



Labor Market Services for “Cash for Work” Project

Orientation Sessions on the Labor Market

For raising self-awareness of beneficiaries’ professional skills and increase their employability in local markets in Rihab and Djainieh

June 2022



DVELOPMENT & **R**ESearch **S**USTAINABLE

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Table of Contents

Session 1: Crossing the Bridge: An Introduction to Employability	4
Session 2: What Do I Bring to the World of Work?	2
Session 3: Imagining Your Ideal Job	23
Session 4: Planning for the Future	40

Objective: To raise self-awareness of 300 cash workers' professional skills and increase their employability in the workplace.

Key topics:

1. Self-awareness - knowing your skills and qualification
2. Learning and exploring the opportunities in the community
3. Setting goals

Session #	Session Title	Learning Objectives <i>By the end of this session, participants will be able to:</i>
1	Crossing the Bridge: An Introduction to Employability	. List at least three types of jobs in the local community. . Explain at least two training norms established by the group. . Analyze what it means to be "employable." . List at least four skills needed to be employable. . Describe two personal goals for the training, as identified in a self-assessment.
2	What Do I Bring to the World of Work?	By the end of this session, participants will be able to: . List at least five personal skills, talents, and interests. . Practice positive thinking, team building, and teamwork, and explain the difference between observable facts and assumptions and state at least one example of each. . Communicate their skills, talents, and interests in a short discussion with a peer. . Practice basic communication and Presentation Skills.
3	Keeping the Goal in Sight: Jobs Available in the Community	By the end of this session, participants will be able to: . Describe at least three different types of paid or unpaid work. . Articulate at least two lessons learned from the guest speakers about working in the community. . Communicate their skills, talents, and interests
4	Planning for the Future	. Understand the value of developing a plan toward reaching a goal. . Develop a "road map" as a planning tool for their job search. . Understand work ethics and employee obligation as per Jordan Labor Law . Develop strategies for overcoming challenges to their plans. Closing: • Review key lessons from the sessions. • Assess participants' progress since starting the sessions.

Session 1: Crossing the Bridge: An Introduction to Employability

Sector:	Youth in Development
Competency:	Communicate ideas effectively, listen actively, understand steps to becoming employable
Training Manual:	Youth Livelihoods: Employability
Terminal Learning Objective:	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, and to engage in deeper self-awareness.
Session Rationale:	Agreeing on the purpose and objectives of the training is important to creating learner buy-in. Establishing norms and rules of conduct will foster a safe and productive learning environment.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Trainer Expertise:	Basic understanding of employability, and what it takes to get and keep a job in the local environment.
Time:	2 hours, 30 minutes
Prerequisites:	Participants have basic knowledge of jobs available in the area.

Session 1: Crossing the Bridge: An Introduction to Employability		
Date:	Time: 2 hours, 30 minutes	Trainer(s):

Trainer preparation:

1. Review this session plan and adapt it appropriately for your local context. Be sure to change the names of the characters in the skit to local names, and to rework the skit so it fits with local realities. It may be helpful to create a trainer guide with the entire training design (session titles, time frames, breaks, etc.) as it will be delivered in your location.
2. If it is possible, solicit two volunteers to perform a 10-minute skit for this session, and work with them to rehearse the skit before the session begins. See Trainer Material 1.
3. If it is not possible to have a skit, make enough copies of Handout 1 for all participants. Also, make copies of Handout 2. Where copying is not available, you will need to read aloud Handout 1, and you can write the contents of Handout 2 on the flip chart or board.
4. Create a wall-sized “Bridge to Employability” flip chart. See Prepared Flip chart 1.
5. Purchase a small, inexpensive, locally available notebook as a sample “action journal.”

Materials:

Equipment

1. Flip chart, easel, and paper or board
2. Markers or chalk
3. Tape
4. One small red card and one small yellow card to use during one-minute presentations
5. Timer or watch
6. Ball (can be a real ball, or just a balled up piece of paper or clothing)
7. Props for skit (optional—use whatever is locally available)
8. Small cards or paper for session assessment
9. Pen or pencil for each participant
10. Sample “action journal”

Handouts

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

Handout 2: I Can Do It! Self-Assessment

Prepared Flip charts

Flip chart 1: The Bridge to Employability

Flip chart 2: Discussion Questions on Self-Assessment

Trainer Materials

Trainer Material 1: Preparing the Skit

Trainer Material 2: Session Assessment

Session Learning Objectives:

Participants will

1. List at least three types of jobs in the local community.

2. Explain at least two training norms established by the group.
3. Analyze what it means to be “employable.”
4. List at least four skills needed to be employable.
5. Describe two personal goals for the training, as identified in a self-assessment.

Phase/Time/Trainer Materials	Instructional Sequence
Motivation Up to 15 minutes Ball	A. Jobs—Ball Toss This activity will begin the training with some laughter and a bit of fun, so participants will feel more relaxed and at ease. 1. Welcome the group to the Employability training and briefly introduce yourself. Indicate that we want to begin our session with a bit of fun. 2. Invite participants to join you in a circle. Give instructions for the short warm-up: a. “Since we’ll be working together on the topic of employability, we’d like to start right away in thinking about the types of work people do when they are employed.” b. “We will toss the ball around the circle. When you catch the ball, name one type of work you have seen in the community or that you know about.” c. “The next person to catch the ball will say all of the types of work he or she has heard so far, and then will add another type of work to the list.”
Up to 25 minutes Ball Timer or watch Red card Yellow card	

	3. Begin the activity, and continue until every participant has had a turn. Be sure to keep the atmosphere light and lively. 4. Invite participants to return to their seats. Suggest that the group has gathered in this training to better prepare for and achieve the types of work they just named, so it is helpful to keep that end result in mind as they begin their work together. 5. Transition to the next activity. <u>Note:</u> This activity serves as an assessment of Learning Objective 1. B. Getting to Know You: Individual Introductions This activity will help participants begin to get to know one another and develop a healthy group dynamic. It also introduces the communication skills and group norms that will be used throughout the training. 1. Introduce the activity, perhaps by using some of the following language: “We’re Possible answers: helps us feel comfortable, makes it easier to work together, helps build trust, and makes learning interesting. Post Adaptation: It is possible that all participants know each other but the facilitator does not know them. If this is the case, ask them to introduce themselves so you can begin to get to know them.
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Phase/Time/Trainer Materials	Instructional Sequence
2 hours	2. Give instructions for the introductions activity: Participants will have one minute to introduce themselves and to tell the group a bit about themselves. Remind participants that they will have only one minute to speak, and encourage them to share whatever they can about themselves during that time: name, where they are from, favorite activities, type of job they might be interested in, and so on. Remind the group how important it was in the warm-up to listen to what everyone in the room was saying in order to be successful at the activity. In the same way, in order to be successful in the world of work, they must listen attentively and respectfully to those they work with. Suggest they begin practicing those skills now, and listen attentively as each member of the group introduces himself or herself. Indicate that when the minute is almost up, you will hold up the yellow card.

	(Show the yellow card.) When time is up, you will hold up the red card (show the red card) and it will be time to move on to the next introduction. Check for understanding of the instructions and begin the activity. <u>Note:</u> These guidelines establish the need to be mindful of time; to emphasize respectful participation; to show it can be easy, fun and quick; and to set the expectation that everyone will actively participate. <u>Note:</u> You could also ask a member of the group to serve as the timekeeper. 3. Model the activity by introducing yourself. Be sure to have the ball from the last activity in your hands when you begin. <u>Note:</u> Have fun with your introduction so the group is encouraged to have fun and relax. Make sure you adhere to the time limit! 4. Toss the ball to a participant and begin the activity. Use the yellow and red cards to show the time. Ask the participant to toss the ball to another participant, and continue with the activity until all participants have introduced themselves.
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Phase/Time/Trainer Materials	Instructional Sequence
Up to 20 minutes Flip chart or board markers or chalk Sample action Journal	5. Summarize the activity and segue to the next one, perhaps using some of the following language: “Thanks so much for your introductions. We learned a lot about each other. It’s important to feel comfortable talking about yourself when you are looking for a job, so we’ll have plenty of chances to keep practicing this skill during the training. In just a few minutes, we are going to talk much more deeply about the course, and what we will share and learn together. Before that, let’s spend a few minutes talking about how we’ll work together throughout the training.” C. Working Together in Harmony: Setting Group Norms This short exercise to establish group norms and rules of conduct helps to ensure a more productive, cooperative learning environment. It also sets the stage for sessions on teamwork, communication, and other skills that come later in the training. 1. Introduce the activity, perhaps by using some of the following language: “It is important for us to create an environment in which we can all learn and work together well. In this next activity, I’d like for us to identify the things we need to do so we can all be comfortable and have a productive training time. For example,

	I feel it is important to start and end on time, so I was happy you were on time today and that we kept to the time limit in our introductions. Is being on time important to you?" (If participants agree, start the "Group Norms" list with "Be on time," as an example.) 2. Standing in front of the flip chart or board, facilitate a brainstorm, using some of the questions below to help the group come up with training norms and rules. Jot down the group's ideas as you go along. Here are some suggestions for questions you might ask to prompt responses from participants: a. "Now let's talk about other things we can do and ways we can act that will help us work well together. Think about a class and a teacher who you really liked. What did the teacher do that made you feel good about yourself and that class?" Possible answers: gave students praise, called on different people, asked good questions, gave students time to think. b. "Now think about the students in that class. What did they do to make it a good class?" Possible answers: listen when others speak, pay attention, show respect for other people and their ideas, no whispering while someone is speaking, participate, stay focused on the topic and task, help each other. c. "What about questions? Is it OK to ask questions? How about mistakes?" Possible answers: It's OK to ask questions. Someone else may have the same question. It's also OK to make a mistake. Mistakes are also part of learning. d. "What about how you treat your classmates? What are some good ways to act toward them? Think about our introductions earlier in the day." Possible answers: give positive feedback, encourage the person, applaud, ask a question to show you're interested in what they are saying. 3. Review the material together, and use it to come up with a short, clear list of acceptable training norms with the group. Guide the group so they are listing tangible, measurable, and observable behaviors, not just concepts. For example, if a participant says, "Be polite," ask for specifics. "What does 'being polite' look like in your culture? What do I need to say and do so you will know that I'm polite?" Note: For more ideas, see Chapter 3: Strategies for Classroom Management, Classroom Management Idea Book, ICE No. M0088. 4. Finally, suggest that you have one last norm to request. Indicate that you think it is A. Crossing the Bridge Skit
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Phase/Time/Trainer Materials	Instructional Sequence
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Information	This short skit introduces participants to some of the skills, values, attitudes, and actions necessary to get and keep a job. It will be used to help build the bridge to being employed.
Up to 45 minutes	Note: It can be challenging to have a skit prepared on the first day. If it is impossible, you can present the story as a vignette that you or participants read aloud together. 1. Invite participants to direct their attention to the front of the room. 2. The two volunteers will act out the skit. Be sure to thank them and invite the group to give them a round of applause.
Handout 1: Crossing the Bridge: The	Note: You may wish to come up with a fun clap that you'll begin in this session and use every time you want to reward someone or the group. Some countries use a local clap in schools that you might learn and use here. B. How can we cross the bridge from unemployed to employable or employed? This debriefing and co-construction of the "bridge to employability" will help participants understand the key elements needed to be employable, as well as the steps to a successful job search. The bridge will serve as a framework and overall approach for the remainder of the course. Note: The following co-construction of the bridge to employability echoes the "bridge model" from the Life Skills Manual [ICE No. M0063]. In some cases, the group of participants may have participated in life skills workshops and may recognize the bridge. You will want to refer to these earlier life skills sessions on the bridge, if that is the case.
Story of Lucy and Gladys	1. Debrief participants after the skit by using some of the following questions: "Think about the 'Story of Lucy and Gladys.' What stands out for you? What especially strikes you?" "Why do you think Lucy has been more successful than Gladys in getting a job?" "What steps did Lucy take to become employed?"
Trainer Material 1: Preparing the Skit	a good idea for each participant to have his or her own "action journal." Hold up the sample action journal. Suggest that participants purchase an inexpensive book like this one, or bring in one that they might have at home that has enough extra pages in it (25–30 pages). Then, in each session, they should use these action journals to record important things they learn during the session, ideas they have for their job search, specific notes for actions they will take after the sessions, and so on. Participants should bring their action journals to every class. 5. After the list is finished, ask for the group's commitment to follow these behaviors. 6. Segue to the next half of the session, perhaps by saying some of the following:
Trainer Material 2: Examples of the	a. "Now that we have gotten to know each other better and decided how best to work together, let's spend the rest of our time together today talking about this Employability course, and thinking together about what it means to be 'employable.'"

“Bridge” Flip chart 1: The Bridge to Employability Markers Tape Props for the skit (optional)	2. “What sources for finding a job did Lucy and Gladys mention? Which would you be most likely to pursue? Why?” 3. Unroll “The Bridge to Employability” flip chart on the wall in full view of all participants. Begin to construct the bridge with participants, perhaps by using some of the following language: “Let’s take a look at this model of a bridge. You can think of your job search as crossing the bridge from being unemployed to being employable, or getting and keeping a job.” “Think of yourself as standing on one end of the bridge.” (Sketch or point to images of people at one end of the bridge.) “Here you are, and you come to the bridge with many different skills, knowledge, talents, and values.” (Write these words on that side of the bridge.) Note: If time allows, you may wish to construct even this side of the bridge with participants, by asking them to call out the types of skills, talents, abilities, and values they may already bring to the search for a job. But as time is an issue for this session, it may be enough to build the bridge together. “You are here, and your ultimate goal is to be employed with a decent, safe job.” (Move to the other side of the flip chart and point at the other side of the bridge, where “Employed” is written.) “Maybe it is working for a wage or a salary, or maybe it is self-employment, but the goal of everyone in this room is to be able to get and keep a job—to be employable, and to become employed.” “What does it take to be employable? What does it take to get a job?” (Note that these questions are rhetorical, and lead into the next brainstorm.) 4. Guide a group brainstorm to co-construct the bridge, using the ‘Story of Lucy and Gladys’ as a prompt for participants. For example: “Let’s revisit the ‘Story of Lucy and Gladys.’ What steps did Lucy take that helped her get the job?” Note: As participants call out answers, be sure to rephrase them to make them generally applicable. For example, if someone says, “Lucy practiced interview questions with her father,” you might write “Good interview skills,” or “Practicing good communication.” For “She borrowed an outfit from her aunt,” you might suggest, “Appropriate dress for job.” “What else did Lucy do to make herself more employable or to help herself get the job?” Note: The construction of the bridge will vary a bit from group to group, but will basically contain the topics of upcoming sessions, including understanding one’s own skills and talents; good communication skills; good listening skills; ability to present oneself well; appropriate dress for the job; decision-making skills; understanding the types of employment—from paid employment to internships, and volunteer opportunities to self-employment; working well with one’s peers; understanding your personal values; having a clear goal; making the right contacts; knowing where to look for a job; writing a resume/CV and cover letter; understanding behavior appropriate in the workplace; and so on. Be sure to define “internship”—a
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	period of supervised training to build skills for a particular job; can be paid or unpaid, but is usually temporary. 5. Summarize the brainstorm by going back to the first part of the flip chart and pointing at the figures. Suggest that we begin with all of the knowledge, talent, skills, and values we currently possess. We will work on these skills and elements (move your hand along the bridge to the other side as you speak), in order to become employed. 6. Continue the brainstorm, perhaps by using some of the following language: “These are skills you need to get a job with an employer who might not know you very well. What if your job was working with your aunt, or even your father? Do you think you would still need to have these skills to be successful in your work and in your career? Why?” “Sometimes it’s not enough to have all these skills. I’m sure you know someone —maybe you, yourself—who hasn’t been able to find or keep a job, even though he or she seems to have all these skills. Maybe that’s because, in addition to those skills, you may need something else in order to get the job you seek. Can you think what else you might need?” Note: Ideas may include knowledge or abilities related to a particular job; a particular degree or type of schooling; more opportunities in the community for paid work. Agree that sometimes there are larger forces at work in getting a job— like the number or types of jobs available in the community or your need for a certain university degree—that may not be covered in this course specifically. This course will help participants become skilled in what it takes to be employed, and will help them identify if there are additional skills or knowledge needed in order to achieve the job they really desire, or if they might need to live in another area in order to get such a job. 7. Transition into a presentation of the course design and overall framework. “In our course we are going to be working together on many of these. [Gesture to the steps on the bridge.] Each of our sessions will touch on these different topics, and hopefully by the end, you’ll be feeling confident in your ability to ‘cross the bridge’ to employability.”
Practice 15 minutes Handout 2: I Can Do It! Self-Assessment	Assessing Your Assets and Capabilities Participants will assess their current knowledge of the course content so that they can a) set personal goals for the course, and b) have a baseline that they can use to measure their achievement in the middle and at the end of the training. 1. Introduce activity, perhaps by using some of the following language: “We’ve talked a lot about what it means to be ‘employable’ —what you need to know and what you need to know how to do in order to get and keep a job. Now let’s look at you.” (Move your hand back to the left side of the “bridge,” where the figures are standing.)

questionnaire Pen or pencil for each participant	“When you are looking for a job, it is important to really understand yourself and the unique skills, talents, abilities, motivation, and values you have. You need to understand yourself well and be able to talk about yourself, in order to be successful in becoming employable.” “The next exercise will help you become more aware of the skills and capabilities you currently bring to the job search, and will help you to be clearer on what you need to work on the most in this course, in order to become more employable.” 2. Provide instructions for the activity, perhaps by using some of the following language: “I am distributing a short ‘self-assessment.’ It lists skills and capabilities that make you more employable. Think about each line, and check the box in the first column, ‘at the start of the course,’ if you believe that statement is true about you today.” “Feel free to ask me if there is a word you do not understand.” 3. Check for understanding of the instructions and begin the activity. Circulate among the participants to clarify the exercise and to answer any questions. Remind the group when there are only a few minutes left to complete the activity.
Application Up to 20 minutes Flip chart 2: Discussion Questions on Self-Assessment	Discussing the Self-Assessment and Sharing Goals Participants will discuss results of the self-assessment and identify personal goals for the training. 1. Invite participants to turn to a partner and to discuss the self-assessment, using the questions on the flip chart or board. (Reveal Flip chart 2.) 2. Reconvene group and process the exercise, using questions similar to those on the flip chart. Take some time to hear the specific skills participants wish to focus on. Note: This serves as an assessment of Learning Objective 5 and also provides insight for you as the trainer on which sessions require the most emphasis. 3. Invite group members to share their insights, then ask them to hand in their assessments. Indicate that you will keep the assessments. Periodically during the course, you will return them and give participants an opportunity to complete them again. This will help participants to be

Assessment	Summary and Assessment
Up to 10 minutes	The session is summarized and a brief assessment of three learning objectives is conducted.
Small cards or papers	1. Briefly summarize the session and look ahead to the topic in the upcoming session.
Pen or pencil for all participants	2. Indicate that before moving on, you'd like to have a quick check on what the group has learned together this day.
Trainer Material 3: Session Assessment	3. Distribute a small card or piece of paper to each participant.
Trainer Notes for Future Improvement	4. Provide instructions for the assessment. "There is no need to put your name on the card [or paper]. Number your paper from 1 to 3. "I will ask a question. Each of you will write your answer on your card [or paper]."
	5. Read aloud each of the three questions from Trainer Materials 3, and allow a few minutes for participants to silently answer each question.
	6. Collect the cards or papers, thank participants for their great work today, and close the session.
	Date & Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]

Crossing the Bridge: The Story of Lucy and Gladys

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

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

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

Lucy: "I started by asking friends and relatives, and people in the community, too. After all, my brother got a job that way. But I had better success once I started looking in [insert all that are

relevant in your area: the ‘wanted’ section of the newspaper; the jobs board at the community center, school, or local university; a job search engine on the Internet; a company specializing in finding jobs for people]. I found some great leads, and sent my resume/CV out to several different places.”

Gladys: “What’s a resume/CV?”

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

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

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

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

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

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

Handout 2: I Can Do It! Self-Assessment

Name: _____

Read each of the statements written below and put a check next to each statement that is true today.

Periodically during the training, you’ll complete this assessment again so you can measure your progress.

	At Start of Course	Mid-Course	End of Course
I have a personal vision for the future and goals for my life.			
I know what my personal values are.			
I can describe my ideal job.			
I can list my work-related skills and abilities.			

I know how to find information about job opportunities.			
I know how to dress appropriately for a job interview.			
I know how to dress appropriately for the job I seek.			
I can prepare a written resume/CV.			
I know how to complete a job application.			
I know how to interview for a job.			
I can speak confidently to a group of people about myself.			
I know how to listen.			
I know how to give someone feedback.			
I know how to ask for feedback.			
I am able to work well with other people.			

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

Trainer Material 1: Preparing the Skit

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

If you happen to know any of the participants coming to your course, ask two of them to work with you beforehand to prepare and deliver a skit for this session. Participants love to watch skits, and having two fellow participants stand up in the middle of the session to deliver a skit can be especially interesting, even more so when it is on the first day. This extra investment to involve participants in the skit will be rewarding.

If that is not possible, you might ask two girls you know from the community or from your work to join you just to perform the skit. (If you do, you might want to provide a small gift as a thank-you.) Consider serving in the Lucy role yourself and asking someone from the participant group to be

Gladys with little or no preparation. You'll get a sense for which participant is the most outgoing and able to handle this kind of pressure from the warm-up and introductions.

Of course, if getting a skit together is prohibitively difficult, you can make copies and have participants read the vignette, or you can read the vignette aloud, instead.

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

Ask each volunteer to read the entire vignette.

Bring the volunteers together at least an hour before the session, and ideally, a day before the session, to rehearse.

Talk to the volunteers about the skit, and make the right adaptations to it so it will resonate with participants. You may wish to change the names of the characters, how they look for jobs, and other elements that add texture to the skit and make it realistic. You might also decide upon simple props that will aid in the effectiveness of the skit.

Act out the skit once with the volunteers, providing clear direction as they go. Be sure you understand the specific content elements so the skit delivers the right messages for developing the bridge later. But once that is in place, let the two volunteers add their own adaptations, as this will make the skit more locally appropriate.

Rehearse the skit again, without direction from you—just as it would be performed in the session. If it is fine, tell them so. If you need to make suggestions after the skit, do that and have them practice one more time.

Trainer Material 2: Session Assessment

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

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

Prepared Flip chart 1: “The Bridge to Employability”

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

1.



Talents, Skills, Values,
Education, Knowledge,
Abilities

2.

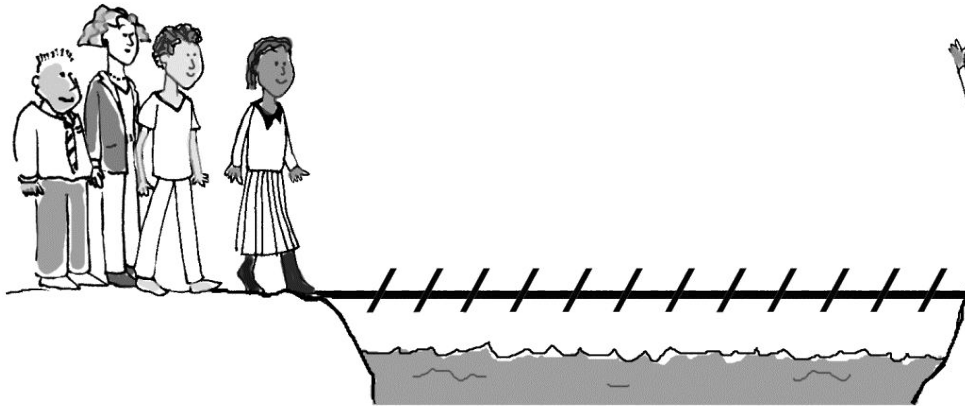


Talents, Skills, Values,
Education, Knowledge,
Abilities

Understanding one's skills and
talents; Good communication skills;
Ability to present oneself well;
Appropriate dress for job; Having
clear goal; Knowing where to look
for job; Writing resume, cover letter.



3.



Talents, Skills, Values
Education, Knowledge,
Abilities



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

Prepared Flip chart 2: Discussion Questions on Self-Assessment

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

Session 2: What Do I Bring to the World of Work?

Sector:	Youth in Development
Competency:	Self-awareness; communicating effectively about oneself; basic interviewing skills, active listening
Training Manual:	Youth Livelihoods: Employability
Terminal Learning Objective:	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, and to engage in deeper self-awareness.
Session Rationale:	Identifying one's skills, talents, and interests and being able to speak about them is critical to any job search.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Trainer Expertise:	Basic understanding of employability; basic skills in interviewing.
Time:	2 hours

Session 2:	What Do I Bring to the World of Work?	
Date:	Time: 2 hours	Trainer(s):
Prerequisites:	Participants have completed Session 1: Crossing the Bridge: Introduction to Employability and understand the employability bridge model. Participants should also have completed Session 2: Imagining Your Ideal future.	

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Bring a large onion to the session. If that is impossible, draw one on a flip chart.
3. Draw outline of human body on a flip chart.
4. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.

Materials:

Equipment

1. Flip chart, whiteboard, or blackboard
2. Markers and tape, chalk
3. Noisemaker, such as a bell, drum, or chime (optional)
4. Onion (preferably large)
5. Knife (to cut onion)
6. Extra paper and pens (in case participants forget their action journals)
7. Timer or watch

Prepared Flip charts

Flip chart 1: The Bridge to Employability (see Session 1)

Flip chart 2: Layers of an Onion (optional)

Flip chart 3: The Real You outline

Trainer Material

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

Session Learning Objectives:

Participants will

- 1. List at least five personal skills, talents, and interests.
- 2. Explain the difference between observable facts and assumptions and state at least one example of each.
- 3. Communicate their skills, talents, and interests in a short interview with a peer.
- 4. Practice basic interview skills.

Phase/Time/Trainer Materials	Instructional Sequence
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15 minutes

This activity is an energetic start to the session that previews the session's focus on sharing more about oneself in conversation.

1. Instruct everyone to choose a partner from the other group and stand across from that person.

5. Provide instructions for the activity:

- c. When two minutes have passed, you will clap (or ring bell, bang drum, etc.), and the inner circle will move one person to the left.

6. Practice the process once before beginning the activity.

8. Continue in this way for about 10 minutes and then invite participants to have a seat.

- a. "What might you share from this warm-up?"

- b. "What do you have in common with your peers?"

- c. You might ask for a quick roundup of answers to a specific question or two.

10. Transition to the next part of the session.

5 minutes

Phase/Time/Trainer Materials	Instructional Sequence
Bridge to Employability	B. Brief Review of Bridge to Employability This brief review will remind participants of the framework presented in earlier sessions and orient them to today’s focus on the right side of the bridge to employability model. 1. Invite a volunteer to come up to the bridge model flip chart and briefly describe it to the group. 2. Invite another volunteer to come up to the model and describe what the group did during the last session on “our ideal futures,” and how that fits into the bridge model. 3. Invite a final volunteer to come up to the model and suggest where the brief warm-up activity might fit into the bridge. Note: Correct answers would include the right-hand side of the bridge (understanding ourselves better), and also a plank on the bridge (talking about oneself). 4. Thank the volunteers, and agree that today’s warm-up fits into the right side of the bridge (gesture to the cliff on the right side of the flip chart). Indicate that throughout this course it will be important to clarify our own awareness of ourselves and what we bring to the world of work—our skills, interests, talents, abilities, and gifts. And once we understand these issues better about ourselves, it is equally important to be able to communicate these ideas effectively—to potential employers, co-workers, customers, and so on. That is what the group will talk about today. 5. Review the agenda and objectives for today and transition to the next activity.

Information 20 minutes Onion Knife (or Flip chart 2: Layers of an Onion)	Facts vs. Assumptions—leaturette Participants will learn to distinguish between facts and assumptions. They will also begin to identify their transferable talents and skills. 1. Indicate that to get the group started in discussion about what we all bring to the world of work, participants will begin with ... [reveal the onion]. 2. Invite participants to describe the object to you. Note: Potential responses will include “onion,” or “brown/ red/tan ball,” and so on. Reframe any answer that goes beyond what can be seen. For example, if someone says, “It is a white vegetable that we eat,” look curiously at it and ask, “Is it white?” Make sure participants are describing only what they can see. 3. Next, peel the first layer off the onion—the part that is brown, tan, or red—leaving the whole white outer layer intact. Invite participants to describe it again. Peel another layer, and repeat. 4. Next, cut the onion in two and invite participants to describe it one final time. Note: This time, you should hear more about the layers within, the juice, the various sections, and so on. 5. Ask, “How might you summarize our descriptions of this onion?” 6. “How does this onion relate to people, to all of us here in this room?” Note: Answers might include: there are many layers to us, there is more to us than you can see, you have to work a bit to find out what’s inside us. 7. Agree with participants, indicating that this symbol of an onion can represent each of us. At first glance, people see one part of us, just as we saw the outside layer of the onion. But in order to fully understand each other, we need to show others the many things that lie inside us—the talents, skills, abilities, personality traits, likes and dislikes, and so on. In that sense, getting to know each other is like peeling away the layers of an onion. 8. Suggest an example. “What do you know about me just by looking at me?” Note: You will likely get responses like “You speak English fluently. You’re tall/short. You have brown hair. You’re young. You’re a man/woman. You’re American. You’re funny.” Use questions to point out observations that are actually assumptions. For example, “You said that I’m American. How do you know for sure? Is that something you can observe or are you guessing?” 9. Continue the conversation, using some of the following ideas: a. “What are some things you can’t tell just by looking at me? For example, you know I speak English but what about other languages?” b. “And do you know what my hobbies are? No, but if I told you I was on a soccer team, then you could assume that I like to play soccer. And if I told you I made five goals in my last game, then you could assume I’m a good player.”
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	c. “You know I’m a Peace Corps Volunteer so it’s probably safe to say that I like being of service and that I’m good at working with people. What other ‘people’ skills do you think I have?” d. “How about any special talents, like knowing how to cook or type or drive a car? Can I do any of those? You can guess but you don’t know for sure, do you?” e. “Things like these—a person’s interests, talents, passions, and motivations—we can’t see these. You have to ‘peel the onion’ to get to that information. But even though we can’t see them directly, they are all still very important to each of us.” 10. To check for understanding, invite each participant, in turn, to make one statement that can be made about him or her just from looking, and then one hidden characteristic that could only be learned by talking with him or her. 11. Invite participants to suggest why this discussion might be so important to employability, to finding and keeping the right job. Note: Responses might include being able to talk to an employer about oneself, being able to describe oneself on a resume/CV or job application, being able to represent oneself in an interview or on the job, being able to engage co-workers in conversation, and so on. 12. Summarize the lecturette and transition to the practice activity. <u>Note:</u> Point 10 serves as an assessment of Learning Objective 2.
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Phase/Time/Trainer Materials	Instructional Sequence
Practice 30 minutes Flip chart 3: The Real You outline Markers Paper and pens, in case their some	The Real You—Interactive Assessment Identifying one’s abilities, interests, skills, and talents is the first stage in finding and keeping the right job. 1. Indicate that the group is going to engage in a short activity to help capture the aspects of ourselves that people cannot see just by looking at us. 2. Reveal Flip chart 3: The Real You outline, and invite participants to sketch a similar outline of a person in their action journals. As they are sketching, say, “This quickly-sketched outline of a human body will represent you— the you we cannot see just by looking at you.” Note: It is possible that some cultures may be uncomfortable working with an image of a human body. Check with a counterpart to see if this image is appropriate for your group.

participants forget action journals.	If it is not appropriate, use a different image (an onion, for example). 3. Conclude the quick sketching and draw participants' attention to the flip chart. Indicate that in a moment, they will each write and draw images into their outline that will better describe the skills, abilities, talents, and interests that people cannot see just by looking at the individual. 4. Provide a quick example on the flip chart, revealing facts about your own skills, abilities, interests, and talents that may not be visible to others and writing them or drawing images of them on the flip chart. Use some of the following ideas for further probing: a. "If you get stuck, start to think about each part of you and what it reminds you of. For example, your hands. What can you do with your hands that we don't know about? Are you a good cook? Can you draw well? Do you know how to plant and harvest? Can you play a musical instrument?" b. "What about your mouth? Are you a good singer? Good at speaking or making people laugh? Can you speak other languages?" 5. Check for understanding of the instructions and begin the activity. 6. Participants work individually for about 20 minutes to fill in their outline with words and images that represent their skills, interests, talents, and abilities. Circulate among participants to assist and to ensure that this learning objective is being met. 7. Announce when only five minutes remain, and stop the group when time is up.
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Phase/Time/Trainer Materials	Instructional Sequence
	8. Reconvene the group and debrief them, using some of the following questions: “How was that experience?” “What did you learn about yourself?” “Take a look at your outline. What do you think is most important to highlight for potential employers? Will your answer be the same for all jobs, or will it change, based on the job itself?” 9. Summarize the activity, and suggest that participants keep this as an important part of their action journals. Point out that this brief sketch helps us to see what we bring to the world of work much more clearly. Say, “As we continue our sessions, you may soon be able to develop a resume or CV out of this very activity. At this point, it is a good start in helping you to understand yourself and better clarify your goals for employability and for your life in general.” 10. Transition to the application activity. Note: Close observation to participants’ work during activity serves as an assessment of Learning Objective 1.
Application 40 minutes	Sharing “The Real You”—Interviewing Activity This activity will help reinforce the earlier discussion about hidden skills and talents. Participants will practice communicating about their skills, abilities, talents, and interests with a peer, thus beginning to practice basic interviewing skills. 1. Suggest that a key to employability is understanding what we bring to the world of work—what talents, abilities, skills, and interests set us apart. But just as important is the ability to communicate about ourselves effectively—to be able to talk about what we bring to potential employers, co-workers, and so on. The next activity will give the group a chance to practice this with their peers. 2. Say, “In a few moments, I will ask you to sit in pairs and practice talking to each other about the talents, abilities, skills, and interests you bring to the world of work. One of you will talk about yourself for about 10 minutes, and then I will say, ‘switch,’ and the other partner will speak for 10 minutes. While your partner is talking about himself or herself, make sure you are listening actively, acting interested, and asking questions to urge your partner to share more. Be sure to focus completely on your partner and not change the subject while you are listening.”
Phase/Time/Trainer Materials	Instructional Sequence
	3. Ask for a volunteer, and invite him or her to sit across from you at the front of the room. Model how you would like the interviews to go for the group. 4. Check for understanding and start the activity.

	5. Announce when the first 10 minutes are finished, and tell the pairs to switch. Then announce when the 20 minutes for the interviewing are up. 6. Process the activity, using some of the following questions: a. "How did the interviews go in your pairs? What went particularly well?" b. "What was difficult about this activity?" c. "What did you learn in your pairs? About each other? About speaking to others about yourself and what you bring to the world of work?" d. "How will you apply what you learned today in your job search?" 7. Summarize the session, and preview the next session. Indicate that next time, you will be inviting members of the community to a small "job fair" and panel discussion to hear more about the types of work available in the community and beyond. Participants should come ready to speak a bit about their interests, talents, abilities, and skills. 8. Suggest that sometimes it is difficult for us to see all of the strengths we bring, and it can be helpful to get input from others we know and trust. Announce that the group will have a homework assignment, to complete before they gather together next time. 9. Provide instructions for the homework assignment: a. "Before we meet again, speak to at least three people in your life, and ask them to tell you what skills, abilities, and talents they see in you. Ask them, 'What are my greatest strengths?' Record their answers in your action journals." b. Suggestions for the three or four people to interview: current or former teacher, trusted family friend, trusted family member, head of religious community, someone you have worked for in the past, and so on. c. Ask participants to record the input from these interviews in their action journals, after the session they just completed in class today.
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Phase/Time/Trainer Materials	Instructional Sequence
	10. Check for understanding of the assignment. 11. Finally, introduce next week's topic. Indicate that the group will be hosting members of the community who will speak about their jobs. Ask participants to suggest how they can make the visitors feel most welcome. Develop a plan together for how to greet the visitors and how to thank them for coming. Note: The group may wish to make a gift for the visitors. If that is the case, you may wish to assign that as an out-of-session activity, with participants bringing their gifts to the next session. 12. Thank participants for their input and work today, and close the session. Note: Close observation of participants' work during the interviewing activity serves as an assessment of Learning Objectives 3 and 4.

Assessment	The assessment has been integrated throughout the session and is noted within - Objective 1: List at least five personal skills, talents, and interests. Assessed in Practice, No. 8. - Objective 2: Explain the difference between observable facts and assumptions and state at least one example of each. Assessed in Information, No. 10. - Objective 3: Communicate their skills, talents, and interests in a short interview with a peer. Assessed in Application, No. 4. - Objective 4: Practice basic interview skills. Assessed in Application, No. 4.
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Phase/Time/Trainer Materials	Instructional Sequence
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]

Resources:

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

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

What is your favorite thing to do for fun?

Who is someone you admire, and why?

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

What is your ideal job?

What does your family think you should do for work?

What is a hidden talent you have?

Why did you decide to participate in this training?

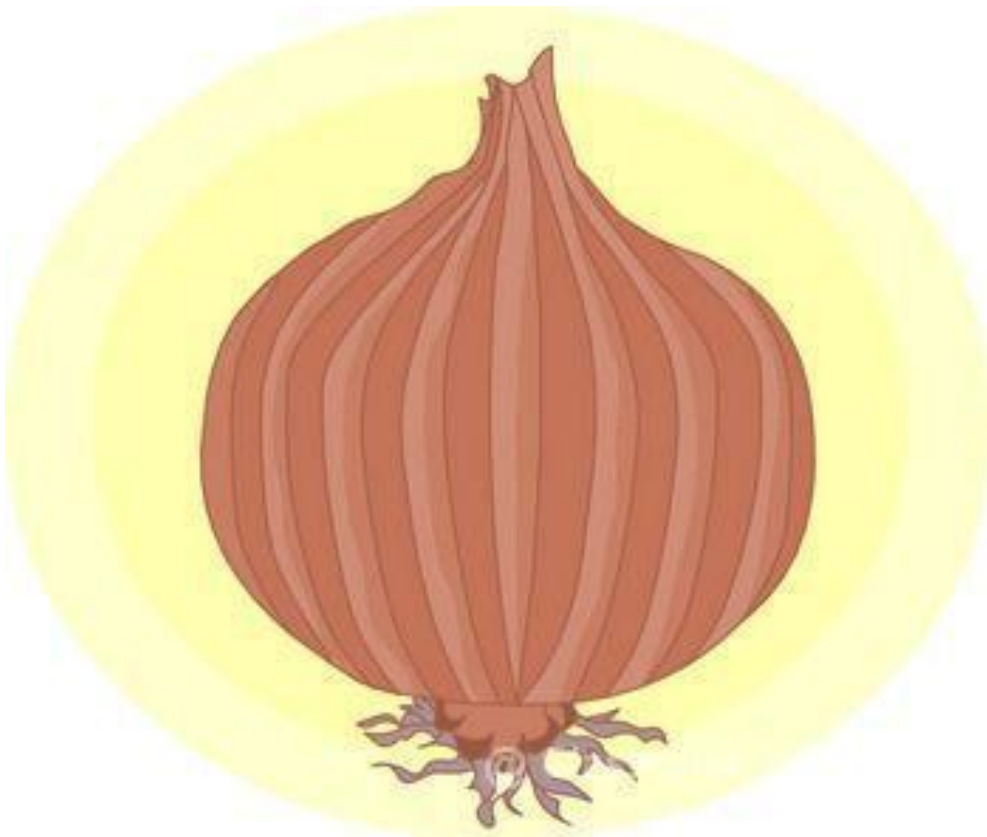
What’s one personal goal you have for this year?

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

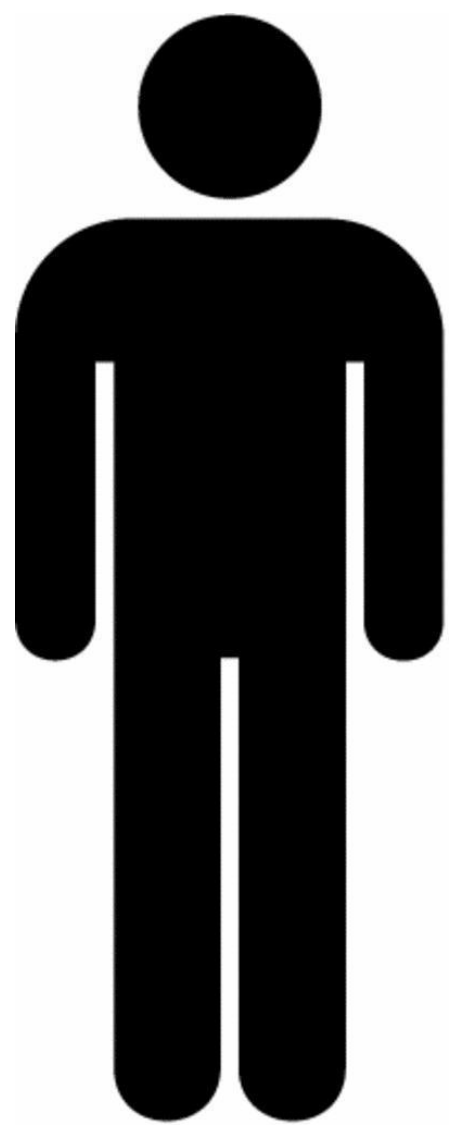
Flip chart 2: The Layers of an Onion

Graphic artist to insert several images of an onion:

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



Flip chart 3: “The Real You” outline



Session 3: Keeping the Goal in Sight: Jobs in the Community

Sector:	Youth in Development
Competency:	Self-awareness, active listening, knowledge of jobs available
Training Manual:	Youth Livelihoods: Employability
Terminal Learning Objective:	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, to plan for the future, and to engage in deeper self-awareness.
Session Rationale:	Knowing about the paid and unpaid work available in the community helps youth set employability goals.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Trainer Expertise:	Understanding of work opportunities available in the community; ability to facilitate a panel discussion; ability to connect with community members.
Time:	2 hours, 20 minutes
Prerequisites:	Participants have completed Session 1: Crossing the Bridge: Introduction to Employability and understand the employability bridge model. Ideally, participants should have completed sessions 2 and 3, as well.

Session 3: Keeping the Goal in Sight: Jobs Available in the Community		
Date:	Time: 2 hours, 20 minutes	Trainer(s):

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Write “Agree” on one card, “Disagree” on another, and post them at opposite ends of the training area.
- (Optional)
3. Prepare a list of statements for the Agree/Disagree exercise. See Trainer Material 1 for some suggestions.
4. Work with a counterpart to select, invite, and prepare four or five members of the community to appear in the “Jobs in the Community” Panel. See Trainer Material 2 for guidance.
5. Prepare the front of the training area for the panel presentation. Arrange for enough seats for all invited guests. You may also wish to have a nicely arranged head table with water available for speakers.
6. Prepare a list of questions for the panel presentation. See Trainer Material 3 for some ideas.
7. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.

Materials:**Equipment**

1. Flip chart, whiteboard, or blackboard
2. Markers and tape, or chalk
3. Head table with flowers, water for speakers, cloth (optional)
4. “Agree” and “Disagree” signs (or just write the words on the blackboard or whiteboard)

Handouts None**Prepared Flip charts**

Flip chart 1: The Bridge to Employability (see Session 1)

Trainer Materials

Trainer Material 1: Agree/Disagree Statements

Trainer Material 2: Preparing the Panel Presentation

Trainer Material 3: Questions for the Panel Presentation

ion Learning Objectives:

Participants will

1. Describe at least three different types of paid or unpaid work.
2. Articulate at least two lessons learned from the guest speakers about working in the community.
3. Communicate their skills, talents, and interests in a short discussion with a guest speaker.

Phase/Time/Trainer Materials	Instructional Sequence
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Motivation 20 minutes Trainer Material 1: Agree/Disagree statements “Agree” and “Disagree” cards	Employability in the Community—Agree/Disagree Exercise This activity is an energetic start to the session that engages participants in an exploration of their perceptions and beliefs about jobs in the community. The guest speakers will enjoy watching and listening in on the perspectives of the youth, and may wish to engage in the exercise themselves. 1. Welcome the group and briefly introduce the guest speakers to participants, using whatever welcome you agreed upon during the last session. 2. Indicate that you will begin the session with a quick warm-up activity, and ask all participants to stand together in the center of the training space, between the two signs, “Agree” and “Disagree.” 3. Provide instructions for the activity: a. As facilitator, you will read a statement. Those who agree with the statement should move to stand near the “Agree” sign. Those who disagree with the statement should move to stand near the “Disagree” sign. b. You will ask one or two people from either side to explain their choices before beginning the process again. Note: Participants might also choose to stand in the middle, which is fine. Do not offer that as an option, however, because the exercise is more effective if participants take a stand. 4. Check for understanding of the instructions. 5. Begin the exercise. Read a statement, and wait for the participants to move toward their answers. Ask one or two people on each side to briefly explain their choice.
Phase/Time/Trainer Materials	Instructional Sequence
10 minutes Flip chart 1: Bridge Model Information	<u>Note:</u> In most cases, there is no “right” answer. Participants should be encouraged to share what they know, what they have experienced, what stories they have heard, to justify their choices. Listen to each side Without judgment, and move to the next statement. Some statements will result in lively discussion, and in these cases, you may wish to allow some time for participants to try to convince each other. 6. Continue in this way for 15–20 minutes and then invite participants to have a seat. 7. Briefly process the exercise, using some of the following ideas: a. “What stands out for you from this activity?” b. “What did you hear that changed your mind about something, or at least raised doubts about something you believe?” c. “What lessons can you take away from this exercise?” 8. Transition to the next part of the session. B. Brief Review of Bridge to Employability

1 hour Trainer Material 3:	This brief review will remind participants of the framework that guides their work and orient them to today's focus on the left side of the bridge to employability model. 1. Welcome the guests again, and indicate how pleased the group is that they could come and share their wisdom and experiences with the group. Indicate to the group that you and the guest speakers have spoken a bit about the work the group is doing together in these sessions, but suggest that it might be a better idea for participants to explain it. Invite two or three volunteers to come up to the bridge model flip chart and briefly describe it to everyone in the room. As they speak, encourage them to summarize what the participants have been working on in the past three sessions, and how it ties into the bridge model. Finally, ask the volunteer(s) to suggest how today's session fits with the model. <u>Note:</u> Correct answers would include the left-hand side of the bridge—knowing what types of jobs are available, and so on. 2. Thank the volunteers, and agree that today's warm-up fits into the left side of the bridge (gesture to the cliff on the left side of the flip chart). Indicate that it is important to keep the goal in sight—to know what type of job we are looking for so we can set the right goals and make the right choices to reach those goals. Before identifying the right job for oneself, it is necessary to have a good idea of what the options are—what types of paid and unpaid work are available in the community. During this session, the group will get a sense of some of the jobs available, and the guests will share some insights into the job market in the local community. 3. Review the agenda and objectives for today, and transition to the next activity.
Questions for the Panel Presentation	"Jobs in the Community"—Panel Presentation Participants will hear about paid and unpaid jobs available in the community. They will have an opportunity to ask questions of the panelists and to hear more about opportunities available and how to access them. 1. Indicate that the bulk of the session today will be dedicated to hearing the wisdom and experiences of the panel. Thank the guests again for joining the group, and invite the guests to take seats at the front of the room, if they have not already done so. 2. Invite each of the panelists to briefly introduce themselves, and to describe in one or two minutes what jobs they do. 3. Guide the panel discussion, using some of the questions suggested in Trainer Material 3. 4. Summarize the discussion, and transition to the networking conversations.

Networking with Guest Speakers

Participants learn a great deal by making connections with those who are already employed. These informal conversations also help participants to practice discussing their strengths, talents, and interests.

1. Suggest that you would like to provide everyone with a chance to chat informally with the guests, to hear more about what was discussed in the panel, and to ask any additional questions. Suggest that participants introduce themselves briefly to the speakers as they talk to them, keeping in mind the “real you” exercise in the most recent session, as well as the answers they heard during the “what are my strengths” homework assignment. Invite participants to chat with the guests about their strengths and interests in the world of work, and to seek advice and ideas from the guests.
2. Indicate that the group will have about 20 minutes to talk to the guests informally, before they leave the session.
3. Allow participants and guests to mingle and informally talk for about 20 minutes.

Note: Close observation of participants’ discussions during activity serves as an assessment of Learning Objective 3.

4. When only a few minutes remain, reconvene the group and ask everyone to sit down.
5. Allow participants to thank the guest speakers as previously agreed, and allow the guests to leave the room.

Application and Assessment 15 minutes	Processing Interaction With Guests 1. Process the panel discussion, using some of the following questions: a. “What stands out for you from today’s session?” b. “What did you hear that surprised you? Why?” c. “What ideas do you have for your own job search, based upon our conversations today?” 2. In turn, ask each of the participants to name one job available in the community, and the two most important things they learned today from the guests. Note: Close observation of participants’ answers during the activity serves as an Assessment of Learning Objectives 1 and 2. 3. Summarize the session, and close the session for the day. <u>Note:</u> As participants leave for the day, ask two of the girls to participate in the next session’s role-play, and arrange a time to practice it before the next session.
Trainer Notes for Future Improvement	Date & Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]

Resources:

Trainer Material 1: “Agree/Disagree” Statements

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

Companies hire only people who have experience.

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

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

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

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

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

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

An internship¹ is a good way of getting work experience.

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

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

Volunteering is a good way to get work experience.

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

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

Trainer Material 2: Preparing the Panel Presentation

Identifying, Inviting, and Preparing the Panelists

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

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

Once you have chosen the right participants for the panel presentation, work with your counterpart to decide how best to invite them and communicate with them about expectations for this session.

You will want to issue invitations many weeks in advance of the date of this session, and arrange some time to speak with each guest speaker about his or her role on the panel.

The Week Before the Session

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

Facilitating the Panel Presentation

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

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

Trainer Material 3: Questions for the Panel Presentation

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

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

Session 3: Imagining Your Ideal Job

Sector:	Youth in Development
Competency:	Self-awareness, goal-setting
Training Manual:	Youth Livelihoods: Employability
Terminal Learning Objective:	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, to plan for the future, and to engage in deeper self-awareness.
Session Rationale:	Clarifying what job(s) youth want to pursue helps them set specific employability goals.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Trainer Expertise:	Basic skills in conducting a visioning exercise and in preparing and guiding a role-play.
Time:	1 hour, 40 minutes
Prerequisites:	Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability and understand the employability bridge model. Participants have also participated in Session 4: Keeping the Goal in Sight and can identify the types of paid and unpaid work available in the community.

session 4A: Imagining Your Ideal Job		
Date:	Time: 1 hours, 40 minutes	Trainer(s):

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Buy a bag of candy or other small local treat—about three items per participant.
3. Prepare two volunteers to take part in the role-play described in Handout 1. (Alternatively, you can have someone read the story aloud, or you might provide the story as handouts for participants to read during the session.)
4. Review Trainer Material 1 and adapt or add questions, as needed
5. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.
6. Re-post the “Ideal Future” boards from Session 2 for participants to refer to during the application section. (Optional)

Materials:

Equipment

1. Flip chart, whiteboard, or blackboard
2. Markers and tape, or chalk
3. Pens and paper for those who forget their action journals
4. Bag of candies or other small objects
5. Props for role-play (optional)

6. Music and music player (CD, iPod) for visualization (optional)

7. “Ideal Future” boards (optional)

Handouts

Handout 1: Gladys’ Ideal Job

Prepared Flip charts

Flip chart 1: The Bridge to Employability (from Session 1)

Trainer Materials

Trainer Material 1 : Questions for Ideal Job Visualization

Session Learning Objectives:

Participants will

1. Articulate the importance of having a goal in mind when searching for a job.
2. Describe at least three features of their ideal jobs, using prompts from a guided visualization.
3. Compare their ideal jobs to the talents, skills, interests, and strengths they have already identified.

Phase/Time/Trainer Materials	Instructional Sequence
Motivation 20 minutes Bag of candy or other small objects	A. What Have We Learned So Far? This short warm-up reviews our work to date. 1. Ask participants to sit in a circle. Indicate that the group will begin this session with a short warm-up activity. 2. Pass around a bowl of candy or other objects, after offhandedly taking a few yourself. Invite participants to take as many as they like. Note: Don’t let the participants know what the candies or other objects are for until after everyone has taken some. 3. When everyone has picked the items, ask them to silently count how many they have. 4. Indicate that for each candy or other object, the participants must tell the group something they have learned in the course so far. It can be about the course content or about themselves. Model this, using the candies or objects you have in your hand. 5. Go around the circle until everyone has spoken. 6. Review the agenda and objectives for today and transition to the next activity.
10 minutes	B. Role-Play: Gladys’ Ideal Job

Handout 1: Gladys' Ideal Job	This short role-play previews some of the issues the group will discuss during this session and serves to motivate and engage participants for this topic. 1. Invite participants to silently direct their attention to the front of the room, and ask the two volunteers to come to the front of the room to perform the role-play. 2. Watch the volunteers perform the role-play. After the role-play is over, thank them for their acting, and invite the group to clap for them. 3. Process the role-play, using some of the following questions: a. "What might be some of the problems with Gladys' job search?" (Be sure to point out the dangers in "following up on any job lead" they hear of, which is what Gladys says she is doing. Ask participants to suggest how to make sure that a job lead is for a real job and will not put them in danger.) b. "What does Lucy think Gladys should consider in deciding what job she is looking for?" c. "How might knowing what job she is looking for help Gladys in her search?" <u>Note:</u> Close attention to the answers from this debriefing serves as an assessment of Objective 1. 4. Transition to the next activity.
Information 15 minutes Music and music player (optional)	Imagine! What Is Your Ideal Job? This guided visualization will help participants imagine their ideal job. 1. Introduce activity. "Did you ever wish really hard for something and then it happened? Maybe you wanted to pass an exam. Or maybe you prayed for someone in your family to recover from an illness. Thinking hard about something won't make it happen, but sometimes having a picture of your hopes and dreams in your mind can help you to move toward that vision and attain some of those goals. For the next several minutes we're going to dream. I'm going to ask you to close your eyes and imagine or try to visualize your response while I ask you some questions. Think about the questions and begin to create a picture in your mind." <u>Note:</u> People in some cultures may feel uncomfortable closing their eyes. As an alternative, invite the group to put their heads down on their desks. <u>Note:</u> During the visualization, you may wish to play a recording of soothing music to set the mood. 2. Ask the following questions, pausing after each statement to give participants time to reflect and create a mental picture: "Imagine yourself in the future, say, five years from now.

	You have a wonderful job that you love. You're very happy because you're doing exactly what you'd always dreamed of. ● "It's 7 o'clock in the morning and you are getting ready to go to work. What clothes do you put on? Maybe you have a uniform, maybe not. Do you have to bring any special tools or equipment with you to work? What are they? [Pause for them to think.]" ● "Now you're leaving your house. How do you get to work? How long does it take? What do you see on the way to work? [Pause.]" ● "You've just arrived at work. Look around you. Where are you working? In an office? A field? A forest? An airplane? Somewhere else? What does it look like? Do you work inside or outside? [Pause.]" ● "If you are working inside, what color are the walls of your office or business? [Pause.]" ● "Are you alone at work or is someone with you? Whom do you work with? How many people do you work with? [Pause.]" ● "What sounds do you hear when you are at work? Maybe the 'click-click' of a computer? Or maybe people talking? Perhaps children laughing? [Pause.]" ● "What language do you use at work? [Pause.]" ● "On the way home from work you run into an old friend. Maybe it's someone from this course. You haven't seen each other in five years. Your friend asks you what you're doing now. What do you tell him or her? [Pause.]" 3. Transition to the next steps: "In a minute we're going to come back to today. So take this time to really fix the image you have in your mind and the feelings you have about your future job. Try to capture all the details so you can tell us about them."
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Handout 1: Gladys' Ideal Job

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

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

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

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

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

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

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

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

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

Trainer Material 1: Questions for "Ideal Job" Visualization

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

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

- It's 7 o'clock in the morning and you are getting ready to go to work.

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

Session 4B: Overcoming Challenges to Our Goals

Sector:	Youth in Development
Competency:	Critical thinking, problem-solving
Training Manual:	Youth Livelihoods: Employability

Terminal Learning Objective:	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, to plan for the future, and to engage in deeper self-awareness.
Session Rationale:	By reflecting on helpful and opposing forces, youth develop strategies for overcoming challenges to their goals.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Trainer Expertise:	Skill in guiding small group work and in developing culturally appropriate strategies for overcoming challenges. It is especially important to work with a counterpart in this session.
Time:	2 hours
Prerequisites:	Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability and understand the employability bridge model. Participants have also participated in Session 5: Imagining Your Ideal Job.

session 4B: Overcoming Challenges to Our Goals		
Date:	Time: 2 hours	Trainer(s):

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Identify the best location for the warm-up, so all participants can stand in a circle comfortably.
3. Work with a counterpart to develop culturally appropriate scenarios for this session, using Handout 1 as a guide.
4. It is especially important to work with a counterpart in the development of this session, as you will be brainstorming challenges to specific obstacles. Meet with your counterpart to work through the session design before the session. It is also a good idea to have your counterpart co-facilitate this session with you, whether or not that is the standard practice.
5. Re-post Prepared Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.

Materials:

Equipment

1. Flip chart, whiteboard, or blackboard
2. Markers and tape, or chalk
3. Pens and paper for those who forget their action journals

Handouts

Handout 1: Overcoming Challenges scenarios

Prepared Flip charts

Flip chart 1: The Bridge to Employability (see Session 1)

Trainer Materials

Trainer Material: Helpful and Opposing Forces

Session Learning Objectives:

Participants will

1. Explain the concepts of “helpful” and “opposing” forces as they relate to problem solving and overcoming challenges.
2. Analyze job goals using “helpful” and “opposing” forces.
3. Develop strategies to overcome challenges to their goals.
4. Summarize a potential challenge to their goals and identify at least one strategy for addressing the challenge.

Phase/Time/Trainer Materials	Instructional Sequence
Motivation 15 minutes Flip chart 1: Bridge to Employability	“Everybody Who ... ” Warm-up This short warm-up previews the session content while energizing the group. 1. Welcome the group back and invite them to form a tight circle around you. You will remain in the center of the circle. 2. Provide instructions for the warm-up activity: a. “Whoever is standing in the center of the circle will make a true statement about himself or herself that is related to the talents and skills we bring to our job search.” b. “If the statement is true for you, too, you must move to a different spot in the circle.” c. “The person in the center will move, too, to a different place in the circle. The person left without a space has to go the center. That person stands in the center of the circle and calls out something true about himself or herself. Try to make it something about yourself that is related to getting a job.” d. “Keep repeating this until I tell you to stop.” e. “There are two additional rules: (1) You cannot move to the spot directly next to you. (2) Try not to knock anyone over when moving!” Note: In order to keep the warm-up moving at a quick pace, brainstorm a bit with participants before you start, so they have some ideas or statements in mind before you begin. Provide some examples for participants, such as: • I am very good at math. • I work well with people. • I have completed [x] years of school. • I want to get a job in a (government office, shop, etc.) 3. Check for understanding of the instructions and begin the warm-up. 4. Engage in the warm-up for about 10 minutes and then invite the group to return to their seats. 5. Review the group’s past work together, using some of the following questions: • “What might this warm-up have to do with employability? With our job search?” • “Why is it so important to be aware of one’s skills, talents, interests, and abilities when searching for the right job?” • “Why is it important to be able to easily share your talents, skills, interests, and abilities with others, as we just did in the warm-up?” 6. Transition to today’s session. Suggest that the group’s past sessions have focused on raising their awareness about what they bring to the world of work, so that they can feel more confident and comfortable in communicating about these with potential employers. They have also focused on exploring their goals for life, and for an ideal job. Note: Refer to the relevant planks on the bridge as you speak about the information the group has covered up to now.

	7. Continue to introduce today's topic. Remind the group that their previous session focused on discovering their ideal job. Today, they will think about how to address some of the challenges that may come their way as they try to reach their job and life goals. 8. Review today's agenda and objectives, and transition to the next activity.
Information 20 minutes Flip charts, blackboard, or Markers or chalk Tape, if using flip charts Handout 1: Helpful and Opposing Forces	Helpful vs. Opposing Forces—Lecturette and Demonstration Introduce the concept of helpful vs. opposing forces; present one useful tool for problem solving. 1. Introduce topic with a demonstration. Invite one person to come to the front of the room. 2. Invite participants to watch as you and the volunteer demonstrate: - Ask the volunteer to hold out one arm, and to make it as rigid as possible. - Indicate that you are going to try to move this arm by pushing it. Urge the volunteer to try to resist your push, and to keep the arm rigid and straight. - Push the volunteer's arm for a bit, then pause. - Next, ask the volunteer to make his or her arm very relaxed. Indicate that you'll try to move it again, and this time, the arm should remain relaxed. 3. Process the demonstration: "Why was I unable to move his [or her] arm the first time?" (Possible answers: The person was resisting you. You weren't working together. The person was pushing against you.) "Why was I able to move his [or her] arm the second time? What was different?" (Possible answers: The person wasn't working against you. The person wasn't resisting. The person let you push him [or her].) "What might I have done to move the person's arm when he or she was working against me? Any ideas?" Note: Question "c" might be a bit harder for participants to answer, but allow them to really stretch their thinking on this one and develop some strategies. Some ideas include: could have reasoned with the person and asked him [or her] to let you push the arm, could have tickled the person, could have distracted the person and then pushed the arm, and so on. 4. Agree that it is easy to achieve our goals when nothing is standing in our way, or when we are meeting no resistance. It is much harder to reach those goals when there are forces in your life that are resisting your choices or pushing back on your plans. 5. Invite one or two participants to share one of the goals they developed last session, and provide an example of how they might meet resistance in achieving those goals. Provide another example of how they can achieve those goals if there is no resistance or if they are being supported. 6. Suggest that when making choices and decisions in life it is helpful to take a look at what forces in your life might be helpful to achieving those goals, and what factors might be opposing or resisting your goals. Realizing beforehand that some factors might offer resistance allows you the opportunity to develop strategies in advance to address these challenges, which makes it much more likely to realize your goals and dreams.

7. Suggest that one simple way to assess how easy or difficult it will be to reach your goals is to make a simple list of factors that will help you and factors that may oppose you or resist you.
8. Draw an example on a flip chart, explaining and asking questions as you go.
 - a. At the top, write the goal you are trying to reach. Use one of the examples that participants provided in Step 5.
 - b. Draw a line down the center of the flip chart. Indicate that on one side of the line you will write all of the forces that will be helpful in achieving this goal. Ask participants questions to determine the forces that might be helpful in achieving this goal.
 - c. Summarize by indicating that helpful forces may include your own strengths, abilities, skills, talents—like those the group discussed in the warm-up. Other helpful forces might be support from one’s family, a friend or relative working at that job, getting the application in long ahead of the deadline, and so on.
 - d. Next, indicate that you will write opposing forces on the other side of the line. This will include any factors that will challenge the achievement of one’s goal. With the group, discuss what opposing forces might challenge their achievement of the goal.
 - e. Summarize and agree that some challenges might include (for example): family members being against the goal, the need to support the family with a job immediately, the need for additional education, and so on
 - f. Ask the group to consider whether boys and girls face different obstacles and supports. If so, what are they? Why might girls face differing obstacles and supports? Why might boys face differing obstacles and supports?
9. When you have completed the analysis, suggest that participants take a look at the information that was generated on the flip chart, and guide a short reflection on it.
 - a. “What stands out when you look at the helpful and opposing forces?”
 - b. “How might you overcome some of these challenges on the ‘opposing forces’ side?”
 - c. “Might any of the factors on the ‘helpful forces’ side be helpful in overcoming these challenges?”
 - d. If the group has agreed that girls may encounter unique challenges, ask the group what supports might help girls overcome these obstacles. (Some ideas include having a strong female role model or female mentor, volunteering or interning to prove capabilities at a job, and so on.)
10. Allow time for participants to brainstorm strategies for overcoming the challenges listed on the right side of the flip chart. Write the strategies at the bottom of the flip chart.

Phase/Time/Trainer Materials	Instructional Sequence
Practice 1 hour Flip charts, blackboard, or whiteboard (one flip chart sheet or space on the board for each group) Markers or chalk Tape, if using flip charts	Overcoming Challenges Participants practice problem solving in small groups. 1. Divide participants into groups of no more than four. 2. Provide instructions for the activity. a. Each group will receive a short situation about a young person. Working together, the group must read the dialogue and then identify the helping and opposing forces. b. After they have identified helpful and opposing forces, the group should come up with some strategies for overcoming the opposing forces. c. Ask the group to choose a note-taker, a timekeeper, and a spokesperson. After doing the activity, each group will have five minutes to present the problem and share their findings. d. Indicate that participants will have 20 minutes for work as a group before sharing the reports. <u>Note:</u> If the group's reading level is low, you may choose to read the dialogue aloud, or have the participants act it out. 3. Check for understanding of the instructions and begin the activity. Circulate among the groups to check progress and to be helpful. Announce when only five minutes remain, and then announce when time is up. 4. Reconvene the large group and provide instructions. The spokesperson from each group will have five minutes to present the problem and share the findings. 5. After each spokesperson shares the helpful and opposing forces, invite all participants to add any additional ideas. Next, share strategies for overcoming any challenges. <u>Note:</u> Many of these issues are embedded in issues of culture, gender, and religion, as well as generational issues. You will want to be sensitive to the issues, and to listen deeply to participants' perspectives about what is possible in terms of strategies to overcome challenges. Respectfully explore potential strategies with participants. It is also a good idea to co-facilitate this session (and all the other sessions) with your counterpart. 6. After all groups have shared, process the small group work, using some of the following questions: a. "Reflect upon the many situations we just shared. What stands out from them? What are some of the typical forms of resistance or challenges we see in achieving our goals? What themes do you see?"

	b. “What strategies seem to be effective in addressing the challenges to our goals? What helpful forces can be used in overcoming these challenges?” c. “How might you use this approach to problem solving to overcome challenges to achieving your own goals?” 7. Summarize the discussion and transition to the next part of the activity. <u>Note:</u> Attention to the presentations and discussion serves as an assessment of Objectives 1, 2, and 3.
Application 25 minutes	Overcoming Challenges to Your Own Goals Participants will use this process to address potential challenges to their own goals. 1. Suggest that for the remaining few minutes, the group will be repeating this same activity, but this time, in working through the helpful and opposing forces around one of their own goals. 2. Ask participants to open their action journals to a blank page. Invite them to think about their own goals, and to choose one of them. One good choice might be the image of the ideal job from last session. 3. Invite participants to work through the same process the group just followed in analyzing this goal. They should put the goal at the top of the paper, and then write “helpful” and “opposing” forces on either side. They should list the helpful and opposing forces before developing strategies to overcome the opposing forces. They might also consider ways in which the opposing forces might transform into helpful forces over time, or with a little help. How might that happen? 4. Indicate that the group will have about 20 minutes to work through this process on their own. Check for understanding of the instructions. <u>Note:</u> Circulate around the room, assisting participants as needed. Encourage them to be specific and to think about as many forces and factors as possible. 5. Remind participants when only five minutes remain, and then announce when time is up. 6. Indicate that today you are going to collect the action journals so you can review this exercise before the next session. <u>Note:</u> If the next session immediately follows this one, you may just want to make sure that you are reviewing participants’ work as you circulate, or you may wish to build in time for a review of the work with the full group. 7. Collect the action journals. Then summarize and close the session. <u>Note:</u> Review of this assignment serves as an assessment of Objectives 3 and 4.

Handout 1: Overcoming Challenges

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Dad: An internship? What's that?

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

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

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

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

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

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

Mom: Do they pay you for this internship?

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

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

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

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

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

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

Svetlana: Yes. Why?

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

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

Mom: What's wrong with a government job?

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

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

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

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

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

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

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

Handout 1: Overcoming Challenges

Trainer Material 1: Helpful and Opposing Forces²

I want to become a driver for the local hospital.

Helping Forces

I am taking driving lessons.

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

I am good with people.

I am sympathetic to the sick.

So far, I'm a very safe driver.

Opposing Forces

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

My mother worries about traffic accidents.

I have to pass a difficult civil service test.

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

Sector:	Youth in Development
Competency:	Planning, critical thinking, decision making
Training Manual:	Youth Livelihoods: Employability
Terminal Learning Objective:	To motivate participants by encouraging them to envision their ideal life and work, to understand the current work opportunities available, to plan for the future, and to engage in deeper self-awareness.
Session Rationale:	Youth learn that achievement of a long-term goal involves breaking the goal down into short-term achievable steps. The “road map” tool encourages critical thinking, and can be useful for current and future planning.
Target Audience:	In-school and out-of-school youth who have completed at least primary education.
Trainer Expertise:	Basic skills in action planning..
Time:	2 hours
Prerequisites:	Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability and understand the employability bridge model. Participants have also participated in Session 5: Imagining Your Ideal Job.

Session 4: Planning for the Future

Session 4c: Planning for the Future		
Date:	Time: 2 hours	Trainer(s):

Trainer Preparation:

1. Write session outline and objectives on board or flip chart.
2. Determine how many teams you will have. Consider the space they need (see Motivation, Steps 3 and 4.)
3. Prepare sets of cards for each team for the activity What Comes First? as instructed in Trainer Material 1.
4. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.

Materials:

Equipment

1. Flip chart, whiteboard, or blackboard
2. Markers and tape, or chalk
3. Pens and paper for those who forget their action journals
4. Set of cards for each team, prepared as suggested in Trainer Material 1
5. Small prize(s) for the winning team
6. Flip chart sheet or large cardboard sheet for each participant
7. Markers for all participants

Prepared Flip charts

Prepared Flip chart 1: The Bridge to Employability (see Session 1)

Trainer Materials

Trainer Material 1: What Comes First? Team Relay Race instructions

Trainer Material 2: Sample Road Map

Session Learning Objectives:

Participants will

1. Understand the value of developing a plan toward reaching a goal.
2. Develop a “road map” as a planning tool for their job search.
3. Develop strategies for overcoming challenges to their plans.

Phase/Time/Trainer Materials	Instructional Sequence
Motivation 20 minutes “What Comes First?” game cards—one set per team Small prize(s) for the winning team	What Comes First?—Team Relay Race This lively warm-up previews the session’s topic on breaking down a goal into steps and planning appropriately, while allowing participants to have some fun. 1. Welcome the group back, and indicate that they are going to begin their work today with a game. 2. Divide participants into teams. Invite each team to give itself a name. 3. Show each team where it is to stand, and have the team line up, one team member behind the other. 4. Hold up one set of cards, and provide instructions for the game: a. Say: “This set of cards contains a list of steps that a person takes for going to the market. The steps are mixed up in the wrong order.” b. Refer to the table or space on the floor where the cards will be lined up. Indicate that by the end of the game, each team will have lined up all of these cards in the correct order. c. Say: “We will line up our cards through a ‘relay race.’ That means that when I say, ‘Go!’ the first person in the line will run to his or her team’s area, turn over one card, and place it on the team’s space, then run to the end of the team’s line. The next person in line will then run to the team’s space, turn over the next card, and put it in the right order either before or after the first card turned up, before running to the end of their line. Each time a new card is turned over, it must be placed in the correct sequence with the rest of the cards. Teams will continue in this way until all of the cards have been placed in the right order.” d. The first team to place the cards in the right order will be the winner, and will receive a small prize. 5. Check for understanding of the instructions and begin the game. 6. Begin the race. When one team completes the race first, pause for a moment to make sure the cards are in the right order before declaring those team members the winners. If something is out of order, keep the game going, and instruct that team to send its next

	person to the cards to try to correct the order before reviewing it again. Note: Some of the cards are interchangeable. 7. When the winner has been determined, read out the correct order. Agree that some steps are interchangeable and that we will discuss that in a moment. Have fun announcing the winner and presenting the prize(s) before inviting participants to have a seat. Note: In the event of a tie, either: a) have the tied teams participate in a “run off” (for example, re-doing the activity with just the two tied teams) to determine the winner, or b) announce both as winners and divide the prizes. 8. Process the activity, using some of the following questions: a. “What stands out for you from the game?” b. “What does this game have to do with this session’s topic of planning for the future?” c. “We noted that some of the steps are interchangeable. How does that relate to planning for our futures?” 9. Agree that it is helpful to break our planning down into steps, so we have a “road map” to help us achieve our goals. It is also true that some steps in our planning have to happen in a certain order, while other steps can be interchangeable and happen in any order. We will see that in our next exercise. 10. Review the agenda and objectives for today and transition to the next activity.
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Phase/Time/Trainer Materials	Instructional Sequence
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Information 30 minutes Flip charts, blackboard, or whiteboard Markers or chalk Tape, if using flip charts Flip chart 1: Bridge to Employability Trainer Material 2: Sample Road Map	Using a “Road Map” to Plan Your Future Trainer demonstrates how to create a “road map” as a planning tool. 1. Suggest that in our search for the right job, there are also specific planning steps that can help us to travel across the bridge to employability. (Refer to the Bridge to Employability flip chart.) 2. Suggest that just as our Bridge to Employability has an end goal of “employability,” our planning document should have an end goal—like a vision of our ideal job or the job we would like to have now. Briefly review the discussion from last session, and invite participants to remind you about the jobs they would like to hold. 3. Indicate that the group will work together to build a planning document called a “road map.” 4. On a large flip chart, or on the blackboard, write “getting and keeping the job I want” in the upper right corner, perhaps with a “finish line” graphic around it. Suggest that the group is going to build the story around Gladys, and sketch an image of Gladys at the bottom left corner of the flip chart. 5. Ask questions to get the group to create a story with you. Say, “This is Gladys. Let’s make up a story about her. I know some things about her but I need your help to learn more. How old is she? Where does she live? Is she a good student? What do you think she wants to do for work? There is a large factory in her town. Let’s say she wants to get a job there.” Write or draw “factory” in the upper right corner near where it says “getting and keeping the job I want.” Ask, “Does she have any work experience? No? So, what can she do?” 6. Draw a road map on the board as you talk, asking questions and building up the story. Example: “So this young woman has some options. I’m going to write notes in each box. Imagine that each box is a door that opens and closes. So, Gladys decides to fill out an application for the factory.” Write “application” in a box. “She can do it online or she can complete a paper application.” Draw a line to another box labeled “online” and another box labeled “paper.” “She doesn’t have a computer at home. So she’s facing a roadblock. What can she do?”
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Note: Continue to ask questions and add lines, boxes, and “Xs” (roadblocks) as you create the story with the group.

Continue the dialogue: “The good news is that her friend works at an Internet café and that friend has offered to help her do the application online. So that obstacle has been removed.” Draw line from “online” to “factory.”

Continue the dialogue: “So Gladys submits her application online and then waits. One week goes by and no one calls her. Then another week. So she has hit a roadblock and she needs to find a way around it. What can she do next?”

Possible answers: call or visit the factory, ask someone who works there what to do, give up, apply for a different job somewhere else.

Respond: “Good ideas.” Add lines and boxes for new options. Label on box “Factory.” “She decides to call the factory and learns that her application never arrived. There was a problem with the computer system. That’s too bad. But at least now she knows and she can apply again. What would have happened if she hadn’t called? That’s right—she wouldn’t have found out and this ‘road’ would’ve stopped right there. So the next time, she decides to fill out a paper application and hand-deliver it to the factory. She waits again, and after two weeks she gets a letter from the company telling her that she is not qualified for the job because she doesn’t have computer skills. How does she feel?”

Possible answers: discouraged, frustrated, sad, angry.

Ask: “So, what are her options? Should she just give up? What else can she do?”

Possible answers: take a computer class, ask a friend to teach her, apply for a different job.

7. Continue asking questions and adding to the drawing until you have created a complete road map.

8. Discuss the method: “Let’s stop now and look at the map. If we imagine that each line is part of the road to our friend finding work, which ‘road’ is the best one for her right now? Is it the quickest road? The easiest one?”

Possible answers: the shortest road, the quickest one, the easiest road.

	9. Summarize: “In some cases, the best decision may be the easiest one—the one that involves the least number of steps—the shortest ‘road.’ But not always. Let’s see how this technique works in your own life.”
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Phase/Time/Trainer Materials	Instructional Sequence
Practice 40 minutes	Planning Using Road Maps Participants will create road maps to plan their own job search. 1. Indicate that we are now going to try this same planning process for ourselves. 2. Provide instructions for the activity: a. “We will work in pairs to develop a road map for our own planning.” b. “First, each pair will work on one road map for about 20 minutes, and then the pair will switch and work on the other person’s road map for 20 minutes.” c. “You will use the same process we just used to develop your road maps.” d. “Begin by deciding what your goal will be, and write it in the upper right-hand corner. [Gesture to the sample.] Your goal might be your ideal job, or it might be a shorter-term goal—maybe the job you hope to get right after this course.” e. “Next, write or draw an image of yourself in the bottom left corner. [Gesture to the sample.] f. “You will develop the road map in the same way that we just did together— deciding what steps to take, what options there are, making choices, facing roadblocks and making plans around them, and so on.”

	g. "I will be walking around to help if you have any questions." 3. Check for understanding of the instructions and begin the activity. Circulate among participants to assist as needed. 4. Announce when 20 minutes have passed and it is time for the pair to work on the second person's road map. 5. Announce when only a few minutes remain, and then when time is up. 6. Reconvene the group and transition to the next activity.
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Phase/Time/Trainer Materials	Instructional Sequence
Application 30 minutes	Sharing Our "Road Maps" Participants look at each other's road maps and then review the activity together. 1. Assist participants in posting or propping their road maps around the room, and then invite participants to walk around the room to review each other's road maps. 2. After 10–15 minutes, reconvene the group and process the road map exercise, using some of the following questions: a. "Describe the experience of planning using the road map tool. How helpful was it?" b. "What steps on the road map can you do on your own? What steps require some help from others?" c. "How many of you chose 'internships' or 'volunteering' as one of the steps in your road map? How does volunteering or interning help you in achieving your ultimate goal? [Refer to the discussions around these topics from the panel presentation.]" d. "What 'roadblocks' on the road were most challenging to overcome? What strategies will you use to overcome these challenges?" e. "Now that you have gone through the entire planning process, why would you say that it is important to take time to plan in your job search?" <u>Note:</u> Review of the road maps and this processing conversation serve as an assessment of Objectives 1, 2, and 3.

	3. Finally, ask participants to take the final 5–10 minutes of the session to write the steps of their road map into their action journals. These steps can serve as their “action plan” in getting a job. 4. Summarize the discussion and close the session. The assessment has been integrated throughout the session and is noted within: 1. Objective 1: Understand the value of developing a plan toward reaching a goal. Assessed in Application Nos. 1 and 2. 2. Objective 2: Develop a “road map” as a planning tool for their job search. Assessed in Application Nos. 1 and 2.
Trainer Notes for Future Improvement	3. Objective 3: Develop strategies for overcoming challenges to their plans. Assessed in Application Nos. 1 and 2. Date & Trainer Name: [What went well? What would you do differently? Did you need more or less time for certain activities?]

Trainer Material 1: What Comes First?

Team Relay Race Preparation

- Adapt this warm-up to your local context by choosing a typical process that has clear steps that will resonate for all participants.
- You will divide participants into teams and should decide before the session how many teams will work best for your group size. You will want each participant to place at least one of the cards in the race, but each participant can place more than one, as well.
- Write each step of the process on a separate card, and shuffle the cards so they will be revealed randomly. Make enough sets of the cards for the number of teams you have chosen. Keep each set of cards separate.
- Each team will receive and play with one set of cards.

- Before the session begins, clear enough space for each team on tables or on the floor, so each team has a place to line up its game cards. After mixing up the cards, put them face down by the team's space on the table or floor. Across the room, clear another space for the teams to line up behind a line on the floor.
- Teams will send one member across the room at a time. Each team member will turn over one card, and place it on the table (or floor) so it is in the right order with the other cards that are already there. That team member will run back to the end of the line, and the team member at the front of the line will cross the room, turn over a card, and put that card in the right order before running back to the end of the line, and so on (like a relay race).
- There can be no talking among the team, although laughter is allowed!
- The team that finishes its cards first, in the right order, is the winner.

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

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

Trainer Material 2: Sample Road Map

