who can give me an example of a job they are interested in learning more about?
- Who can give me an example of a job that wasn't presented, but that you are curious about?
- In your communities, is it difficult to find female professionals represented in all fields of work?
- In your communities, are there jobs that are more commonly done by women? Why do you think that is the case?
- Why might it be harder for women to find different job opportunities in your community?

Career Planning

20
MIN

This activity will introduce participants to action planning and how this can help them think about the types of jobs they might be interested in doing and how they can reach their goals.

Instructions

1. Introduce the activity: *In this activity, you will begin thinking about your own employment goals and potential job interests and create an action plan to move forward.*
2. Ask participants to get into pairs, and show them the image on the first slide in Facilitator Resource 3.
3. With their partners, participants must discuss how the image relates to their own experiences of setting a plan, whether it was for school, their personal life, through sports, etc. Give the pairs five minutes to discuss an occasion when they had made a plan and it didn't work out as planned, and why.
4. Bring the group together and explain that preparing an action plan can be a challenge, but a plan provides us with the steps we need to take, even if we must adjust it later. Explain that we can use action plans for thinking about the type of jobs we want in the future.
5. Read through the example of an action plan outlined on the second slide of Facilitator Resource 3 with the group.
6. Then read out the tips on Slide 3 of Facilitator Resource 3.
7. Give Handout 2 to each participant, instructing them to spend 10 minutes starting to work on their own job plan. If they do not finish, they must finish the rest as homework before the next session.



Activity 5

Using Your Network



Using cones or other markers, set up a field of about 20m x 20m. This movement based activity will encourage participants to work together in teams to try to earn points, while using a network of players around them when they need help.

Instructions

1. Introduce the activity: *In this activity, you will learn more about the importance of creating a network around you that will support you as you start your job search.*
2. Divide the group into three teams: Teams A, B and C.
3. Explain that two teams (Team A and B) will be playing against each other in the square. A point is earned when a team successfully passes the ball ten times in a row without the other team touching it. The players can either use their feet or their hands to pass the ball.
4. The third team – Team C – is not playing, and will stand on the outside of the box, spread around the four sides of the playing field. They are called the ‘network players’.
5. When a player on Team A or B can’t find anyone on their own team to pass the ball to, they can use one of these network players. However, this pass to a network player does not count toward the team’s goal of 10 consecutive passes, but rather is just a supporting neutral pass.
6. Once the network player receives the pass, she should pass the ball back to the same person or someone else from that same team. Encourage the players to use the support from the network players when they are unable to pass it to someone on their team.
7. Play the first round for about five minutes, seeing how many points the teams can earn. Next, Team C will play against Team A. Team B will become the network on the outside of the space. Play another five-minute game.
8. Team B plays for five minutes against Team C, with Team A on the outside as the network.
9. Start again with Team A versus Team B, but this time, each team has the option to call out once for help. If this happens, you can send in one network player as an additional player to help the team for 15 seconds. Once a team has used their one opportunity to call for help, they are not allowed to use it again during their round.
10. Switch the groups so that each team has had a chance to play against the other team.

Discussion

Ask the following questions.

- Did you enjoy the activity? Why or why not?
- Was your team able to work together to earn points? How?
- Did you find the network players supportive? Why or why not?
- How did using the network players help your team?
- How was communication important during the game?
- How can our networks support us in finding a job or learning more about job opportunities?
- How are we as a group already a type of network?
- What are other networks in our community that we could join?

Reminders for the next session

1. Remind participants to finish completing their personal development statement (Handout 1), and bring it to the next session.
2. They must also finish their Career Planning handout (Handout 2) and bring it to the next session.



Session 9a



My Resume

Objectives	<ul style="list-style-type: none">• Participants will learn how to craft an effective resume and cover letter.• Participants will explore how to demonstrate the value of their skills and experiences to potential employers.
Materials Needed	<ul style="list-style-type: none">• Flip charts, notecards, notebooks• Facilitator Resource 1 and 2• Handouts 1, 2, 3, 4• Blank sheets of paper for each participant• Local newspaper with different job postings
Space Needed	Classroom and outdoor space to move around in
Required Preparation	<ul style="list-style-type: none">• Adapt Facilitator Resource 1 with pictures from your own country.• Facilitator should remind participants to bring their 'Personal Development Statement' handout (from Session 8) and their 'My Employability Skills' handout (from Session 3) with them for this session.• For Activity 3, print enough copies of the Facilitator Resources and Handouts for all participants.• Prepare your own Resume using the template for Activity 3 as an example to show the group.

This session engages participants in activities that introduce them to resume building and writing effective cover letters. They will practice creating their own resumes and cover letters for sample job postings. Participants will also explore ways that they can demonstrate the value of their skills and experiences to potential employers.



Activity	Time
Review of Previous Session	10 minutes
Activity 1: Trade and Share	10 minutes
Activity 2: My Skills	45 minutes
Activity 3: My Resume	45 minutes
Activity 4: Cover Letters	45 minutes
Next Session Preparation for Participants	5 minutes

Introduction to Participants

Welcome to Session 9a! In this session, you will learn how to show potential employers how your skills and experiences can benefit their companies. In addition, you will learn more about resumes and cover letters, and practice writing them based on your background.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous session:

- What skills did you explore and learn

more about in the last session?

- Why are they important if we want to gain employment with a company or organisation?

Trade and Share

20
MIN

Make sure you have printed the postcards from Facilitator Resource 1 before starting this session. This activity provides participants with an opportunity to practice sharing information about themselves, which is a useful networking skill, particularly when meeting new people.

Instructions

1. Introduce the activity: *In this activity, you will practice different types of networking skills, such as introducing yourself and sharing some information about yourself.*
2. Place all of the postcards in the middle of the room, and ask each participant to choose a postcard that reflects them in some way.
3. After everyone has selected a postcard, give them one minute to reflect and think about how they will introduce themselves with the card. Their introduction should include their name and why they chose the postcard. For example: 'My name is Sarah and I chose this image because it reminds me of a trip I took with my family to the woods last year, which was a really great experience.'
4. Instruct participants that they will now practice networking. Each participant will find a partner, and they will take turns introducing themselves by sharing their name, image and reason for choosing the card. Once they have finished, participants will find a new person to exchange introductions.
5. Let the activity go on for about five minutes, so that participants have the opportunity to speak with multiple people.
6. Then bring the group back together, and ask for some volunteers to share their postcard with everyone.



Activity 2

My Skills



notecards
(four per participant)

This activity will give participants the chance to reflect on their own skills and how they can present them to potential employers or in a networking environment.

Instructions

1. Introduce the activity: *This activity will help your understand how to explain your own skills in a way that will be attractive to others; this is often called “marketing” yourself.*
2. Stress with participants that networking is not about asking for employment, but instead about building relationships and gathering knowledge and information to use in one’s job search. Participants will practice explaining the relevance and importance of their skills and experiences for a particular job.
3. Instruct participants to reflect on their two handouts (the Personal Development Statement and the Employability Skills handout) which highlight their employability skills, specific skill sets, and strengths. Using these documents, ask them to shortlist at least three skills / attributes/ strengths.
4. Ask participants to work in pairs to brainstorm how to turn their skills into benefits for a potential employer.
5. Give the following examples:
 - a. **Skill/characteristic:** Friendly or empathetic
Benefit: I work well with customers, doing everything possible to understand their point of view.
 - b. **Skill/characteristic:** Punctual
Benefit: I am always on time or early to meetings and professional duties, and I follow the same principle when completing projects.
6. Give each participant a set of 4 notecards. On one side of the cards, participants will write or illustrate (using images or symbols) one skill or characteristic. On the other side, they will write the benefit that this skill or characteristic could bring to an employer. Give the group 10 minutes to finish their cards.
7. Bring the group together and ask for volunteers to share their cards with the group. Remind participants that this is good practice for interviews, as they will become more comfortable speaking about their skills and characteristics, and the benefits they could bring to a potential employer.
8. Ask participants to arrange themselves in groups of four, to share their cards with one another. Their task as a group will be to choose a skill of one of the group’s members. They will then create a short ‘commercial’, advertising that person to a potential future employer. Inform the groups that everyone should be involved, and that the commercials should be between 30 seconds and one-minute long.
9. Let each group present their commercials.

Discussion

Ask the group the following questions:

- Was it challenging to advertise yourself? Why or why not?
- How does this activity relate to finding a job?
- How can we add more skills and benefits?

Activity 3

My Resume



This activity will cover the basics of creating a resume. Participants will look at examples and outlines of traditional resumes, and learn how to formulate their own skills and experiences into a professional resume.

Instructions

1. Introduce the activity: *This activity will introduce you to the basic steps in creating a resume as well as several samples that you can use to create your own resume.*
2. Start the activity by confirming with the group that they are comfortable talking about their experiences or skills with others.
3. Explain that the next step – an important aspect of applying for a job – is writing down these experiences and skills in a formal document called a resume.
4. Pass out copies of Handout 1 (which provides a resume outline) and, together with the group, read through each section. Make sure that participants understand the purpose of each section, and what content is needed to complete it.
5. As an example, hand out a copy of your own resume that you created using the template. Read through it with the group.
6. Using Slide 2 of Facilitator Resource 2, share some tips with the group that they should keep in mind when creating their own resumes.
7. Provide a copy of Handout 2 to each participant. This will help them to strengthen their resumes by using action verbs, and they should keep this handout next to them as they begin writing.
8. Once participants have had time to read through the tips and the list of action verbs, pass out Handout 3, which is a blank resume template. Participants should work individually to fill in the template (either using a computer, if available, or writing their resume out on blank paper).
9. Give participants 30 minutes to create their own resumes. Walk around and provide support where needed.
10. If participants don't finish their resumes within the time, encourage them to finish them at home and to bring their draft to the next session.



Activity 4

Cover Letters



Handout 4
Local newspaper
with different job
postings

Print out enough copies of Handout 5 for each participant. This activity will introduce participants to the concept of a cover letter. Participants will see examples of an effective cover letter, and will be tasked with writing their own.

Instructions

1. Introduce the activity: *In this activity, you will learn about cover letters. Cover letters are types of letters that are sent with a resume when requesting a job interview. There is a standard template for writing a cover letter, with the opening sentence stating clearly the purpose of the letter. The rest of the letter is used to support the candidate's request for an interview.*
2. Pass out a copy of Handout 4 to each participant, and spread out the job advertisement sections from several local newspapers amongst the group.
3. Ask each participant to choose one of the jobs in the newspaper and practice writing a cover letter as if they were applying for that job.
4. Give participants 20 minutes to craft a letter and then ask for volunteers to share theirs with the whole group.

Reminders for the next session

Remind participants to continue to work on their resumes and cover letters if they didn't finish them during the session, and to bring both to the next couple of sessions.

My Resume

Objectives	<ul style="list-style-type: none"> Participants will reflect on their own networks, and understand how to view relationships at different levels. Participants will practice their networking skills through hands-on, movement based activities. They will start to be able to visualise their network.
Materials Needed	<ul style="list-style-type: none"> Flip charts, paper and pens, ball of yarn Facilitator Resource 3
Space Needed	Classroom and outdoor space to move and run around in
Required Preparation	<ul style="list-style-type: none"> For Activity 3, prepare a 'script' or 'pitch' of about one minute, that can serve as a good example for participants.



This session engages participants in activities that will strengthen their networking skills and keep them on track during a job search. Participants will be asked to practice these skills by creating and strengthening their networking scripts and developing their own network list.





Activity	Time
Review of Previous Session	10 minutes
Activity 1: Web of Connections	30 minutes
Activity 2: My Own Network	45 minutes
Activity 3: What To Say	45 minutes
Next Session Preparation for Participants	10 minutes

Introduction to Participants

Welcome to Session 9b! During this session, you will explore the different connections you have with people in your life, and how you can use those connections to help with your job search. You will also create and practice acting out a script that allows you to quickly introduce yourself and let someone know how they could potentially support you in your job search.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous session:

- What skills did you explore and learn

more about during the last session?

- Why are they important if we want to gain employment with a company or organisation?

Activity 1

Web of Connections

20
MIN

This activity will build upon the previous sessions' activities on networking, and provide more detail on networks and how to create and interact within them.

Instructions

1. Introduce the activity: *In this activity, you will explore ways to create your own network of supporters as you begin your job search.*
2. Ask participants to gather in a circle. Hold up the ball of yarn.
3. Explain that this yarn will be passed around so that everyone has a chance to catch it, hold onto a piece, and then throw it. By the end of the activity, the yarn will connect everyone.
4. When a participant has the yarn, they will share an experience of working with others e.g. on a sports team, in school, at home or in the community.
5. After sharing her experience, the participant will hold onto a piece of the yarn and then throw it to another participant across the circle. This will continue until everyone has had a chance to share. If someone isn't interested in sharing an experience, then they can instead speak about their involvement in this group and why they enjoy being part of it.
6. Once everyone has had a chance to share, ask the participants to pull tightly on their piece of yarn, illustrating that they are all linked together.

Discussion

- How many times do you meet new people or new groups in your life? How do we make connections with others? Why?
- Do you keep in touch with them? How and why?
- Can the people we meet and the connections we make in the community help us with different aspects of our lives? How?
- How can creating different connections with different people and groups help us in our job searches?
- What is the purpose of connecting with others (networking)? What are the benefits? Potential answers include:
 - a. To gather information and seek advice about different professions, fields, industry trends, required skills and expertise.
 - b. To increase your visibility in a particular field or industry.
 - c. To find suitable mentors to guide you as you search and apply for jobs.
 - d. To advance your professional development and find the next job opportunity.
 - e. To talk to as many people as possible about your job search.

Activity 2

My Own Network



In this activity participants are asked to think about their personal connections both inside and outside of their physical communities. Participants will then write down and practice what they might say when meeting with different people in their network.

Instructions

1. Introduce the activity: *In this activity, you will individually think of your own network or connections and illustrate it as a drawing.*
2. Each participant should take a piece of flip chart paper and draw themselves in the middle.
3. They should then draw a circle around themselves. This represents their 'first-degree contacts' – the people they know very well – that might be able to help them somehow in their job search. This first layer normally includes parents and siblings, best friends, relatives, coaches, and significant others. Give participants 5- 10 minutes to create this first circle, listing the names of their first-degree contacts.
4. Instruct the participants to add a second circle, representing their 'second-degree contacts'. Participants know these contacts and feel comfortable speaking with them. However, they are not as close to them as those in their first circle. This second layer can include teachers, parents of friends, other coaches in their sports club, past contacts, etc. Give participants 5- 10 minutes to complete the second circle, specifying the names of their second-degree contacts.
5. Instruct participants to draw a third circle which includes their 'third-degree' contacts who they know, but not very well, and only interact with occasionally. This third layer can include people in the neighbourhood, someone from a store they visit, a colleague of their parents, etc. Give participants 5- 10 minutes to outline the names of their third-degree contacts in the third circle.
6. Finally, participants will draw a fourth and final circle. Fourth degree contacts are those people whom the participants want to meet or hope to have contact with, but they haven't yet established that relationship. These people can live inside or outside of their community, and can include local politicians, sports stars, inspirational figures, etc. Give the participants 5 - 10 minutes to complete this last circle.

Activity 3

What to Say



To prepare for this activity, develop your own networking script to share with the group. This activity will task participants with creating a 'script': a couple of paragraphs that they can say when meeting an important connection who may help them in their job search.

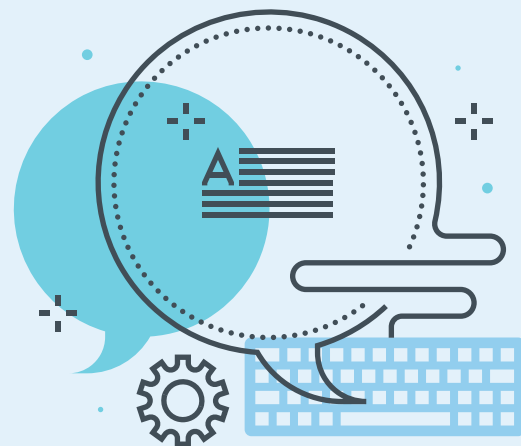
Instructions

1. Introduce the activity: *It is important to have a 'script' or a 'pitch' ready when you meet a potentially important connection. This is similar to the answers you practiced in the 'What is your background?' question during the Session 8. The pitch should be a one minute summary of your current interests, goals and needs, which will change depending on the timing and the audience.*
2. Use your own script as an example. Have one of the participants role play as someone that is very important in your job search, and act out your script in front of the group.
3. Give participants 20 minutes to work on their individual scripts. Remind them that the script depends on who they meet and what they would like to ask that person (e.g. for more information about a job or company, to be a mentor, for support in connecting to someone else, etc.)
4. After participants have written their scripts, they should find a partner to share their script and ask for feedback.
5. Once they share their script with one person, they should find someone new and share again, getting more feedback to improve their script.

Discussion

Bring the group back together and ask them the following questions:

- Did you enjoy the activity? Did you find it challenging to create your own script? Why or why not?
- Why is having a script important?
- How can you practice this skill and your script in your everyday life?
- Will your script change slightly depending on who you are speaking with? Why?



Reminders for the next session

Explain to participants that their homework is to practice their script with at least three people before the next session. These

should not be other participants. They should write down the outcomes of these exchanges in their notebooks.


Session 10

The Job Interview

2 HOURS
45 MIN

Objectives	<ul style="list-style-type: none">• Participants will learn how to be aware of the job market.• Participants will explore creative strategies for job hunting.• Participants will understand the phases of a 'typical' interview.• Participants will understand the importance of informational interviews as a job hunt strategy.
Materials Needed	<ul style="list-style-type: none">• Flip chart paper, markers, notebooks• Facilitator Resource 1, 2 4 and 5• Job section of recent local or national newspaper• Computers and internet (if possible)
Space Needed	Classroom and a space to move around in
Required Preparation	<p>Activity 2 requires some advance preparation, depending on the option you choose:</p> <ul style="list-style-type: none">• Option 1: Plan a trip to the local market or commercial centre, to take place between this session and Session 11.• Option 2: Reach out and invite a series of local business owners (plus national/international business owners, if available) to speak to the group and answer questions on their businesses and the market. The business owners should not be invited to Session 10, but to a separate event that should take place between this session and Session 11. Engage the participants in the organisation of this event, and perhaps arrange some small refreshments. <p>For Facilitator Resource 1, add a local case study about conducting market awareness research on a local company/business and its market. Include this as a last slide to share with the participants.</p> <p>Facilitator Resource 4: Ensure that the sample answers are relevant to the context where the participants live, and adjust if necessary.</p>

This session will help to better prepare the participants for potential interviews. Participants will first focus on the steps to take before securing an interview, focusing on creative job hunting strategies. Participants will learn about the potential benefits of using social media platforms and spaces as part of their job hunt, while also understanding how to maintain a responsible online presence. Participants will then learn about the stages of a typical interview, how questions might be framed, and receive tips to help them efficiently navigate the interview. Finally, participants will learn more about the marketplace and its significance, and then engage in a hands-on project in small groups.



Activity	Time
Review of Previous Session	10 minutes
Activity 1: Answers and Then Questions	30 minutes
Activity 2: Market Awareness	45 minutes
Activity 3: The Job Hunt	45 minutes
Activity 4: Interview Preparation	45 minutes
Next Session Preparation for Participants	10 minutes

Introduction to Participants

Welcome to Session 10! During this session, you will learn more about what job interviews typically look like and what skills and tips are needed in order to be prepared. You will also conduct research on specific industries and sectors in order to understand what type of opportunities exist.

Review of Previous Session

Before starting the activities, ask participants some questions related to the topics discussed and skills practiced during the previous session:

- What skills did you explore and learn more about during the last session?
- Why are they important if we want to gain employment with a company or organization?
- Ask participants to share their experiences of sharing their scripts with others in the community (as they were asked to after the last session).

Activity 1

Answers and Then Questions



This activity will encourage the groups to think creatively and rearrange their thought processes to be able to adapt typical interview answers to different questions.

Instructions

1. Introduce the activity: *The challenge in this activity is to turn your thinking around: you need to think of questions instead of answers. You will be presented with an answer and then asked to come up with appropriate questions.*
2. Ask participants to form groups of 4 or 5. They need to think of as many questions as possible to suit a given answer. Inform the groups that they will be competing against each other to come up with the most questions that fit with the given answer. Explain that the funnier the questions are, the better.
3. To begin, say one answer out loud. Possible answers include: ants, banana peel, fire, little sister, tea. However, also feel free to think of answers that are culturally relevant or answers that might elicit funny questions to make this activity more enjoyable for the participants.
4. The groups must work together to come up with as many questions as possible write them on their flip chart.
5. After 5 minutes, tell them that the time is up and have each group share their answers.
6. Play the game for 3 or 4 rounds, with a new answer for each round. Encourage the groups to try to do better each time by, for example, changing their strategy.
7. Remind participants that being able to think of good questions as well as good answers is important as they begin their job searches, and connect with other people.



Market Awareness



This activity will introduce participants to the importance of market awareness, and explain why they should do research on the company and business environment before talking to their connections or attending an interview.

Instructions

1. Introduce the activity: *You have to think of a time in your life when you did research on a topic, or had to find information on something. Possible examples: conducting research on topics for school, or finding information about a team they were about to play so they could be prepared for the match).*
2. Explain to participants that an important part of searching for a job or making connections with people about potential job opportunities is to do research on different companies and on the sector (agriculture, marketing, fashion, sales etc.) that you are interested in.
3. Read through Facilitator Resource 1 with the group, explaining why market awareness is important and what it looks like.
4. There are three different ways to continue this session:

Option 1

1. Explain to participants that they will be taking a trip to the local market or commercial centre. You can plan this trip anytime between this session and the next session. Let them know the date and time if it is already planned.
2. Explain to the participants that during the trip they will walk around and observe the different types of businesses and the types of industries or sectors that are represented. They should record these in their notebooks.
3. To prepare for the trip, ask participants to now work on preparing a list of questions that they could ask business owners while in the market or commercial centre. You can show them Slides 2 and 3 of Facilitator Resource 1, which can help them with this exercise.
4. Remind participants to bring their questions and notebooks on the trip.

Option 2

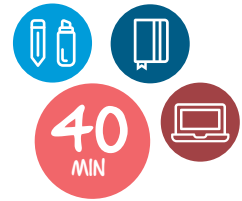
1. Explain to participants that you have invited several business owners from local, national and/or international businesses to an upcoming event that the participants will help organise and be a part of.
2. During this event, they will have the opportunity to ask the business owners questions. They must ensure that questions will provide them with useful information that will help them develop their market awareness of those companies and sectors.
3. To prepare for this event, ask participants to prepare a list of questions that they could ask the business owners. You can show them Slides 2 and 3 of Facilitator Resource 1, which can help them with this exercise.

Option 3

1. This option is only possible if there is access to internet and computers or phones with internet.
1. Ask participants to get into groups of three or four and tell them that they are going to begin practicing their market awareness skills. The groups will start by deciding on a local or national company or organisation. At least one participant in the group should be interested in finding employment at the company or organisation, either within the next year or in the near future.
2. Inform the groups that their task is to conduct research on this company or organisation, and to present their findings. Everyone in the group should be involved, and they can decide how they want to present the information. The presentations should be no longer than 3 minutes long.
3. Give participants about 30 minutes to do their research on the company or organisation they have chosen.

Activity 3

The Job Hunt



This activity will expose participants to a variety of strategies for finding job opportunities. They will also have the chance to make progress on strategies of their choosing.

- Printed copies of Facilitator Resource 2
- Access to internet (if possible)
- Copies of the job postings from a recent, local/national newspaper.

Instructions

1. Introduce the activity: *In this activity, you will explore a variety of strategies for finding job opportunities and continue making progress on your job search.*
2. Ask participants to form pairs and then brainstorm different ways of finding jobs in their community. Give them 5 minutes and then ask for volunteers to share their ideas.
3. Share Slide 1 from Facilitator Resource 2 with the group. Talk through each strategy and add any additional strategies that the participants shared during the brainstorm.
4. Ask the participants to get into pairs and discuss what strategies they have already used in their own personal job searches, or what strategies they think they would like to try. Give the pairs 10 minutes to discuss.
5. Next, ask participants to each choose one strategy and, for the next 20 minutes, make progress on that strategy in some way. Encourage participants to be creative.
 - a. If they choose the strategy of obtaining an informational interview, making progress on this strategy could involve drafting a list of questions they could be asked during such an interview. It could also mean making a list of the people or companies that they would like to approach for an informational interview. Share copies of Slides 2 to 5 of Facilitator Resource 2 with those who are interested in this strategy.
 - b. If they choose the strategy of conducting research on the web or from a newspaper, encourage them to make a plan for how they will do this research, or to already start doing it if there is access to a computer.
 - c. If they choose the strategy of expanding their network, ask participants to think about the places where they might be able to meet new people and make new connections.
6. After 20 minutes, inform participants that they can continue this assignment after this session. To maximise their chances of success in finding a job, they should follow a number of different strategies.



Activity 4

Interview Preparation

45
MIN



Participants will begin preparing for interviews by learning about the STAR strategy, and how it can be used to answer certain types of questions during a job interview.

Slides 1 - 3 from Facilitator Resource 4 and enough copies so each group has their own questions.

Instructions

1. Introduce the activity: *One way of preparing for a job interview is to prepare answers for a set of questions that are commonly asked at job interviews. In this activity, you will practice preparing your own answers.*
2. Share the question on Slide 1 of Facilitator Resource 4 with the group, and then share answers from two different young women, also in the resource.
3. Ask the participants to get into pairs and spend five minutes discussing which answer they think is better and why. When the time is up, ask for volunteers to share the outcome of their discussion. Participants may mention some of the following points:
 - a. The first response seemed disorganised and unclear.
 - b. The second response was a bit clearer and more organised.
 - c. The first response didn't really answer the question well. It was ambiguous, and did not provide a concrete example.
 - d. The second answer provided a specific example.
 - e. The second answer had three parts to it: It first addressed the situation or what happened; then it specified what the person did to address the situation; and finally, it outlined the results of the actions taken!
4. Show two more questions and answers from Slides 2 and 3 of Facilitator Resource 4, and repeat step 3 with each question.
5. Divide the participants into groups of three, and hand each group a copy of a new question from Facilitator Resource 4. Each group should get a different question.
6. Explain that each person in the group has 10 minutes to individually think about their own response to the question. They should keep in mind the differences between the weak answers and strong answers in the examples that they just saw.
7. When everyone in the group has had the chance to think about their answers, one participant in each group will roleplay as the interviewer, one will respond as the interviewee, and the third participant will observe and provide constructive and useful feedback afterwards.
8. The groups should then switch roles, so that all three group members have the chance to be the interviewee.
9. Give the groups 15 minutes and then ask them to exchange their question with the question of another group. The groups should then repeat steps 6 to 8 one more time, working on their new question.
10. Conclude the activity by sharing printed copies of Facilitator Resource 5 with the group. With the group following along, read through the stages of an interview, and ask if anyone has any questions related to a typical job interview. Inform participants that this is what a typical interview looks like but, depending on the job or the person conducting the interview, there could be variations.

Reminders

- Depending on what was decided for Activity 2, remind participants of their upcoming tasks for the market awareness activity.
- If option 2 is chosen, remind participants about the time and place and any other logistical information they need for that option.

Session 11



My Mentors

Objectives

- Participants will strengthen their networking and presentation skills.
- Participants are introduced to the different forms of support that will continue after the module has finished.
- Participants will understand the importance of having a mentor or mentors who can support them while they search for employment or build a business.

Materials Needed

- Flip chart paper (enough to be able to give each participant a sheet)
- Notebooks, markers and pens

Space Needed

Classroom and outdoor space to move and run around in

Notes for Facilitators

Printed copies for each participant of Handouts 1 and 2

In this session, participants will have the opportunity to further practice their presentation skills for pitching their business ideas or marketing their skills and experience. Participants will also explore the importance of finding the right mentors to support their goals of finding employment or becoming an entrepreneur.



Activity	Time
Review of Previous Session	10 minutes
Activity 1: Why Should You Hire Me or Buy From Me?	45 minutes
Activity 2: Circles of Influence	45 minutes
Activity 3: Be My Mentor	30 minutes
Next Session Preparation for Participants	5 minutes

Introduction to Participants

Welcome to Session 11!

Review of Previous Session

Before starting the activities below, ask participants from each pathway to share about what they did during their pathway, asking some of the following questions:

- What skills did you explore and learn more about in your pathway?
- Why are they important if we want to gain employment with a company or organisation?

Activity 1

Why Should You Hire Me or Buy From Me?



This activity will give participants the opportunity to reflect on what they have learned throughout the module, as well as the chance to practice their presentation skills.

Instructions

1. Introduce the activity: *In this activity, we will practice our presentation skills by trying to convince others that they should buy a product from us or hire us. This activity will also help us reflect on the past sessions.*
2. Put the following question to the group: *Why should someone buy a product/service from you, or hire you?*
3. Explain that each participant should create a two-minute presentation of their own answer to that question. The presentations should reflect what they have learned over the course of the module and be engaging and fun. Encourage the participants to not just read from a paper script.
4. Give them 15 minutes to write down their ideas and prepare their presentations.
5. Once they are finished, the participants will each take turns presenting their answers to the rest of the group.
6. After each person presents, ensure that the group gives them a large round of applause.

Discussion

After the final presentation, ask the participants the following discussion questions:

- How did it feel to give a presentation? Was it easier this time, compared to the first time you gave a presentation in this module? Why or why not?
- How did it feel to watch the presentations of your fellow participants? Was it exciting? Why or why not?
- Presentation skills are very important for both getting a job and starting your own business. How can you continue practicing them?

Activity 2

Circles of Influence



This activity will give participants the opportunity to identify the connections that will help them to achieve their goals. This will help them to expand their networks and to turn their ideas into concrete action plans.

Instructions

1. Introduce this activity: *In this activity, you will get the opportunity to identify connections that will help you achieve your goals and expand your networks.*
2. Hand out one piece of flip chart paper to each participant. Explain to them that they should cut the paper in half.
3. At the top of both pieces of paper, ask the participants to write down their main goal or objective (e.g. finding a job that involves sales, or starting a jewellery making business etc.).
4. Instruct them to write the phrase “Support for Specific Activities” in the middle of one of the pages, and draw a circle around it. Around the circle, they should then write the names of people they know who can help them to fulfil their goal or objective, and to also indicate how exactly they might be able to help. For example:
 - a. Mr. John can help me find less expensive raw materials for my jewellery because he goes to a large market in another city on a weekly basis.
 - b. Mrs. Sarah can help me find customers for my jewellery because she works in a very busy hair salon.
 - a. Mrs. Kisha can help me write my cover letter because she is a teacher and writes very well.
5. Give participants 15 minutes for this part of the activity.
6. When the 15 minutes are up, ask participants to write the word ‘Mentors’ in the middle of their second piece of paper, and then draw a circle around it.
7. This time participants will write down the names of the people in their lives that will help to guide and support them; not necessarily with specific activities, but throughout their whole journey towards achieving their objectives. These people can be local, or based in another city or country. For example:
 - a. Someone who participants can call or email anytime for advice on a particular problem.
 - b. Someone who can give general guidance or support.
 - c. Someone they can meet with on a weekly or monthly basis.
8. Give participants another 15 minutes to identify people in this category.
9. Tell participants that they can add to these groups as they progress towards their objective. Also explain also that there could be overlap and it is possible for someone to fit in both categories.
10. Once the allotted time has passed, ask for several volunteers to share their lists with the group.

Activity 3



Handout 1 and 2

Be My Mentor

This activity will introduce participants to ways of asking people in their network to be their mentor. Participants will explore the steps they need to take to ask someone for an initial meeting and reflect on the responsibilities of being a mentee. Finally, they will practice writing an initial contact email/letter to a potential mentor.

Instructions

1. Now that participants have an initial list of people who they think would be a good mentor, it is time to explore some important tips on how to ask someone to be a mentor.
2. Remind participants that potential mentors can be very busy and, if they do agree, they would be offering time that could be spent doing something else. It is therefore the responsibility of mentees to do their research, be clear about what their needs are, value their mentors' time, and always follow up.
3. Give copies of Handout 1 to each participant. This outlines important steps for asking someone to be a mentor. Read through the steps as everyone follows along.
4. Next, pass out copies of Handout 2, which provides a sample email or letter asking a potential mentor for an initial meeting.
5. Ask participants to pick one person from the list of potential mentors they made in the previous activity, and then draft a sample email/letter to them.
6. Give participants 15 minutes to do this, and then ask them to share their letters with the whole group.
7. Explain to the group that they can also use these letters as a script if the only way to make initial contact is face-to-face or over the phone.
8. Finally, tell participants that before the next session, they must try to reach out to at least one potential mentor. They might even consider inviting them to their last session or graduation.

Reminders for the next session

Remind participants to reach out to at least one potential mentor, as discussed in Activity 3. They can do this through email, by phone, or face-to-face.

Session 12

Reflecting on My Journey



Objectives

- Participants will reflect on the module and on what they have learned.
- Participants will identify their next steps, based on their individual goals.
- Participants will explore the importance of supporting each other and the network that they have created together over the course of the module.

Materials Needed

- Notebooks and pens
- Post-it notes or notecards (enough to be able to give 10 to each participant)
- Flip chart paper
- Small speaker and some fun music


Space Needed

Classroom and outdoor space to move and run around in

Notes for Facilitators

- For Activity 1: Write the reflection questions on pieces of flip chart paper, and tape them up around the room.
- For Activity 2: Print enough copies of Handout 1 for each participant. Complete one template with an example of a goal and some examples of action points.

In this session, participants will be able to reflect on their thoughts and opinions about the module, and share with both their peers and the facilitator. In addition, participants will create their own action plans, and leave with solid next steps to take in order to pursue their goals of entrepreneurship or employability. Finally, participants will explore the connections they have made with each other, and how they can use their own network to gain strength and confidence, and support each other in achieving their goals.



Activity	Time
Review of Previous Session	10 minutes
Activity 1: My Thoughts and Opinions	30 minutes
Activity 2: My Next Steps	45 minutes
Activity 3: I Am Here to Help!	45 minutes
Activity 3: Planning the Graduation	20 minutes

Introduction to Participants

Welcome to Session 12, the last session of Be Independent! It has been a long journey but we have made it at last. In this last session, you will give us feedback on your experience of the module, create an action plan for your next steps, learn more about how you can support one another, and start planning your graduation celebration!

Review of Previous Session

Before starting the activities below, ask participants to share what they learned during the previous session, by asking them the following questions:

- Do you think you are ready to present yourself and your goals to others in the community? Why or why not?
- Do you feel confident that you have a strong group of mentors or people who will support you? Why is that important for an entrepreneur or someone looking for a job?

Activity 1

My Thoughts and Opinions

Pieces of flip chart paper with the reflection questions put up around the room.



This activity will give participants an opportunity to reflect on the module, their experiences, and what they have learned.

Instructions

1. Hand out a small stack of post-it notes (or note cards) to each participant, and tell them that if they need more during the activity, they can raise their hands.
2. Explain that there are flip chart papers up around the room, each posing a different question.
3. Read the questions one by one. Feel free to use all of them or only the ones that seem most relevant. After reading a question, ask participants to write their answer to it on one of their post-it notes (or notecards) and then stick the post-it on the paper with that question. The questions are:
 - a. What were your expectations for this module, and how did the sessions meet or fail to meet your expectations?
 - b. Which session and activities did you enjoy the most and why?
 - c. How would you describe this module to someone who may be interested in participating? Would you recommend it? Why or why not?
 - d. What did you appreciate about this module?
 - e. If you could extend the module, by adding another session, what additional topics or themes would you include?
 - f. Looking ahead, which skills do you want to improve?
 - g. How have you changed during this module?
4. After each question, discuss the answers as a group, and ask participants why they felt the way they did. Explain that participants should not be afraid to answer truthfully as this is meant to provide feedback about the module as well as help the facilitator support the group with next steps.

Activity 2

Printed copies of Handout 1 for each participant, sample action plan.

My Next Steps



This activity will help participants to think about their immediate next steps in their job search or in starting their own business.

Instructions

1. Pass out copies of Handout 1 to each participant. Share your action plan as an example.
2. Reiterate that this template should be used to identify the immediate next steps they will take after graduating from this programme.
3. Ask participants to brainstorm individually for 20 minutes on their next steps, and to fill in the action plan in Handout 1.
4. After 20 minutes, ask the participants to get into pairs to share their action plans.
5. When the allotted time is up, ask for some volunteers to share their plans with the whole group.
6. While participants are filling in their action plans, play some music in the background to keep the atmosphere relaxed and fun.



Activity 3



Cloths to use
as blindfolds

I Am Here to Help

This activity will illustrate to participants that, in order to better overcome the obstacles that we will face as we move forward in our lives, we need each other, and we need to support each other.

Instructions

1. Create a circle of cones with a 15m diameter. Ask the participants to get into pairs and to find a spot on the perimeter of the circle facing the middle.
2. One participant in the pair must climb onto the back of their partner and hold on. The participant who is carrying her partner on her back must then be blindfolded with a piece of cloth. The participant being carried must keep her eyes open.
3. When you blow the whistle, each participant carrying her partner must walk through the circle to the other side, being guided by her partner on her back. The objective is for each pair to get across the circle without touching another pair.
4. If they do, they must go back to the outside the circle and start again.
5. Play one round and then switch so that the participant carrying her partner is now the one being carried. When the second round is finished, gather everyone together for a final discussion.

Discussion

Ask the participants the following questions:

- How did it feel to be the one carrying your partner and not being able to see?
- How did it feel to be the one being carried and seeing everything?
- When you were blindfolded and carrying your partner, how did your partner guide you? How did they use their voice? Their bodies? Were they loud or quiet, calm or nervous, negative or positive?
- What were the most effective ways to lead your blindfolded partner through the circle?
- How do you think this activity relates to moving forward after this module? What is the message that this game is trying to teach us about the network we have created together during this experience?
- Why is it important to support one another as we continue on our own journeys?
- Can we overcome obstacles alone? Why or why not?

Activity 4

Planning the Celebration



This last activity will allow participants to help the facilitator and the organisation to plan a fun graduation celebration.

Instructions

1. Ask the participants to get into small groups of 4 or 5 and brainstorm ideas for a fun graduation celebration. Ask the groups to think about who they want to invite, what the invitations should say, and what the ceremony should look like.
2. Give the small groups about 10 minutes to think of ideas.
3. Ask a representative from each small group to share their ideas with everyone.
4. Decide on a game plan together with the whole group. Try to ensure that each participant has a role or responsibility for a certain aspect of the planning and preparations for the graduation.



