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Youth Livelihoods Employability

Overseas Programming and Training Support

The Peace Corps Office of Overseas Programming and Training Support (OPATS) develops technical resources to benefit Volunteers, their co-workers, and the larger development community.

This publication was produced by OPATS and is made available through its Knowledge & Learning unit (KLU), formerly known as Information Collection and Exchange (ICE). Volunteers are encouraged to submit original material to KLU@peacecorps.gov. Such material may be utilized in future training material, becoming part of the Peace Corps' larger contribution to development.

Peace Corps
Office of Overseas Programming and Training Support
Knowledge & Learning
1111 20th Street, NW, Sixth Floor
Washington, DC 20526

KLU@peacecorps.gov

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Introduction

Three related youth livelihood topics

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

While all three of these can be delivered as stand-alone courses, they also work together well in a series. The following diagram provides a suggested approach, should you choose to offer two or all three. *The Peace Corps Life Skills and Leadership Manual* [ICE No. M0098] is also a good resource for incorporating personal development, goal setting, and leadership.

Employability

- Self-Awareness: Knowing Your Skills and Qualifications
- Learning About the World of Work
- Setting Goals
- Preparing Job Search Documents
- Interviewing Skills
- Application writing skills
- Networking skills

Participants will benefit by engaging in a certain amount of self-exploration and job search activities before launching into a detailed discussion of money matters.

Financial Literacy

- Basic Money Management
- Personal Money Management
- Financial Services
- Earning Money

Participants need both an understanding of employability (working for someone else) and money management prior to contemplating their own business ideas.

Entrepreneurship Module

- Your Business Ideas
- Basic Business Concepts
- Business Plans
- Customers
- Marketing



Using the Employability Course Manual

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

Target Audience and Prerequisites

The audience for the course includes youth and young adults (between the ages of 16 and 30) who have little to no exposure to—or knowledge about—employability. It is important to include both males and females so both have access to the information and can learn from each other.

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

Length of Training

There are about 41 hours of classroom-based learning in this manual. This estimate does not include time needed for homework, for Job Shadowing Day, or for conducting practice interviews in one's community. Depending on the audience, trainers may choose to moderate the pace by allowing extra time for each session. See the session overview on Pages 7-9 to view the full course. Following that are several options for shorter courses.

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

Training Environment

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

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

For room setup, it is preferable for participants to have worktables to conduct their small-group discussions and other activities, although the sessions can be adapted to allow for situations

where this is not possible. In general, there should be ample space to configure small groups and teams around the room as needed.

Instructional Techniques/Methodologies

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

Structure of each session

The individual lessons are organized into four sections based around theories of adult learning: Motivation, Information, Practice, and Application and Assessment. Within this structure, each session includes:

- Cover sheet with title, rationale, trainer expertise, time, and any prerequisites
- List of trainer preparation, materials, equipment, handouts, and any trainer references
- Learning objectives for the session
- Handouts
- Related materials

A. Experiential Learning

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

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

B. Reflection

Action Journals are a key part of the trainings. These are notebooks used to keep notes or help participants reflect upon what they have learned.



Trainer Prerequisites. This course cuts across different areas of expertise. The course assumes that trainers have some expertise in education, working with youth, and awareness of local formal and nonformal opportunities for employment. Trainers can refer to the manuals listed below to understand these areas of expertise.

Reference

A. *Youth and positive youth development*

- *Life Skills Manual* [ICE No. M0063]
- *Life Skills and Leadership Manual* [ICE No. M0098]
- *Working with Youth: Approaches for Volunteers* [ICE No. M0067]

B. *Education (classroom management, creating an effective learning environment, and facilitation skills)*

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

Youth Employment Assessment

To be meaningful, the training must meet the developmental need of the participants and be aligned with their cultural needs and priorities. If the facilitators have not already done so, it is recommended they conduct a community assessment of the youth and their communities prior to the training. This will enable scenarios to be adapted to the realities and context of the young people with whom the facilitators are working.

The first step in conducting youth employability training is a community assessment. This is to make sure the training is relevant and that it actually prepares young people to find work in their communities. An employability assessment should draw heavily upon participatory assessment methodologies such as those covered in *Participatory Analysis for Community Action Training Manual* [ICE No. M0053]. This type of assessment is particularly useful for youth since they often work and move within communities in a manner that is different from the way adults perform.

As a starting point, one should consider that not all youth are the same. Older youth can seek different employment and training opportunities than younger youth. For this reason, it is good to know when young people are legally able to enter a structured working environment and under what conditions. Also, employment of female youth is different than that of male youth and this should be considered in your preparations for training.

A youth employability assessment should have the following components:

1. Background Reading

There is a lot of information on the Internet regarding youth employment in any country. The United Nations and national and local governments have statistics on youth demographics, their employment, and youth focus employment initiatives. This information is often available from different branches of governments, such as those responsible for education, labor, finance, and youth. Background reading should also be used to identify those institutions and organizations involved in training for youth employment.

Additionally, the trainer should search the Internet and local publications, such as magazines and newspapers, to see how jobs are advertised and what skills are required. Examples of job advertisements related to youth should be collected.

2. Key informant interviews and focus groups

Based upon background research, key informants should be identified to be interviewed. These can address broad issues of youth employment but also can be tailored to the person being interviewed. For example:

Community Leaders (government officials, religious leaders, business owners, members of women's groups, educators, leaders of sports groups, and members of youth-serving civil society):

Interview can broadly cover:

- Who are youth in the community?
- What employment opportunities exist for youth?
- What training, internship, or on-the-job training exist for young people?
- What makes it difficult for young people to find work?
- Are there any unsafe employment choices for youth?
- What types of employment should youth consider more? Or that should be emphasized during the training?

Interviews with Employers

- What types of skills are you looking for?
- How do young people become employed with you?
- Are resumes useful?
- Do you provide any internships or on-the job training?

Interviews with youth

- How do young people get employment?
- What are the employers looking for?
- How do young people interview?
- What makes it difficult for young people to find work?
 - o What types of training would you like?



- Youth who earn wages
 - o How did you find work?
 - o Did you apply to your job using a resume?
 - o How did you network for your job?
- Self-employed youth
 - o How did you start your business?
 - o What skills did you need?

3. Participatory Analysis for Community Action (PACA)

PACA is a useful means of rapidly understanding how households and communities function. More specifically, PACA is a useful tool for understanding disenfranchised and invisible groups such as women and minority groups. *Peace Corps' Participatory Analysis for Community Action (PACA) Training Manual* (ICE No. M0053) cover the basic concepts of PACA. These concepts are explored more deeply in *PACA: Using Participatory Analysis for Community Action Idea Book I* (ICE No. M0086).

Example activities could include:

- o Community mapping: Youth could help the trainer develop a map of the community and the location of employment opportunities.
- o Daily activities: Typically, youth are unemployed and their time is unstructured. Understanding how they use their time would help to identify the best time of day and time of week for the training.
- o Seasonal calendars: Youth are employed during different parts of the year, such as school break, holidays, or planting/harvesting. Understanding this can help one determine immediate and long-term opportunities.

It might also be useful to get a general understanding of youth by asking how they spend their day, whether they have access to computers or cellphones, and participation in sports, religious institutions, social clubs, etc.

Understanding risky work

The assessment should also consider the range of youth employment opportunities, including those that put young people at risk, such as prostitution, construction, working in mines, and making rugs. As this is contextual, this training does not address these difficult types of employment. However, to meet the real needs of youth, the trainer should incorporate sessions on good decision making and the identification of alternatives.

Other Considerations

Course Length: The course is designed to be delivered in the sequence provided, using all sessions. However, trainers have flexibility in configuring the course to meet participants' needs. It could be delivered as an intense full-week course, as one or more sessions per week over several weeks, or as a selection of certain sessions. The Employability Course will probably be most effective if the sessions are given weekly or twice a week. Read the "prerequisites" section of each lesson before making plans to conduct sessions in a different order or eliminating sessions. Suggested sequences for shortening the course are provided.

Language: Although participants are not expected to have English fluency, all materials are provided in English. It is up to the instructor to provide translation or to include an interpreter, if needed. The training should also reflect appropriate names, scenarios, choice of language or jargon, cultural expectations, and formats, in addition to proper protocol for resumes and CVs, cover letters, thank you notes, etc.

Schedule Variations

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

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

15 hours of training

Sessions	No.	Time
Crossing the Bridge: An Introduction to Employability	1	2 hours, 35 minutes
Keeping the Goal in Sight: Jobs Available in the Community	4	1 hour, 40 minutes
Presenting Yourself: Appropriate Dress and Body Language	9	2 hours
Presenting Yourself: Developing a Resume/CV, Part 1	10	2 hours
Presenting Yourself: The Job Interview	12	2 hours, 30 minutes
Finding Job Leads	16	2 hours
Applying for a Job	17	2 hours
Total Time:		14 hours, 45 minutes



9 hours of training

Sessions	No.	Time
Presenting Yourself: Developing a Resume/CV, Part 1	10	2 hours
Presenting Yourself: The Job Interview	12	2 hours, 30 minutes
Finding Job Leads	16	2 hours
Applying for a Job	17	2 hours
Total Time:		8 hours, 30 minutes

Week-long Session

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

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



Cross-reference to the *Financial Literacy Manual*

Below is an overview of the *Financial Literacy Manual* for your reference. It may help you locate sessions that you would like to incorporate into a modification of the Employability course.

Financial Literacy Session Overview

Sessions	Learning Objectives	Time
Introduction: Getting Ready	1. In a large group discussion, participants will list at least two positive or constructive behaviors or attitudes they agree to adopt during the sessions. 2. In a large group discussion, participants will identify two examples of how financial literacy could affect their lives.	1 hour
Let's Talk About Money! Functions of Money (Optional)	1. In small groups, participants will give an example of each of the four functions of money. 2. In a large group, participants will identify at least two examples of what money cannot buy. 3. In small groups, participants will identify the four functions of money in a case study.	1 hour, 30 minutes
Sources of Income (Optional)	1. In a large group discussion, participants will identify at least two sources of personal income. 2. Using a case study, participants will identify sources of income, types of deductions and taxes, and calculate the difference between gross and net income. 3. Each participant will identify all taxes and deductions in order to calculate his or her personal net income.	1 hour, 10 minutes
Time Value of Money: Time is Money (Optional)	1. After reading a scenario, participants will demonstrate understanding of the time value of money by identifying the benefits and opportunity costs associated with when financial payments are received. 2. After reading a case study, participants will, individually, compare and contrast the opportunities and risks of lending money to others.	1 hour, 30 minutes
Spending: Needs and Wants	1. After reading a scenario, participants will distinguish between needs and wants. 2. After categorizing a list of needs and wants in a case study, participants will develop a list of prioritized expenses.	1 hour, 30 minutes

Setting Financial Goals (Optional)	1. In a large group, participants will develop a goal that is SMART (Specific, Measurable, Achievable, Realistic, and Time-bound). 2. After reading a case study, participants will develop a financial plan with a list of goals, date completed, and estimated cost for each. 3. Individually, participants will create a financial plan with four goals to help them achieve a personal dream.	1 hour, 30 minutes
Savings: Pay Yourself!	1. After reading a savings scenario, participants will develop a savings plan. 2. Using a savings plan worksheet, participants will set a personal savings goal over a four-week period. 3. In a large group discussion, participants will identify strategies to overcome savings challenges.	1 hour, 20 minutes
Developing a Personal Budget	1. In small groups, participants will prioritize which expenses will be covered by their income. 2. In a large group discussion, participants will list at least two reasons for using a budget. 3. After reading a two-part case study, participants will prepare a budget based on fixed income and variable (estimated) income using a budget template. 4. Individually, participants will create a personal weekly budget (with fixed or variable income) using a budget template.	1 hours, 30 minutes
Life Happens! Dealing with Life Cycle Events	1. Playing a board game in small groups, participants will evaluate potential financial implications of at least one dozen unexpected life events. 2. After identifying and categorizing unexpected life events with positive and negative financial repercussions that affect youth in their community, participants will recommend ways to address each. 3. Individually, participants will journal about actions they could take for at least two unexpected events with financial gain.	1 hour, 30 minutes
Where to Save—My Bed or the Bank?	1. In a large group discussion, participants will identify at least three places where young people can save money. 2. In pairs, participants will develop at least three criteria for choosing the best location to save their money. 3. Given a case study and a savings criteria matrix, participants will, in pairs, compare and contrast saving options (in terms of safety, access, required deposits and balances, and interest) to make a recommendation of where they would save.	1 hour, 30 minutes

Wise Use of Loans	1. Working in pairs, participants will identify at least one advantage and one disadvantage of borrowing money. 2. After analyzing different financial situations, participants will decide whether it would be better to borrow money or use savings for each.	1 hour
Record It! Keeping Financial Records	1. In a large group discussion, participants will identify at least two reasons to keep financial records and at least two documents that are important to keep. 2. After reading a scenario in small groups, participants will identify financial documents that can be used to verify expenses made, products purchased, and income received. 3. After reading a case study, participants will complete a financial ledger of income, expenses, documentation, and ending balance.	1 hour, 15 minutes
Let's Meet Financial Institutions!	1. In a large group discussion, participants will map out at least three types of financial institutions and/or associations and four basic financial services that exist in their community (or nearest town). 2. After prioritizing the top four financial services youth need, participants will identify the institutions that best provide these services to youth and the reason for their selections.	2 hours, 30 minutes
Financial Negotiations	1. In pairs, participants will describe at least two situations where financial negotiations are needed. 2. Given a scenario, participants will practice negotiating in pairs. 3. After practicing negotiating, participants will create a negotiation plan for their own (or a given) situation.	2 hours, 10 minutes
Tell Me What You Know! (Optional)	1. Playing a jeopardy game, participants, in teams will answer correctly at least two of the three questions asked about financial literacy content.	45 minutes
Money Management: Review and Simulation	1. Each participant will draw a picture that represents at least two practices of effective use of money. 2. Working in small groups, participants will identify at least two reasons to save, set financial goals, spend carefully, or budget. 3. In a simulation, participants will work in teams and prepare a budget, monitor monthly income and expenses, and undertake financial negotiations for loans.	2 hours, 10 minutes

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 create learner buy-in. Establishing norms and rules of conduct will foster a safe and productive learning environment.

Time

2 hours, 35 minutes

Prerequisites

Participants have basic knowledge of jobs available in the area.

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



Crossing the Bridge: An Introduction to Employability

Date: **Time:** 2 hours, 35 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 Flip chart 1.
5. Purchase a small, inexpensive, locally available notebook as a sample “Action Journal.”

Materials:

Equipment

- Flip chart, easel, and paper or chalkboard
- Markers or chalk
- Tape
- One small red card and one small yellow card to use during one-minute presentations
- Timer or watch
- Ball (can be a real ball, or just a balled up piece of paper or clothing)
- Props for skit (optional—use whatever is locally available)
- Small cards or paper for session assessment
- Pen or pencil for each participant
- Sample Action Journal

Handouts

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

Handout 2: I Can Do It! Self-Assessment

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:

1. Individually, participants will write the definition for “employable” in their Action Journal.
2. Individually, participants will list at least four skills needed to be employable.

Motivation

15 minutes

Trainer Material:

- Ball

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 add another type of work to the list.”*
3. Begin the activity and interject where necessary to ensure that it continues 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.



Trainer Material:

- Ball
- Timer or watch
- Red card
- Yellow card

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 going to be together a lot over the coming days [or weeks], so it's important that we feel comfortable together. In this activity you'll have a chance to tell us about yourself and learn about the other people in the training. Why is it important to get to know some things about people you are working with?"*

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.

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.

.....
Note: 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.
.....

.....
Note: 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.

.....
Note: 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.
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."

Motivation

20 minutes

Trainer Material:

- Flip chart or board markers or chalk
- Sample Action Journal

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. Key concepts would be that all participants treat each other with respect and that everyone, regardless of sex, ethnicity, disability, is actively encouraged to participate.

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 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. Pay attention to who is talking. Be sure both girls and boys are getting a chance to speak. If some people are not speaking, encourage them.

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 participants 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] and Peace Corps' Student Friendly Schools materials.

4. Finally, suggest that you have one last norm to request. Indicate that you think it is a good idea for each participant to have his or her own Action Journal. Hold up the sample Action Journal. Suggest that participants purchase an inexpensive book like this one, or bring in one from 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 comments.
6. Transition to the next half of the session, perhaps by saying the following:
 - 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.'"*

Information

45 minutes

Trainer Material:

- Handout 1: Crossing the Bridge: The Story of Lucy and Emma
- Trainer Material 1: Preparing the Skit
- Trainer Material 2: Examples of the "Bridge"
- Flip chart 1: The Bridge to Employability
- Markers
- Tape
- Props for the skit (optional)

Crossing the Bridge Skit

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.

.....
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.

.....
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.
.....



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.

1. Debrief participants after the skit by using some of the following questions:
 - *“Think about the ‘Story of Lucy and Emma.’ What stands out for you? What especially strikes you?”*
 - *“Why do you think Lucy has been more successful than Emma in getting a job?”*
 - *“What steps did Lucy take to become employed?”*
2. *“What sources for finding a job did Lucy and Emma 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 Emma” as a prompt for participants. For example:
- *“Let’s revisit the ‘Story of Lucy and Emma.’ 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 period of supervised training to build skills for a particular job, noting that it 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

Trainer Material:

- Handout 2: I Can Do It! Self-Assessment questionnaire
- Pen or pencil for each participant

Assessing Your Assets and Capabilities

Participants will assess their current knowledge of the course content so they can a) set personal goals for the course, and b) have a baseline 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.)*
 - *"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

20 minutes

Trainer Material:

- 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. Ask participants to comment on what factors or cultural norms might affect their self-assessment of their abilities – like having support from family to enter the world of work, societal norms that do not encourage girls in professional positions, presence or absence of role models, etc.

.....
Note: This serves as an assessment of Learning Objective 1 and also provides insight for you as the trainer concerning 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 clear about how well they are meeting their course goals and to assess how close each of them feels to being "employable."



Trainer Material:

- Small cards or papers
- Pen or pencil for all participants
- Trainer Material 3: Session Assessment

Summary and Assessment

The session is summarized and a brief assessment of three learning objectives is conducted.

1. Briefly summarize the session and look ahead to the topic in the upcoming session.
2. Indicate that before moving on, you'd like to have a quick check on what the group has learned together this day.
3. Distribute a small card or piece of paper to each participant.
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 Material 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.

.....
Note: This activity serves as an assessment of Learning Objectives 2.

1. Summarize the session
2. Have participants reflect briefly in Action Journals
3. Preview what will be learned in the next session

Assessment 2

Learning Objective 1 is assessed by the trainer through the review of the participants' Action Journals following the session.

Learning Objective 2 is assessed by the trainer through the review of the cards handed in by the participants following the 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?]

Works Cited:

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

Trainer Notes:



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



Lucy and Emma 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 Emma 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. Emma looks pleased for her and immediately congratulates her friend. Lucy asks Emma the results of her own job search. Emma looks a bit sad and says she still hasn't had any luck. The two compare notes about looking for a job.

Emma: "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] but not all jobs are listed. My big strategy was to be clear about what skills I have and networking. That was how I found some great leads for me and then sent my resume¹/CV.”

Emma: “Whoa! What’s networking? What’s a resume/CV?”

Lucy: “Oh dear! Haven’t you been talking to people? 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?”

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

Lucy: “I got my job not just telling people I wanted a job but explaining what I could do. Somebody heard me and told me about this one and after I sent the resume/CV, I got a call inviting me to an interview. Before I went, I talked to everyone I knew to learn more about the job and made sure my skills matched what they were looking for. 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.”

Emma, quietly: “That’s a lot of work. I didn’t think about learning about a company before the interview.”

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.”

Emma: “How did the interview go? I guess I didn’t realize how important it is to realize there is so much to do to prepare.”

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

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

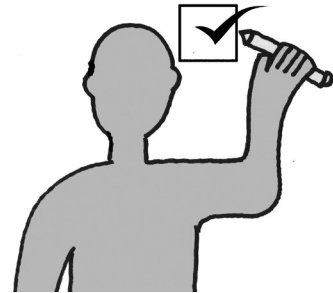
The two embrace and walk off together.

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

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 what skills I have to offer employers.			
I can identify the skills that employers are looking for in new employees.			
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.			
I know how to communicate my ideas and opinions.			
I know how to disagree politely.			
I know how to manage my time.			
I know how to make good decisions.			

Trainer Material 1: Preparing the Skit

“Crossing the Bridge: The Story of Lucy and Emma” 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 Emma 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.

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:

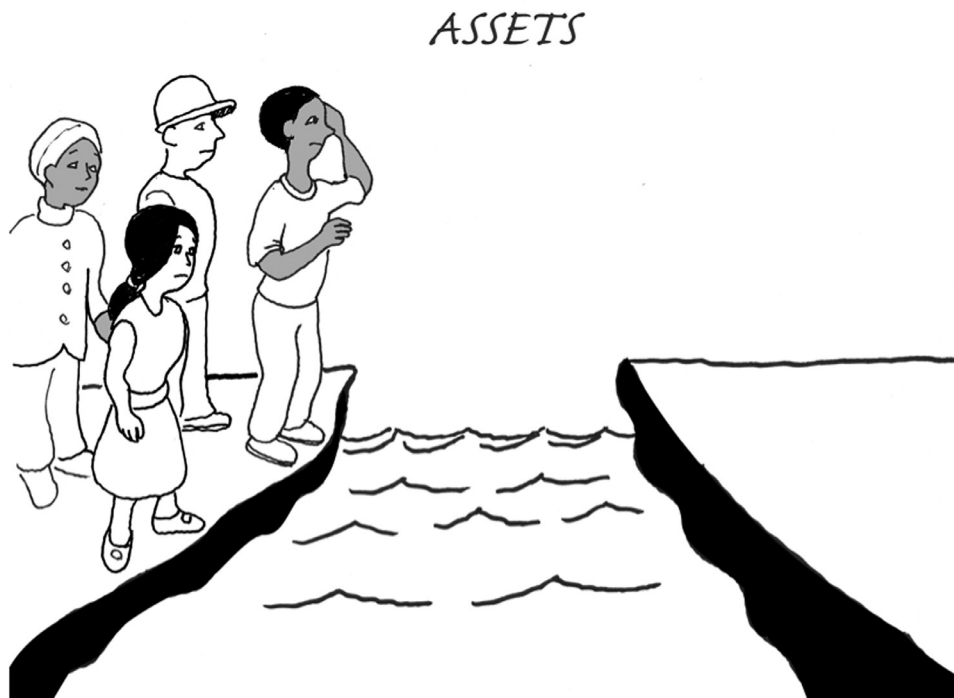
1. Describe what it means to be “employable.”
2. List four skills needed to “cross the bridge” to being employable.

Flip chart and Handout: “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.

Additional text can be included for further clarification:

Assets: Abilities, Education, Knowledge, Skills, Talents Values.

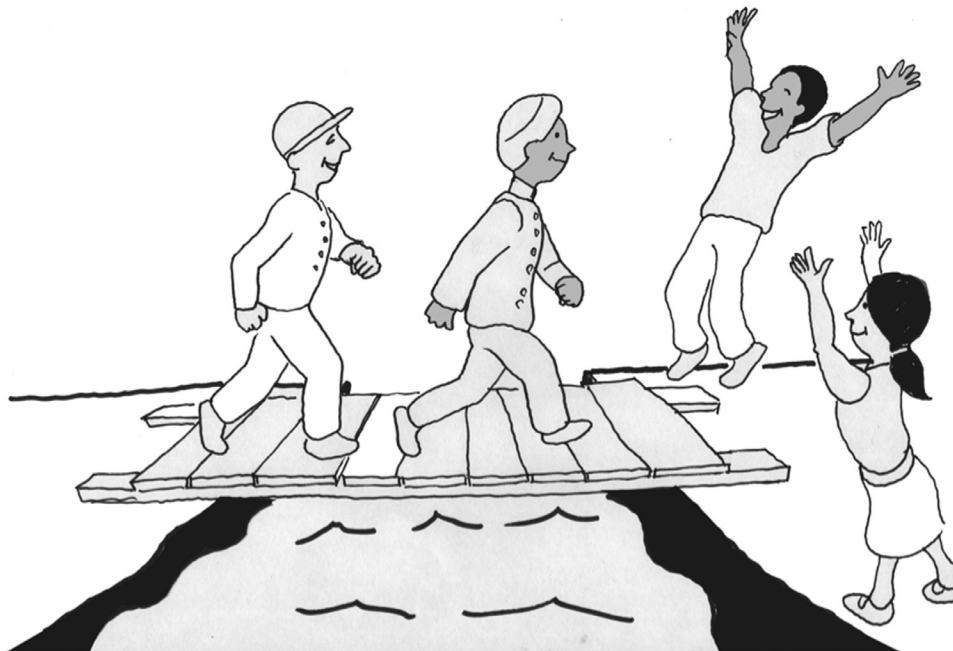


Building Employability Skills: Understanding one's skills and talents; Good communication skills; Ability to present oneself well; Having clear goal; Knowing where to look for job; Writing resume, cover letter.

Building employability skills.



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



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. What outside factors or cultural norms might affect your self-assessment – like having support from family to enter the world of work, societal norms that do not encourage girls in professional positions, and presence or absence of role models?
4. 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.)

Imagining Your Ideal Future

Sector: Youth in Development

Competency: Self-awareness, goal-setting, communicate ideas effectively

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To motivate participants by encouraging them to envision their ideal lives and work, to understand the current work opportunities available, to plan for the future, and to engage in deeper self-awareness.

Session Rationale

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

Time

2 hours

Prerequisites

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

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Basic understanding of employability; basic skills in conducting a visioning exercise



Imagining Your Ideal Future

Date: **Time:** 2 hours **Trainer(s):**

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Create a sample “Ideal Future” board.
3. Write out sample ideal future statement on board or flip chart.
4. Collect old magazines, newspapers, and other materials for participants to use in their vision boards. Be creative and use colorful materials available in the community—scraps of fabric, beads, feathers, and so on.
5. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Sticky notes or small cards with tape or pins to attach name cards for Motivation activity
- One sheet of flip chart paper or cardboard per participant
- Materials for creating “Ideal Future” boards
- Scissors (enough for sharing)
- Glue or tape
- Timer or watch

Flip charts

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

Flip chart 2: Personal Ideal Future Statements

Trainer Materials

Trainer Material 1: Sample “Ideal Future” board

Session Learning Objectives:

1. Individually, participants will create a personal “Ideal Future” board that reflects personal goals.
2. Each participant will communicate a two- or three-sentence “Ideal Future” statement to a group of peers.

Trainer Material:

- Sticky notes or small cards with tape or pins
- Markers

Great People in the Community and the World

This activity is an energetic start to the session that previews the discussion of a life well lived, an ideal future.

1. Welcome the group back and indicate that you will begin the session with a quick warm-up activity.
2. Provide instructions for the activity:
 - a. *"Take a sticky note [or card with tape or pin]."*
 - b. *"Think about the many great, memorable people in the community, the country, the world."*

.....

Note: Provide two or three examples for participants—one drawn from the local community, one from the country or region, and another known globally.

.....

 - c. *"Choose one person you admire who you are sure everyone else in the room would also know. Write that person's name on your sticky note [or card]. Take care not to let anyone else see what name you write on your paper."*
3. Allow three or four minutes for participants to think and write. Then collect the notes.
4. Provide further instructions:
 - a. The cards have been shuffled and will be randomly taped onto participants' backs.
 - b. When the exercise starts, participants will circulate around the room, asking each other questions about the person written on their cards. The goal of the activity is to guess who is written on the card on the participant's own back.
 - c. *"You may ask only 'yes' or 'no' questions. For example, you may ask 'Is this person female?' but you may not ask, 'Is it a man or a woman?' You may ask only questions that have an answer of yes or no."*
 - d. *"You must discover the name on your back before the facilitator says that time is up. You'll have only about seven minutes."*
5. Check for participants' understanding of the instructions and clarify any questions.
6. Walk around the room, placing name notes on each participant's back.



7. Begin the activity. Let participants circulate, asking and answering questions for about seven minutes. Indicate when there is only one minute left, and then when time has expired.
8. Invite participants to take the cards off of their backs and read off the names written there so everyone can hear all of the names.
9. Briefly process the activity, using some of the following questions:
 - a. *"Who was able to guess their mystery person's name?"*
 - b. *"Think about all of the names you heard. What do these people have in common?"*

.....

Note: Potential answers might include: They are well respected. They are successful. They are famous. They are known for their good deeds.

.....

 - c. *"What lessons might we learn from the lives of these people?"*
 - d. *"Imagine each of these people when they were your age. What do you think they hoped for? Do you think they had any idea where life would take them? Do you think they knew what they would do with their lives?"*
10. Summarize the activity and transition to the brief review. Indicate that all of these people are well known for what they have done with their lives, whether that was becoming famous, doing good deeds, living well and becoming well respected in their communities, and so forth. In many ways, these are role models for us, and we can look to them for some lessons about how to live our own lives.

Motivation

15 minutes

Trainer Material:

- Flip chart 1: The Bridge to Employability

Brief Review of Bridge to Employability

This brief review will remind participants of the framework presented in the last session and help them to contextualize this Ideal Future session into the bridge to employability model.

1. Move to the flip chart of the bridge to employability, and say, *"In the last session, we talked about moving along this bridge to being employable or getting and keeping a job."* (Move your hand along the bridge as you speak.) *"We discussed all of the skills, talents, interests, and values you bring [refer to the left-hand side of the bridge], about our need to build on those skills during these sessions [move your hand along the 'planks' of*

the bridge], and to reach our goal of employability [touch the right-hand side of the bridge].”

.....
Note: Alternatively, you might ask a volunteer to come up and describe the bridge model.
.....

2. Continue: *“But today, before moving on with our focus on employability, I would like for us to stop and think about what lies beyond this bridge.”* Gesture to the space beyond the right side of the bridge model. *“In 40 years, if young people in the community were to do today’s warm-up activity and mention you, what story would they tell about your life? About the choices you made? About what you achieved? And how does your current quest to become employable fit into that overall image of the future for you? That’s what we will be talking about in today’s session.”*
3. Review the agenda and objectives for the day and transition to the next activity.

Information

Up to 15 minutes

Imagining Your Future—60th Birthday Exercise

This short visioning exercise invites participants to imagine their ideal futures as a beginning to exploring goal-setting for their distant, and then more immediate, futures. This visioning will later be linked back to their current focus on employability.

1. Suggest that in order for us to have a clear understanding of what kind of work we are looking for, what we are qualified to do, what will make us happy and fulfill our needs best, it is helpful first to “zoom out,” and take a look at the bigger picture of our lives.
2. Indicate that the group is going to spend the next 15 minutes or so imagining their ideal future.
3. Invite participants to get completely relaxed and to close their eyes if they are comfortable doing that.
4. Say, *“I want you to imagine that you are at your 60th birthday party. All of the people you have known throughout the years have gathered together to honor you and to celebrate the life you have lived. You are so happy to see everyone. As you take your seat in front of the birthday cake, you look around at the many different people sitting there, smiling at you and ready to celebrate. You see family and friends, co-workers, teachers, people you knew at school and at former jobs. Before the candles are lit on the cake, everyone in the room, one by one, states how you have affected their lives, how proud they are of who you are and what you have accomplished.”*

.....
Post adaptation: Describe a locally appropriate birthday setting for someone this age.
.....



5. Pause for several seconds, and then continue, *"What do they say?"*
6. Pause again, and then probe further. *"What do your children say about you? Your husband or wife, or life partner? What do they say about you in the community? What do your co-workers or employees say about you? Your former teachers or mentors? Your friends?"*
7. Say, *"You have been so touched by the warm expressions of love, admiration, and gratitude you have heard around the room. As you bend to blow out the candles, you think, 'My life has been filled with ...' What? How would you complete the sentence? What is the summary of your life, as you sit with loved ones at your 60th birthday party?"*
8. Allow a few more minutes of silent reflection before transitioning to the practice activity. Say, *"Take a few more moments to imagine this birthday gathering. Think about the images you see and hold these pictures in your head. Think about how you are feeling as you look around the room and hold these feelings in your heart. Think about the words that are coming to mind as you look around the room and keep these words in mind as you open your eyes."*

Practice

40 minutes

Trainer Material:

- Flip chart paper or cardboard, glue, tape, magazines, newspapers, scissors, markers, various other creative elements for the "Ideal Future" boards
- Trainer Material 1: Sample "Ideal Future" Board

Creating a Personal "Ideal Future" Board

Participants create "Ideal Future" boards that will help them to imagine the life they want to live, to begin to set goals, and to focus their job search. They will use the "Ideal Future" board to develop an ideal future statement during the next part of the session.

1. Say, *"I want you to keep these images, feelings, and words in mind as we do the next activity."*
2. Provide instructions for the activity, using some of the following ideas:
 - a. Indicate that they are going to take the next 40 minutes to capture the many images, words, and emotions they just had in imagining their ideal futures.
 - b. Suggest that they are going to create "Ideal Future" boards. Each of them will create a personal ideal future board to represent their vision of their ideal future.

- c. Tell participants that they should feel free to use any of the materials provided to create their boards. Say, *"Be as creative as possible. You may use the materials, draw pictures, write words, cut and paste images from magazines—whatever you want to use to showcase some of the images, feelings, and words that came to you about your ideal future."*
 - d. Give them about 20 minutes to create their boards.
 - e. Say, *"When you have finished, we will take some time to have a look at everyone else's ideal future board."*
3. As the trainer, reveal your own "Ideal Future" board as an example. Briefly discuss your board and how it relates to your own vision of the future.
 4. Check for understanding of the instructions and start the activity.
 5. Circulate among participants as they work individually to create their ideal future boards. Assist where necessary.
 6. Announce when only 10 minutes remain, then when only five minutes remain. Announce when time has expired.
 7. Ask individuals to post vision boards on the wall. If this is not possible, they can hang them on the easel or display them at their work space or on the floor.

Application

15 minutes

Trainer Material:

- Flip chart 2: Personal "Ideal Future" Statement

"Ideal Future" Board—Gallery Walk

Reviewing and discussing peers' work will help build group rapport and highlight what they have in common in their images of an ideal future.

1. Provide instructions for the gallery walk, using some of the following ideas:
 - a. *"We will now circulate around the room for about 10 minutes to look at all of the 'Ideal Future' boards."*
 - b. *"As you look, feel free to ask polite questions of your peers, say positive things about the boards, and make a mental note of anything you see that you'd like to add to your own board."*
2. Invite individuals to walk around the room and look at their peers' vision boards. Be sure to review the boards yourself and make note of ideas for the debriefing.



3. Briefly process the gallery walk, using some of the following questions:

- a. *"What stands out for you from the ideal future boards you saw?"*
- b. *"What surprised you?"*
- c. *"What was similar among all of the ideal future boards?"*
- d. *"What did you notice that you'd like to add to your own board?"*

.....
Note: This activity serves as an assessment of Learning Objectives 1.
.....

Application

15 minutes

Trainer Material:

- Flip chart 2: Personal "Ideal Future" Statement

Writing a Statement About Our "Ideal Future"

Summarizing many ideas about the future into a clear statement helps participants to focus their images of the future and begin to create goals for achieving those visions.

1. Say, *"We are now going to try to summarize our 'Ideal Future' boards into two or three sentences. If you had to summarize your 'Ideal Future' board, what two or three sentences would best describe it?"*
2. As facilitator, show your sample "Ideal Future" board again, then reveal Flip chart 2: Personal "Ideal Future" statement as a sample. Point out the connection between the two.

.....
Note: For example, if you had images about parenting on your board, one of your sentences might be: "I am a loved and respected parent, who has raised well-educated and happy children."
If you had images about a specific job, reflect that in one of your sentences: "I am a creative entrepreneur who founded my own successful business."
.....

3. Check for participants' understanding of the instructions. Ask them to write in their Action Journals. Begin the activity. Indicate that participants have only 10 minutes to write their two or three sentences.
4. Remind participants when only five minutes remain and again when time has expired.

Sharing our “ideal future” statements

This activity celebrates participants’ images of the future and provides another opportunity to practice talking about themselves with others.

1. Reconvene the group and indicate that for the remainder of the session, they will share their “ideal future” statements.
2. Invite participants, in turn, to read aloud their statements. After each statement is read, lead a group clap to celebrate that person’s statement.
3. Summarize the session and thank participants for sharing these personal ideas and visions. Remind the group that a vision of the future is something that may change over time and that one’s “ideal future” statement may change a bit, too. It is important to do this exercise periodically—imagining ourselves at our 60th birthday party, thinking about the words, images, and feelings associated with that and coming up with a statement to summarize what we want for our lives. These ideas keep us thinking about the important goals we have set for ourselves.
4. Suggest that the group will continue to discuss these ideas and will also review these ideal images of the future when exploring their ideal jobs in upcoming sessions.

.....
Note: This activity serves as an assessment of Learning Objective 2.
.....

.....
Note: Facilitator may want to collect and keep the Ideal Future boards for use in Session 5.
.....

Closure

5 minutes

1. Summarize the session
2. Have participants reflect briefly in Action Journals
3. Preview what will be learned in the next session
4. Thank everyone for their participation and close the session.



Assessment

Learning Objective 1 is assessed by the trainer through the review of the 'Ideal Future Boards' during the Application phase of the training session.

Learning Objective 2 is assessed by the trainer during by noting participant communicating their 'Ideal Future' with their peers.

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?]

Trainer Notes:

Trainer Material 1 : Sample “Ideal Future” Board

Using a flip chart or large piece of cardboard, develop your own “Ideal Future” board as a sample for participants.

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



Flip chart 2: Personal “Ideal Future” Statements

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

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

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

“I am successful farmer who raises healthy food and takes care of the environment.”

“I take care of children in my home, which allows me the time to be a good parent.”

“I run a bakery and supply bread to my community.”

What Do I Bring to the World of Work?

Sector: Youth in Development

Competency: Self-awareness; communicating effectively about oneself; active listening

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To understand the process of applying for work by being more aware of their skills and improving their ability to talk about themselves.

Session Rationale

Identifying one's skills and being able to speak about them is critical to any job search. This session will help participants understand the skills they already have and describe them to potential employers.

Time

1 hour, 40 minutes

Prerequisites

Session 1: Crossing the Bridge: Introduction to Employability and an understanding of the employability bridge model.

Session 2: Imagining Your Ideal Future.

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Basic understanding of how young people find work and knowledge of local employment opportunities



What Do I Bring to the World of Work?

Date: **Time:** 1 hour, 40 minutes **Trainer(s):**

Trainer preparation:

1. As discussed in the introduction, it is essential that the trainer understand what employment and training opportunities are available for youth. The trainer will need to adapt the self-assessment to the local context.
2. Write session outline and objectives on board or flip chart.
3. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Noisemaker, such as a bell, drum, or chime (optional)
- Extra paper and pens (in case participants forget their Action Journals)
- Timer or watch

Handouts

Self-Assessment Survey

Flip charts

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

Trainer Materials

Trainer Material 1: "More About Me" Circle-to-Circle Exercise

Session Learning Objectives:

1. Reflecting upon their own life experiences, participants will identify at least five personal skills, talents, and interests from a skills inventory.
2. After discussing the results of the skills inventory, participants will prioritize one skill they would like to develop.
3. In counter-circles, participants will practice talking about two skills identified in the skills inventory.

Trainer Material:

- Flip chart 1: The Bridge to Employability

“More about Me”— Circle-to-Circle Exercise

This activity is an energetic start to the session that previews the session’s focus on sharing more about oneself through conversation. In this section, participants will introduce themselves, speak a little about their skills, and review where they are on the “Bridge to Employment.”

1. Welcome the group back and indicate that you will begin the session with a quick warm-up activity.
2. Ask the group to count off by twos and to form two groups (all ones in one group, all twos in the other)
3. Ask Group 1 to stand up and form a large circle. Ask Group 2 to go inside Group 1’s circle and form a smaller circle.
4. Ask everyone in Group 2 to face outward toward the participants in Group 1. Instruct everyone to choose a partner from the other group and stand across from that person.

.....
Note: If there is an uneven number, you should join the exercise yourself.
.....

5. Provide instructions for the activity:
 - a. Tell participants that you will read a question aloud.
 - b. Each partner will have one minute to speak.
 - c. After two minutes have passed, you will clap (or ring bell, bang drum, etc.) and the inner circle will move one person to the left.
 - d. The group will then do the activity again with a new question.
6. Practice the process once before beginning the activity.
7. Begin the exercise—ask a question from the first circle-to-circle exercise in Training Material 1: More About Me Circle-to-Circle Exercise, instruct the group to talk about it for two minutes, clap to indicate that it’s time to rotate, and read the next question.
8. Continue in this way for about 10 minutes and then invite participants to have a seat.
9. As a whole group, briefly discuss the exercise using some of the following questions (you might ask for a quick roundup of answers to a specific question or two):



- a. *“What might you share from this warm-up?”*
 - b. *“Is it easy to talk about yourself?”*
10. Say, *“Talking about your skills is a key component of looking for employment. This requires knowing what your skills are and practicing talking about yourself.”*

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 what we bring to the world of work—our skills, interests, talents, abilities, and gifts. Once we understand these aspects of ourselves better, 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 the day.

Information

15 minutes

Trainer Material:

- Handout 1: Self- Assessment Survey

Self-Assessment

This activity allows participants to identify their abilities, interests, skills, and talents as the first stage in finding and keeping the right job.

1. Introduce self-assessment.
2. Say, *"We talked about your ideal future in the first session. We will now look at and discuss the next two."*

"Today, you will be taking a self-assessment to help you think about what skills you have and what you enjoy doing. The inventory is meant to identify your skills and also stimulate your thinking – What do you like doing? Do you like working with people? Do you like teaching? Do you like cooking? Do you like farming?"

"The inventory is broad and covers a wide range of skills, including those you use every day. Farming, cooking, and washing dishes are all marketable skills that can lead to other jobs."

"This is not a test. If you have questions about specific questions feel free to raise your hand or ask another participant."

3. Distribute inventory. Tell participants that they have 20 minutes to fill out the inventory.
4. Walk around the room to be available for questions.
5. Announce when only five minutes remain, and stop the group when time has expired.

Practice

20 minutes

Trainer Material:

- Handout 1: Self-Assessment Survey
- Markers
- Paper and pens, in case some participants forget their Action Journals

The Real You—Interactive Assessment Discussion

1. Reconvene the group and debrief them, using some of the following questions:
 - a. *"What did you learn about yourself?" You are trying to help young participants see themselves as more talented than they thought.*
 - b. *"Who had more than 10 skills? 11? 15?"*
 - c. *"What skills were missing?" (Trainers should write these down).*
 - d. *"Take a look at your inventory? 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?"*
 - e. *"Did this help you identify a skill you would like to develop? What skill?"*



2. Summarize the activity and suggest that participants keep this as an important part of their Action Journals.
3. Transition to the application activity.

.....
Note: Close observation to participants' work during activity serves as an assessment of Learning Objectives 1 and 2.
.....

Application

30 minutes

Repeat Sharing “The Real You”

Repeat the circle-to-circle exercise from the beginning of the session. This activity will provide the participants a second chance to talk about themselves while focusing more on their skills. Use the second set of questions from Trainer Material 1: More About Me Circle-to-Circle Exercise.

1. Before starting, ask participants to think of how they would structure their answers and focus on two specific skills.
2. Briefly process the exercise, using some of the following ideas:
 - *“Did this feel the same as the first time?”*
 - *“How was your response when I asked the same question?”*
 - *“How comfortable were you talking about your skills?”*
3. Review the key concept for the session—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.
4. Ask participants to put their names on their inventories for collection, which will be returned at the beginning of the next lesson.
5. Thank participants for their input and work and close the session.

.....
Note: Close observation of participants' work during the interviewing activity serves as an assessment of Learning Objectives 3.
.....

Closure

5 minutes

1. Summarize the session.
2. Have participants reflect briefly in Action Journals.
3. Preview what will be learned in the next session.
4. Thank participants and close the session.

Assessment

Learning Objective 1 is assessed by the trainer through close observation of participants' work during the Practice phase of the session.

Learning Objective 2 is assessed by the trainer through close observation of participants' work during the Practice phase of the session.

Learning Objective 3 is assessed through close observation of participants' work during the Application phase of the 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?]

Trainer should review the inventories to identify participants' skills. This information should be included in the next sessions.

Care should be taken to return all inventories to students. Additionally, the participants should be able to tape or staple the inventories to their Action Journals.

Trainer Notes:



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:

First ‘Circle-to Circle Exercise’

- What is your favorite thing to do for fun?
- Who is someone you admire and why?
- Why did you decide to participate in this training?

Second ‘Circle-to Circle Exercise’

- Do you think you would feel somewhat confident describing the skills you could potentially offer to employers?
- What are some skills that you’ve identified today that you hadn’t thought about before now?
- What skill do you have that employers would be most interested in?
- What is one skill you would like to develop?

Handout 1: Skills Assessment Surey

Health

- ☐ Caring for the elderly
- ☐ Caring for the sick
- ☐ Midwifery
- ☐ Exercise/helping others exercise
- ☐ Local/traditional medicine
- ☐ Traditional massage
- ☐ Caring for the physically or developmentally disabled
- ☐ Preparing special diets/feeding others
- ☐ Bathing/grooming
- ☐ Making people feel at ease

Other health-related skills:

- ☐ _____
- ☐ _____
- ☐ _____

Office Management

- ☐ Answering a phone
- ☐ Able to use a smartphone
- ☐ Filing alphabetically
- ☐ Note-taking
- ☐ Organizing a schedule
- ☐ Operating a calculator
- ☐ Writing business letters
- ☐ Bookkeeping/accounting
- ☐ Word processing

Other office/business skills:

- ☐ _____
- ☐ _____
- ☐ _____

Computers

- ☐ Typing
- ☐ Using Microsoft Word/other word processing program
- ☐ Searching the Internet for information
- ☐ Using email
- ☐ Using Excel/other database program
- ☐ Outlook/Lotus Notes/other calendar & email program
- ☐ Installing/ maintaining a network
- ☐ Using social media (ex. Facebook, Twitter, Instagram)

Other computer skills:

- ☐ _____
- ☐ _____
- ☐ _____

Construction & Repair

- ☐ House building/repair
- ☐ Roofing
- ☐ Electrical/ repair
- ☐ Clay oven building
- ☐ Rock wall building
- ☐ Mixing cement
- ☐ Bricklaying
- ☐ Canoe-making
- ☐ Window installation/repair
- ☐ Furniture-making/repair
- ☐ Building toilets
- ☐ Soldering
- ☐ Welding
- ☐ Smokeless stove-making
- ☐ Plumbing/repair
- ☐ Making bricks



- ☐ Boat-building
- ☐ Sail-making
- ☐ Blacksmithing

Other construction & repair skills:

- ☐ _____
- ☐ _____
- ☐ _____

Small Scale Manufacturing & Crafts

- ☐ Basket-making
- ☐ Woodcarving
- ☐ Clothing design & sewing
- ☐ Fruit harvesting stick
- ☐ Hammock-making
- ☐ Shoemaking
- ☐ Mat-making
- ☐ Fabric weaving
- ☐ Broom-making
- ☐ Jewelry-making

Other small scale manufacturing and crafts skills:

- ☐ _____
- ☐ _____
- ☐ _____

Agriculture

- ☐ Planting, weeding, and harvesting multiple crops
- ☐ Clearing fields for planting
- ☐ Operating farm equipment
- ☐ Instructing others on work needed to care for crops
- ☐ Tree planting
- ☐ Taking harvested crops to the market to sell

Other agriculture:

- ☐ _____
- ☐ _____
- ☐ _____

Food

- ☐ Preparing food for large numbers of people(over 10)
- ☐ Washing dishes for large numbers of people (over 10)
- ☐ Serving food to large number of people (over 10)
- ☐ Serving food in a restaurant
- ☐ Cooking food for special occasions
- ☐ Baking
- ☐ Catering
- ☐ Preserving food (drying/canning)

Other food and food service skills :

- ☐ _____
- ☐ _____
- ☐ _____

Transportation

- ☐ Driving a car
- ☐ Driving a bus
- ☐ Driving a tractor
- ☐ Driving an ambulance
- ☐ Sailing a boat/canoe
- ☐ Driving a truck
- ☐ Driving a taxi
- ☐ Driving a commercial track
- ☐ Driving a boat
- ☐ Driving a horse-drawn cart

Other transportation:

- ☐ _____
- ☐ _____
- ☐ _____

Operating Equipment and Repairing Machinery

- ☐ Repairing radios, TVs, VCRs, tape recorders, mobile phones
- ☐ Repairing automobiles
- ☐ Repairing vehicle bodies
- ☐ Repairing small engines
- ☐ Repairing ice-makers
- ☐ Operating agricultural equipment (tractors, combines, etc.)
- ☐ Repairing small appliances
- ☐ Repairing trucks/buses
- ☐ Repairing large appliances
- ☐ Repairing small boat engines
- ☐ Repairing motorcycles
- ☐ Other operating equipment and repairing machinery: _____

Supervision

- ☐ Writing reports
- ☐ Planning work for other people
- ☐ Making a budget
- ☐ Interviewing people
- ☐ Filling out forms
- ☐ Scheduling activities
- ☐ Keeping records of activities
- ☐ Assisting with activities at school
- ☐ Other Supervision: _____

Sales

- ☐ Recording cash receipts
- ☐ Tracking inventory
- ☐ Advertising a product
- ☐ Operating a cash register
- ☐ Interacting with customers
- ☐ Other sales: _____

Music

- ☐ Singing
- ☐ Playing an instrument (which): _____
- ☐ Dancing
- ☐ Other music: _____

Video/Television/Radio/Story telling

- ☐ Presenting on radio or television
- ☐ Acting
- ☐ Storytelling
- ☐ Filming or producing video/television
- ☐ Interviewing for oral history
- ☐ Other history: _____

Arts

- ☐ Drawing
- ☐ Knitting
- ☐ Clothing design
- ☐ Sculpting
- ☐ Weaving
- ☐ Painting
- ☐ Crocheting
- ☐ Jewelry design/ repair
- ☐ Carving
- ☐ Other arts: _____



Safety and Security

- ☐ Firefighting
- ☐ CPR/emergency medicine
- ☐ Guarding property
- ☐ Traffic control
- ☐ Lifesaving
- ☐ First aid
- ☐ Crowd control
- ☐ Other safety and security: _____

Keeping the Goal in Sight: Jobs Available in the Community

Sector: Youth in Development

Competency: Self-awareness, active listening, knowledge of jobs available, ability to analyze jobs

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To understand local employment opportunities and what skills they require

Session Rationale

Participants need to know about the types of paid and unpaid work available, which will enable them to target their job search and identify unpaid positions to learn new skills.

Time

1 hour, 40 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.

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 connect with community members



Keeping the Goal in Sight: Jobs Available in the Community

Date: **Time:** 1 hour, 40 minutes **Trainer(s):**

Trainer preparation:

1. Write session outline and objectives on a board or flip chart.
2. Re-post Flip chart 1: The Bridge to Employability if it is not still posted from the last session.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Ball

Flip charts

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

Session Learning Objectives:

1. During a large group activity, participants will compile a list of jobs available in their community.
2. In small groups, participants will identify the skills necessary to perform a specific job.
3. During a large group discussion, participants will reflect on where they might acquire the skills they need.

Trainer Material:

- Ball

Employability in the Community—Ball Throwing Exercise

This activity helps participants identify potential employment opportunities in the local community.

1. Greet the group and tell them you will begin today's session with an activity designed to help the group identify opportunities for employment in their local community.
2. Tell the group to form a large circle around the room.
3. Provide instructions for the activity:
 - a. Tell the group that you are going to toss a ball around the circle.
 - b. Whoever catches the ball should name a job available in their local community.
 - c. Participants should try to throw the ball to people who haven't had it before them so everyone gets a chance to participate.
 - d. Participants should also avoid repeating jobs that have already been named.
4. Start the activity by naming a job yourself and tossing the ball to a participant—make sure the participant names a job and tosses the ball to another member of the group.
5. When everyone has had the chance to catch the ball and name a job, tell the last person to catch the ball to toss it back to you.
6. Tell the group that they are now going to look more closely at employment possibilities and the skills needed for local job opportunities.

Employability in the Community—Identifying Local Job Opportunities

This activity will help participants identify types of employment opportunities in their community and encourage them to think about the skills they need for particular jobs.

1. Hang a new flip chart.



2. Say, *"We are going to continue looking at what types of employment are available and the skills they require. First, let's identify the types of employment in your community. What can you think of?"*
3. List on the board the jobs the group named and encourage the participants to think of additional types of formal and informal types of employment.
.....
Note: List of jobs will serve as an assessment of Learning Objectives 1.
.....
4. Once this is completed, ask whether these different types of employment require the same skills. Point out that some types of employment require common skills (reading, writing, arithmetic's) while others require very specific skills (e.g., computer, farming or baking skills).
5. Point out that participants should identify what skills they need for the specific jobs they apply for during their job search.

Practice

25 minutes

Identifying Skills for Local Employment Opportunities—Phase 1

This activity will introduce participants to the idea of breaking a job down into the skills required to perform it.

1. Hang a new piece of flip chart paper.
2. To understand this we identify the skills needed to do two separate jobs. Write a type of work which participants would want as a headline on the flip chart. Ask participants to identify the skills that would be needed for this job. The skills inventory can be used to stimulate discussion.
3. Transition to identifying the skills in a second informal job, such as baker, shopkeeper, or farmer. Again, have the participants name the types of skills needed for this type of employment.
4. Facilitate a comparison of the two types of employment.
 - a. *Does anything surprise you?*
 - b. *Do any jobs require only a few skills?*

Identifying Skills for Local Employment Opportunities—Phase 2

1. Divide participants into groups of 3-4. Participants should be given a card with one type of employment written on it.
2. Ask participants to identify the types of skills needed and write them on a piece of paper. The inventory can be used as a reference.
3. After 20 minutes, the participants should post their pieces of paper on the walls around the room.
4. Tell participants to walk around the room to look at the other groups' skills lists. They should review the posted pieces of paper and, where necessary, add skills that might have been missed.

.....
Note: The posting of jobs skills will serve as assessment of Learning Objective 2.

5. Gather the participants together and ask:
 - a. *"Was this hard?"*
 - b. *"Does anything surprise you?"*
 - c. *"Why do you think this is important?"*
 - d. *"Do these lists remind you of anything?" (They look like job postings)*
6. Ask participants to write in their Action Journals about the skills listed and how they could acquire them.
 - a. *"Do you think you could apply for some of these positions?"*
 - b. *"Do you have the skills?"*
 - c. *"How could you get these skills?" (schools, training colleges – what about internships, on-the-job training volunteering)*
7. Review the key concept for the session. Jobs require a combination of skills. These skills are what employers are looking for in new employees. A successful application matches their skills to those needed by the employer. Job searchers should look for ways to acquire the skills they are missing through job shadowing, volunteering, and internships.

.....
Note: Review of the Action Journals will serve as assessment of Learning Objectives 2.

(Optional: If Employer panel is to be held during the next session)



Closure

5 minutes

1. Summarize the session
 - Have participants reflect briefly in Action Journals
2. Preview what will be learned in the next session
 - Announce that the next session will be a panel discussion with some employers.
 - Based upon their discussion of skills, ask them to think what they would like to ask the employers.
3. Thank participants and close the session.

Assessment

Objective 1 is assessed by the trainer reviewing the list of jobs developed by the participants in the Information phase of the session.

Objective 2 is assessed by the trainer reviewing the cards which participants posted identifying job skills during the Applications phase of the session.

Objective 3 is assessed by trainer observing discussion in the Application phase of the training.

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?]

Trainer Notes:

Keeping the Goal in Sight: Talking to Employers

Sector: Youth in Development

Competency: Self-awareness, active listening, knowledge of jobs available

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To help participants focus their job search by understanding what skills employers are seeking

Session Rationale

By hearing from employers, young people will be able to relate their skills to local employment opportunities.

Time

2 hours, 5 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.

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



Keeping the Goal in Sight: Talking to Employers

Date: **Time:** 2 hours, 5 minutes **Trainer(s):**

Trainer preparation:

.....
Note: This session requires significant preparation and thought. The panelists should be identified at least two weeks in advance.
.....

1. Identify with counterpart and invite three to four local employers to participate in a "Jobs in the Community" panel discussion.
2. Meet with the invitees to discuss the training and panel. See Trainer Material 2 for guidance.
3. Write session and objectives on board or flip chart.
4. Prepare the front of the training area for the panel presentation. Preparations could include drinking water and name cards for each speaker.
5. Prepare a list of questions for the panel presentation. See Trainer Material 3 for some ideas.
6. Re-post Flip chart 1: The Bridge to Employability if it is not still posted from the last session.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Head table with name cards, flowers, water for speakers, cloth (optional)

Flip charts

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

Trainer Materials

Trainer Material 1: Preparing the Panel Presentation

Trainer Material 2: Questions for the Panel Presentation

Session Learning Objectives:

1. Using skills developed during training, participants will practice talking to potential employers about employment and their goals.
2. In group discussion, each participant will share at least two lessons, learned from guest speakers, about working in the community.

Motivation

None

Information

1 hour

Trainer Material:

- Trainer Material 3: 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, what skills are needed, and how to access them.

1. Greet the guests and seat them.
2. Welcome students and officially welcome guests. Introduce the session and indicate that the bulk of today’s session will be dedicated to hearing the wisdom and experiences of the panel.
3. Introduce the format for the panel (see Facilitator Handout No. 1).
4. Ask panelists to briefly introduce themselves and describe in one or two minutes each what jobs they do.
5. Guide the panel discussion, using some of the questions suggested in Trainer Material 3.
6. Summarize the discussion and transition to the networking conversations.
7. Take a short break for the speakers to transition into the next activity.



Networking with Guest Speakers

Participants learn a great deal by making connections with those who are already employed. These informal conversations also help participants 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.

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

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

.....
Note: Observation of the participants interacting with guests can serve as an assessment for Learning Objective 1.

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 identify the two most important things they learned today from the guests.

.....
Note: Observation of the participants can serve as an assessment for Learning Objective 2.
.....

3. Ask participants to divide up and write thank you notes to the speakers that highlight what they have learned

.....
Note: Review of the letters can serve as an assessment of Learning Objective 1.
.....

.....
Note: As participants leave for the day, ask two of them to participate in the next session's role-play, and arrange a time to practice it before the next session.
.....

Closure

5 minutes

1. Summarize the session and have participants reflect briefly in Action Journals.
2. Thank participants and close the session.

Assessment

Learning Objective 1 is assessed by the trainer through careful observation of participants while talking with guests in the Application phase of the session.

Learning Objective 2 is assessed by the trainer through observation and review of the participants' thank you letters in the Application phase of the 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?]

Trainer Notes:



Trainer Material 1: 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 the diverse types of employment in the community
- 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

Examples:

- Government worker:
 - Administration
 - Post office
 - Police
 - Forester
- Teacher
- Small business owner
- Food service – restaurants, bakeries,
- Agriculture – vegetable /chicken/cow farmer, beekeeper
- Construction

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 to review the types of questions that may be asked and his or her role on the panel.

If possible, ask the presenters for examples of any specific websites or magazines that may be used for the participants. These can be compiled and handed out prior to the panel.

Language

The trainer, the panelists, and participants might have different language requirements. Specifically, the panelists may feel most comfortable speaking the local language. The trainer should consider this and possibly prep the counterpart or a student to ask the panelists questions.

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:

- Stating the specific goals for the session at the beginning makes it easier for the panelists to answer.
- 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 2: 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 type of education? What type of experience?
- What are the most important skills in your job? (e.g., concrete skills such as writing, speaking, computer skills versus organizational skills, attention to detail)
- What type of skills do you need for your job?
- 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?



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.

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.

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

Imagining Your Ideal Job

Date: **Time:** 1 hour, 40 minutes **Trainer(s):**

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Bring 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

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Bag of candies or other small objects
- Props for role-play (optional)
- “Ideal Future” boards (optional)

Handouts

Handout 1: Emma’s Ideal Job

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:

1. After identifying challenges of looking for work, participants will discuss the importance of having a goal in mind when searching for a job.



2. Using prompts from a guided visualization, participants will identify at least three features of their ideal jobs in their Action Journals.
3. After identifying their own talents, skills, interests, and strengths, participants will compare their ideal jobs to the skills and interests needed to do the jobs they identified.

Motivation

20 minutes

Trainer Material:

- Bag of candy or other small objects

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.

Motivation

10 minutes

Trainer Material:

- Handout 1: Emma's Ideal Job

Role-Play: Emma's 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 direct their attention to the front of the room and ask the two volunteers to come to the front 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 Emma's job search?"* (Be sure to point out the dangers in "following up on any job lead" they hear about, which is what Emma 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 Emma should consider in deciding what job she is looking for?"*
 - c. *"How might knowing what job she is looking for help Emma in her search?"*

.....
Note: Close attention to the answers from this debriefing serves as an assessment of Learning Objective 1.
.....

4. Transition to the next activity.

Information

15 minutes

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."*

.....
Note: People in some cultures may feel uncomfortable closing their eyes. As an alternative, invite the group to put their heads down on their desks.
.....



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 about."*
 - *"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 to allow 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. 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.]
 - *"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? Machinery? 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.]

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

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."*

.....
Note: Review of Action Journal can serve as assessment of Objective 2.

Practice

35 minutes

Sharing Our Ideal Jobs

Participants reflect on their visions and write about them in their Action Journals. Participants then share their visions in pairs and with the group.

1. Ask participants to open their eyes [or lift their heads] and take five minutes to write down their thoughts in words or pictures in their Action Journals.
2. Indicate that you would like participants to form pairs and take turns talking about their ideal job(s) with their partners. Each person will have five minutes to talk about

his or her job before the pair will switch and give the second person five minutes to speak.

3. Begin the pair work. Announce when the pairs should switch. Then announce when only two minutes remain for the discussion.
4. Invite everyone to come back together in the large group. Invite participants to share their ideal jobs with the group.

.....
Note: You may wish to remind the group to be open, respectful, and appreciative when listening to each other, as they agreed they would in their group norms.
.....

5. Debrief participants about the exercise, using some of the following questions:
 - *"What were you feeling as you imagined yourself in your ideal job? What was most exciting about it?"*
 - *"Did you allow yourself to 'think big' and imagine the job you would most want in the world, or did you try to be realistic about what is possible in five years?"*
 - *"If you are a girl, did you think just of jobs that girls tend to do? If you are a boy, did you think of jobs that boys tend to do? Why or why not?"*
 - *"When you were imagining, did images of what might stand in your way also come into your mind? If so, what were they?"*
 - *"Why was this exercise important?"*
 - *"How will you use this exercise to inform your job search?"*
6. Transition to the next activity.

Application

20 minutes

Trainer Material:

- Ideal Future boards (optional)

Assessing Our Ideal Jobs

Participants compare their ideal jobs to the talents, skills, education, and interests they have already identified in their Action Journals, and to the information they gathered when asking others about their strengths. They create a list of questions for further exploration.

1. Indicate that during the next session, the group will be doing some career planning and goal-setting for their job searches. In order to make the most of that session, the final exercise today invites them to compare the image they have of their ideal job with their talents, interests, skills, and strengths.



2. Provide instructions for the activity:
 - a. *"Keeping your ideal job in mind, review the information you have in your Action Journals about your interests, skills, abilities, and strengths."*
 - b. *"Refer to the notes from 'The Real You,' 'Imagining Your Ideal Future,' your ideal future boards and statement, and the homework you did on strengths."*
 - c. *"Compare this image of you with your ideal job. How well does it fit?"*
 - d. *"Write a short statement in your Action Journal about why you are suited to your ideal job."*
3. Check for understanding of the instructions and begin the activity.
4. Circulate among the group to review work and clarify any questions.

.....
Note: You may review each Action Journal as you circulate, or collect them to review between now and the next session in order to assess achievement of Learning Objectives 3.
.....

Assessment

Learning Objective 1 is assessed by the trainer through observation in the Motivation phase of the session.

Learning Objective 2 is assessed by the trainer through observation and review of participants entry into their Action Journals during the Information phase of the session.

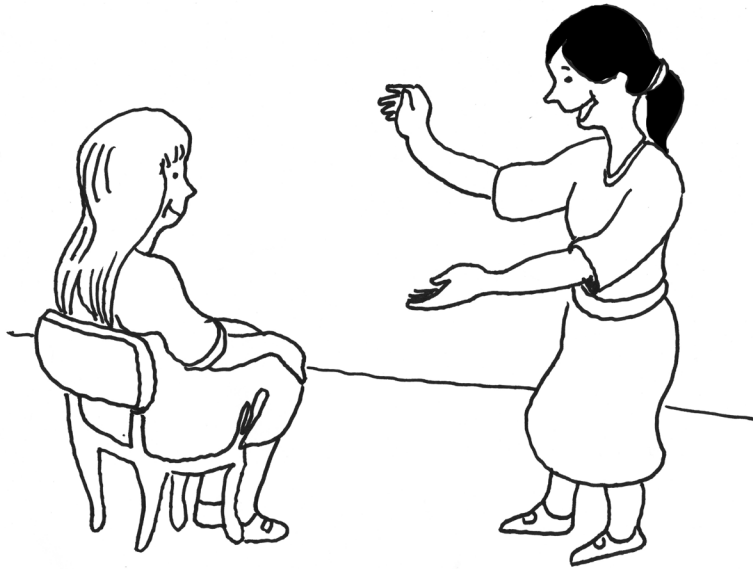
Learning Objective 3 is assessed by the trainer through observation and review of participants entry into their Action Journals during the Information phase of the session.

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?]

Trainer Notes:

Handout 1: Emma's Ideal Job



Lucy and Emma 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 has been very happy in her new position. Emma is still looking for work and has asked Lucy to help her in her job search. Lucy goes to visit Emma one day.

Emma 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?"

Emma: "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?"

Emma: "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: "Emma, 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?"

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

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



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.

Time

2 hours, 5 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 5: Imagining Your Ideal Job.

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)

Overcoming Challenges to Our Goals

Date: **Time:** 2 hours, 5 minutes **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 Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals

Handouts

Handout 1: Overcoming Challenges scenarios

Flip charts

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

Trainer Materials

Trainer Material 1: Helpful and Opposing Forces

Session Learning Objectives:

1. Using the “helpful” and “opposing” model, participants will identify at least two strategies to address challenges in a relevant case study.
2. In group discussion, participants will identify at least two challenges of meeting their goals in their Action Journals.
3. Reflecting upon their training, participants will identify at least one strategy for addressing a personal challenge.



Trainer Material:

- 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

Trainer Material:

- Flip charts, chalkboard, or whiteboard
- Markers or chalk
- Tape, if using flip charts
- Handout 1: Helpful and Opposing Forces

Helpful vs. Opposing Forces—Micro-Lecture 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:
 - a. Ask the volunteer to hold out one arm and to make it as rigid as possible.
 - b. 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.
 - c. Push the volunteer's arm for a bit, then pause.
 - d. 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:
 - a. *"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.)
 - b. *"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].)
 - c. *"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, etc.
 - 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, etc.)
 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.

Practice

1 hour

Trainer Material:

- Flip charts, chalkboard, 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 review a short situation about a young person. Working together, the group must read the dialogue and then identify the helpful 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.

.....
Note: 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 has expired.
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.

.....
Note: Many of these issues are embedded in issues of culture, sex, 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.

.....
Note: Attention to the presentations and discussion serves as an assessment of Learning Objective 1.
.....

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, they will work 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.

.....
Note: 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 has expired.

6. Indicate that today you are going to collect the Action Journals so you can review this exercise before the next session.

.....
Note: 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.

.....
Note: Review of this assignment serves as an assessment of Learning Objectives 2 and 3.
.....

.....
Note: Review of the Action Journal will serve as assessment for Objectives 2 and 3.
.....



Closure

5 minutes

1. Summarize the session.
2. Have participants reflect briefly in their Action Journals.
3. Preview what will be covered in the next session.

Assessment

Objective 1 is assessed in by the trainer through observation of the presentations during the Practice Phase of the session.

Objectives 2 and 3 are assessed in the Application Phase of the session and review of the participants' Action Journals.

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?]

Trainer Notes:

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: The Ministry of Health 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 washing clothes. She's saving money because she wants to start a business making honey. 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 making honey.

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: Don't waste your time. Mrs. Potrac knows you and could help you get the government job.

Svetlana: But I really want to work for myself. And this organization can help me get started. They go all over the world offering this training.

Dad: If they are international they will train in English. You probably need to speak English really well.

Svetlana: The training is special for our country. It is done in our language.

Trainer Material 1: Helpful and Opposing Forces²

I want to become a driver for the local hospital.

<u>Helping Forces</u>	<u>Opposing Forces</u>
I am taking driving lessons.	The cost of getting a driver's license is high.
My uncle's best friend is a driver at the hospital.	My mother worries about traffic accidents.
I am good with people.	I have to pass a difficult civil service test.
I am sympathetic to the sick.	I have to get a different job now to support the family and this is keeping me from practicing driving.
So far, I'm a very safe driver.	
My uncle's friend is excited about my goal.	

Potential Strategies:

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

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

Planning for the Future

Sector: Youth in Development

Competency: Planning, critical thinking, decision making

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To motivate participants to envision their ideal lives and work, to understand 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.

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.

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Basic skills in action planning



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

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Set of cards for each team, prepared as suggested in Trainer Material 1
- Small prize(s) for the winning team
- Flip chart sheet or large cardboard sheet for each participant
- Markers for all participants

Flip charts

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:

1. Individually, participants will create a “road map” to express their plans for their job search.
2. After identifying where challenges occur in their job search, participants will write at least two steps to address those challenges.

Trainer Material:

- “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 “runoff” (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.

Information

30 minutes

Trainer Material:

- Flip charts, chalkboard, 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 chalkboard, 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 Emma, and sketch an image of Emma 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 Emma. 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, Emma 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?”*

.....
Note: Continue to ask questions and add lines, boxes, and “X’s” (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 Emma 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."

Practice

40 minutes

Planning for the Use of 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, 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 has expired.
 6. Reconvene the group and transition to the next activity.

Application

25 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, 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 for the use of 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?"*

Note: Review of the road maps and this processing conversation serve as an assessment of Learning Objectives 1 and 2.



3. Finally, ask participants to take the final 5–10 minutes of the session to write the steps of their road map in their Action Journals. These steps can serve as their “action plan” in getting a job.
4. Summarize the discussion and close the session.

Closure

5 minutes

1. Summarize the lesson.
2. Have participants reflect briefly in their Action Journals.
3. Preview what will be learned in the next session.
4. Thank participants and close the session.

Assessment

The assessment has been integrated throughout the session and is noted within:

Objective 1 is assessed by the trainer through close observation and review each participants ‘road map’ during the Application phase of the training.

Objective 2 is assessed by the trainer through close observation and review each participants ‘road map’ during the Application phase of the training.

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?]

Trainer Notes:

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.

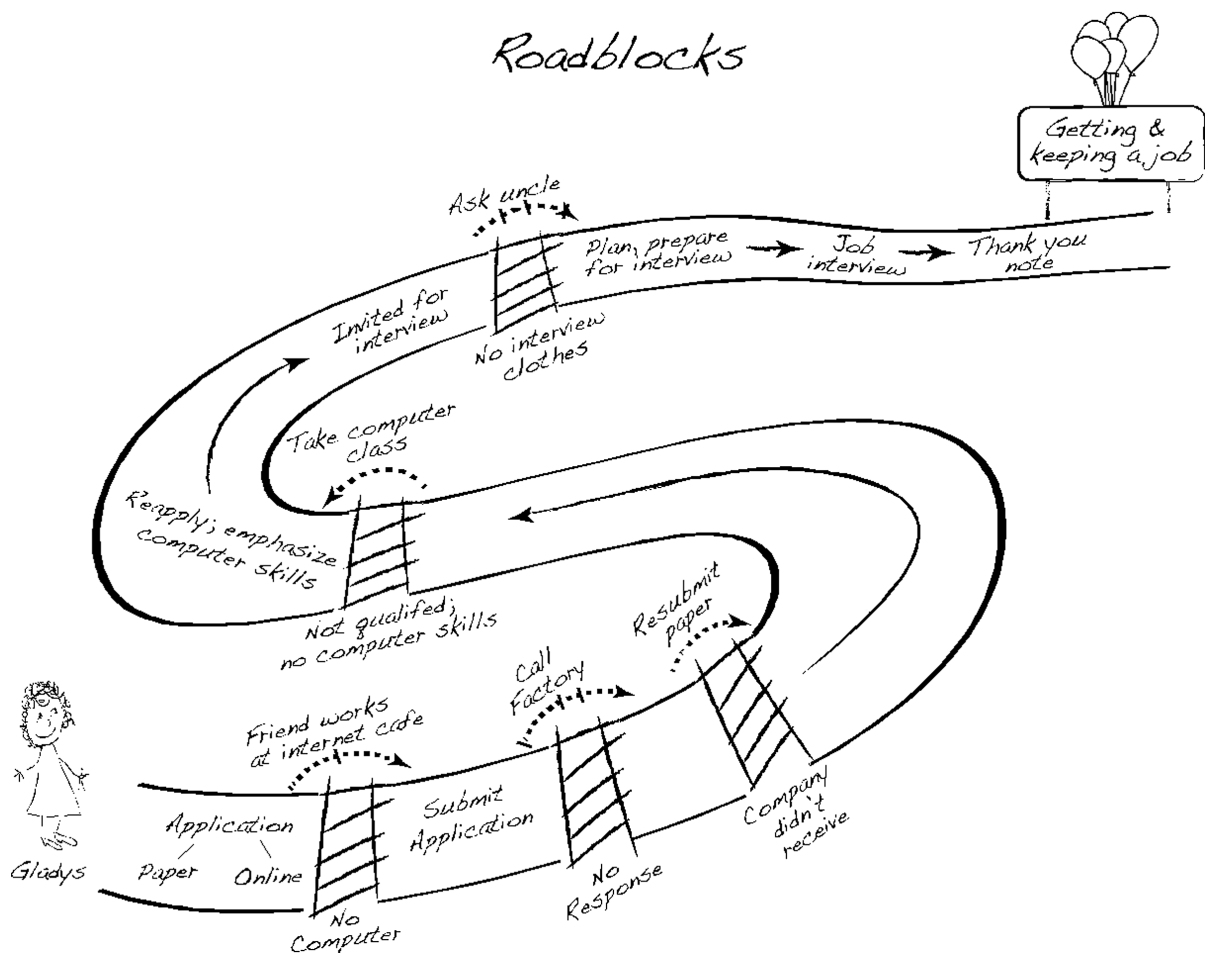
- You will divide participants into teams and should decide before the session how many teams will work best for your group size. You will want each participant to place at least one of the cards in the race, but each participant can place more than one, as well.
- Write each step of the process on a 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.
- Each team 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



Presenting Yourself: Appropriate Dress and Body Language

Sector: Youth in Development

Competency: Appropriate dress for work, body language, action planning

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To provide information on how best to prepare for the world of work by presenting oneself well.

Session Rationale

Youth learn the importance of dressing appropriately for their specific jobs and the value of positive body language in finding and keeping a job.

Time

2 hours

Prerequisites

Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability. Participants have also participated in Session 3: What Do I Bring to the World of Work? and Session 5: Imagining Your Ideal Job.

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Understanding of appropriate dress for the jobs available in the community. Understanding of culturally specific body language at work. *It is especially important to work with a counterpart on this session.*



Presenting Yourself: Appropriate Dress and Body Language

Date:

Time: 2 hours

Trainer(s):

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. It is especially important to work with a counterpart in the development and delivery of this session. When preparing for the session, work with your counterpart to understand appropriate body language for the workplace in this context and adapt Trainer Material 1 to reflect that body language. Be sure to explore how body language differs between men and women, boys and girls.
3. Cut the scenarios from your adaptation of Trainer Material 1 into cards you can distribute to participants.
4. Collect five to eight photos of people in a range of work situations, in various types of work-related dress. Tape the photos around the room and cover them if possible.
5. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Timer
- Five to eight photos of people in a range of work situations

Flip charts

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

Trainer Materials

Trainer Material 1: Charades Cards

Session Learning Objectives:

1. Based upon their understanding of different professions, participants will work in groups to identify appropriate dress for different occupations.

2. After discussing appropriate dress for different occupations, participants will draw a picture of what they would wear to an interview for their ideal job.
3. Individually, participants will develop a plan in their Action Journals for dressing for an interview for their ideal job.

Motivation

30 minutes

Trainer Material:

- Trainer Material 1: Charades Cards

Body Language on the Job—Charades

This activity begins the discussion of appropriate body language on the job in a fun and interactive way.

Post adaptation: Check to see if the term “body language” is a term that is used in the local language. It may not translate well. Another term is nonverbal communication.

1. Welcome the group back and indicate that they are going to begin their work today with a game. But first, suggest that you would like the group to tell you how you are feeling right now. Begin to silently act impatient and stern. Tap your foot, look at your watch, fold your arms across your chest.

Note: Participants might answer: impatient, angry, frustrated, you’re waiting for something, and so on.

2. Ask participants, *“But how did you know how I was feeling? I didn’t say any of that.”*

Note: Answers might include: You were tapping your foot. You were looking frustrated. You kept looking at your watch.

3. Indicate that the group will practice communicating feelings with their bodies like this in the warm-up activity.
4. Hold up the cards and provide instructions for the exercise:
 - a. *“We will work in pairs for this exercise. On each of these cards, I have written a specific activity that I want you to act out silently.”*
 - b. *“Pairs of you will come to the front of the room in turn, receive your card, and act out what you see written there. Remind participants that they may not speak when acting out the action written on the card.”*
 - c. *“Participants will have one minute to guess what you are acting out.”*



- d. *"The next two participants will then come to the front, choose a card, and silently act out the action, while the remaining participants try to guess what they are representing."*
5. Check for understanding of the instructions and begin the warm-up exercise. Keep it lively and fun!
6. Process the activity, using some of the following questions:
 - a. *"Which of the cards was easiest to guess? Why?"*
 - b. *"How were you able to decide what people were feeling or doing without hearing them speak?"*
 - c. *"What does this have to do with employability, with trying to get and keep a job?"*
7. Agree that we can often tell what people are feeling and thinking by the way they use their bodies. We sometimes call this "body language." We communicate through body language all the time. For example, I know when you are feeling tired and ready to finish the session when you start looking out the window (or at your watch, etc.).

.....

Note: It is most effective and may inspire a laugh or two for you to choose a funny example from your knowledge of participants and your time together. "I know that when 'x' is doing 'y,' he or she must be 'q.'"

.....
8. Continue to summarize the answers to the processing questions. Agree that the way we present ourselves is so important—whether we are talking about our body language, the way we dress, or the way our resume/CV looks. Potential employers make many decisions about us in a short period of time and we must be sure we are giving the right impression during those interactions. Remind the group of our earlier discussion of facts versus assumptions and suggest that potential employers and co-workers make many assumptions about us based on how we look and how we act. We must be sure that they are making assumptions that are as close as possible to the facts.

.....

Note: Review the relevant planks on the bridge model as you talk about these issues.

.....
9. Review the agenda and objectives for today and transition to the next activity.

Information

30 minutes

Trainer Material:

- Flip charts, chalkboard, or whiteboard
- Markers or chalk
- Tape, if using flip charts

Appropriate Body Language

The group discusses appropriate body language and practices positive body language.

1. Continue to explore the topic of body language. Ask:
 - a. *"So what is appropriate body language in the world of work, then? We have seen what not to do and how not to act, but how should we use our body language to present ourselves well?"*
 - b. *"Does appropriate body language differ if you are a boy or a girl? If so, in what ways?"*
2. Brainstorm a list of ideas on the flip chart with participants.

Cultural adaptation: Much of body language is tied to culture, so it will be important to work with a counterpart to understand the positive body language expected in the world of work, as well as specific nuances of body language that you may have noticed but not understood. Some critical aspects of body language that differ across cultures include whether or not to look someone directly in the eye, rules about greetings, including if, when, and how to shake hands, when to stand or sit, and so on.

- a. Continue to brainstorm. When participants feel the list is complete, guide the group through a total physical response activity. Indicate that you will randomly read out ideas from the list and, as you do, you want all participants to silently act out that positive body language.
- b. Read aloud all of the items on the list and watch as participants practice using the appropriate body language. Take care to point out particularly effective examples.

.....
Note: This activity serves as an assessment of Learning Objective 1.
.....

- c. Summarize the discussion. Suggest that it is important to be aware of one's body language and to become comfortable using our bodies in ways that are appropriate for work-related situations. It is also important, however, not to become too preoccupied with moving just right—you don't want to make yourself look nervous, stiff, or unnatural, but remain confident, relaxed, and engaged. Transition into the next activity.

Information

25 minutes

Trainer Material:

- Five to eight photos
- Tape
- Action Journals



Appropriate Dress—Gallery Walk and Discussion

The group identifies appropriate dress for a variety of work types.

1. Suggest that one of the most powerful ways we communicate with our bodies is through the clothes we wear. Remind the group again about the earlier conversations about facts versus assumptions and suggest that the way we dress is often the source of many assumptions about who we are, what we are like, what we do, and so on.
2. Indicate that to begin our discussion about appropriate dress, the group will go on a little walk around the room.
3. Reveal the photos while providing instructions for the activity:
 - a. *"There are several photos around the room."*
 - b. *"In a moment, I will ask you to move around the room and take a good look at each of these photos."*
 - c. *"Bring your Action Journals with you so you can make notes about each of the photos."*
 - d. *"First, decide what you think about each person, based on the clothes he or she is wearing."*
 - e. *"Next, decide what job you think each person holds."*
 - f. *"You will have about 10 minutes to review all of the photos and make your notes."*
4. Check for understanding and begin the gallery walk. Circulate among the group to assist where necessary.
5. Announce when only a few minutes remain and when time has expired.
6. Reconvene the large group and process the activity, using some of the following ideas:
 - a. Review each of the photos in turn. Ask participants to share what they think about each person and what job they think that person holds. Probe for the reasons behind their ideas. Use specific examples from the work-related dress in the photos.
 - b. Ask participants to reflect on the entire activity. What stands out for them? What is "appropriate dress" for work? Does "appropriate dress" differ for men and women? In what ways?
 - c. Agree that appropriate dress varies depending on the job one is doing. What is true across all jobs? In terms of appropriate work-related dress, what should we make sure of, regardless of the job we hold?

Possible answers: clothes should always be clean; clothes shouldn't be wrinkled, clothes should be worn as they were intended to be worn (for example, shirt tucked into pants, if that is the norm), and so on.

.....
Note: Careful attention to this discussion serves as an assessment of Learning Objective 1.
.....

7. Finally, spend a few moments discussing the difference between the clothing you would wear to work each day and the clothing you might be expected to wear in order to get the job—at the job interview, for example. Would there be any difference in what you might wear for a job interview versus what you wear each day on the job? How does this differ for men and women?

.....
Note: Often you will want to dress just a bit more “formally” on a job interview than you might need to dress on the job. Also, some jobs will require you to wear a uniform, but you would wear something else at the interview.
.....

.....
Note: Attention to participants discussion will serve as assessment for Objective 1.
.....

8. Summarize the discussion and transition into the practice activity.

Practice

25 minutes

Trainer Material:

- Action Journals
- Pens or pencils
- Paper for those who forgot Action Journals

Presenting Ourselves Appropriately for Work

Participants sketch appropriate dress and behaviors for the jobs they seek.

1. Indicate that we are now going to practice these ideas in our own lives and work.
2. Provide instructions for the practice activity:
 - a. *“Open your Action Journals.”*
 - b. *“Take a few moments to think about the job you are seeking. What would appropriate dress look like for that job? What would you be wearing every day? What would you wear for the interview?”*
 - c. *“Sketch an image of what you will wear to work every day and another of what you would wear to the interview. Try to be realistic and base your sketch on clothing you do have, or will have, access to.”*

.....
Note: Moving around the room at noting drawings will service as an assessment for Objective 2.
.....

3. Allow 5–10 minutes for participants to sketch before continuing with the instructions:

“Next, turn to a partner. Describe your image and what you would wear to work each day, as well as what you would wear to the job interview. Each of you will speak for about five minutes.”



4. Announce when five minutes have passed and urge participants to switch.
5. Announce when only a few minutes remain and then when time has expired.
6. Reconvene the group and process the activity:
 - a. *"What clothing did you decide was most appropriate for the job you are seeking?"*
(Invite several answers.)
 - b. *"What about for the job interview? Did you decide that your clothing should be different for that? If so, in what way?"*

.....
Note: Attention to this debriefing serves as an assessment of Learning Objective 3. You can further assess this objective after collecting the Action Journals at the end of the session.

7. Summarize the exercise and transition to the final part of the session.

Application

10 minutes

Making a Plan for Appropriate Dress and Body Language

Participants develop a plan for acquiring or preparing appropriate dress for a job interview for the job they are seeking. They also develop a plan for the body language expected of them in this job.

1. Indicate that for the remaining 10 minutes of the session, the group members will be working on their own to develop an action plan for acquiring or preparing the appropriate dress to wear to the job interview for the job they are seeking. Suggest that participants may not all have access to the right clothing at this point and that they may need to develop some strategies for acquiring it. In other cases, participants may have the right clothes but need to get them together, cleaned, and pressed.
2. Invite participants to suggest some ways to acquire the right clothing for a job interview.

Possible answers: borrow it from a relative or friend, borrow money to purchase it (and from where to get a good deal?), visit a career development wardrobe center—sometimes available in large cities, and so on. Be sure to have counterparts help with realistic options in the local community.

3. Finally, indicate that participants should also give some thought to what specific body language they will need to focus on in the job they seek. What will they need to be attentive to or careful about? Invite them to jot down a list of body language issues that they will be more conscious of and focused on when planning for the job interview.

4. Tell the group that you will be collecting the Action Journals to review their plans at the end of the session and then begin the activity.
5. Allow participants to work on this during these final minutes of the session. Circulate to provide clarification and to assist where necessary.
6. Collect the Action Journals so you can review this exercise before the next session.

.....
Note: If the next session immediately follows this one, you may want to make sure you are reviewing participants' work as you circulate, or you may wish to build in time for a complete review of the work.
.....

.....
Note: Review of this assignment serves as an assessment of Learning Objective 3.
.....

7. Summarize the discussion and close the session.

Assessment

Objective 1 is assessed by the trainer through observation of participants' discussion during the Information phase of the session.

Objective 2 is assessed by the trainer through observation of the participants completed drawings and their presentations during the Information phase of the session.

Objective 3 is assessed by the trainer through review of participants Action Journals.

Based upon their understanding of different professions, participants will work in groups to identify appropriate dress for different occupations.

1. After discussing appropriate dress for different occupations, participants will draw a picture of what they would wear to an interview for their ideal job.
2. Participants will develop a plan for dressing for an interview for their ideal job in their Action Journals.

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?]

Trainer Notes:



Trainer Material 1: Charades Cards³

You are chewing gum at a job interview.	You interrupt your conversation with someone to answer your mobile phone and you remain on the line, chatting with your friend.
You interrupt your conversation with someone to answer your mobile phone and you remain on the line, chatting with your friend.	You are waiting to be seen for your interview and you act impatient and frustrated.
You interrupt your conversation with someone to answer your mobile phone and you remain on the line, chatting with your friend.	You are waiting to be seen for your interview and you act impatient and frustrated.
You are waiting to be seen for your interview and you act impatient and frustrated.	You are waiting to be seen for your interview and you act impatient and frustrated.
You roll your eyes and act annoyed with a customer.	You are not really paying attention to what your co-worker is saying; you are easily distracted.
You keep fidgeting during your job interview—adjusting your clothes, fixing your hair, bouncing in your chair.	You continue to eat your lunch while you are assisting a customer on the telephone.

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

Presenting Yourself: Creating a Resume/CV⁴, Part 1

Sector: Youth in Development

Competency: Self-awareness, creating a resume/CV

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To provide information on how best to prepare for the world of work by presenting oneself well.

Session Rationale

Youth brainstorm the information typically included on a resume/CV and identify the information they wish to highlight on their own resume/CV.

Time

2 hours

Prerequisites

Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability. Participants have also participated in Session 3: What Do I Bring to the World of Work? and Session 5: Imagining Your Ideal Job.

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Basic skills on writing resumes/CVs; understanding of local expectations regarding information contained in resumes/CVs

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



Presenting Yourself: Creating a Resume/CV, Part 1

Date: **Time:** 2 hours **Trainer(s):**

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Research the local standard for how a resume/CV is written and adapt “Handout 2: Resume/CV Template” to reflect the usual standard practice.
3. Find a sample resume/CV that demonstrates the local standard.
4. Copy Handouts 1 and 2 so there are enough for all participants.
5. Develop Flip chart 3: My Life: A Timeline according to the instructions.
6. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from the last session.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, if using flip chart
- Pens and paper for those who forget their Action Journals

Handouts

Handout 1: Sample Resume/CV

Handout 2: Resume/CV Template

Flip charts

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

Flip chart 2: Resume/CV Scavenger Hunt

Flip chart 3: My Life: A Timeline

Session Learning Objectives:

1. In small groups, participants will identify three relationships between resumes and employability.
2. Using a sample CV, participants will identify all the components of a resume/CV.
3. Using a template as a guide, participants will draft a resume/CV covering their education, experience, and skills

Trainer Material:

- Flip chart 1: Bridge to Employability

I'm Going on a Job Hunt and I Need...

This warm-up energizes the group and reviews material from other sessions.

1. Welcome the group back to the sessions and suggest that they begin with a short warm-up.
2. Invite the group to imagine that they are going on a trip and ask them to imagine where their trip might take them. Allow a few ideas and then indicate that the group is going hunting—on a job hunt!
3. Invite participants to imagine what they would need to bring with them on a job hunt.
4. Explain the warm-up:
 - a. *"Each participant will say one thing that we will need on our job hunt."*
 - b. *"The next participant will say what each of the participants has already said, and then add another thing that we will need on our job hunt."*
 - c. *Provide one example: "I'm going on a job hunt and I'm bringing my good clothing." The next person says, "I'm going on a job hunt and I'm bringing my good clothing and a big smile," and so on.*
5. Check for understanding and begin the warm-up activity.
6. Continue until everyone has had a turn.

Note: Given our earlier conversations about Emma and Lucy, one of the participants probably will say, "resume/CV," as one of the items needed on the job hunt. If no one says it, you may wish to add it yourself as the final item on the chain of words that participants create during this warm-up.

7. Note that the items suggested by participants are all important in the job hunt, and where possible, link the ideas back to the story of Emma and Lucy. Remind the group that one of the things that Lucy did that led to a successful job search was to send a resume/CV to potential employers.
8. Refer to the Bridge to Employability and note the plank on the bridge that refers to developing a resume/CV. Indicate that you will turn the group's attention to that topic in this session and transition immediately to the next part of the session.



Trainer Material:

- Handout 1: Sample Resume/CV
- Flip chart 2: Resume/CV Scavenger Hunt

What Is a Resume (or CV)?

Participants discuss the purpose, components, and format of a resume/CV.

1. Ask participants to raise their hands if they already have a resume/CV. Ask those who already have a resume/CV to provide a brief description of what is on it.

.....
Note: If no one in the group yet has a resume/CV, indicate that this is no problem and that the group members will begin the process of developing their resumes/CVs during this session.
.....

2. After hearing a few ideas, invite participants to suggest a brief definition for “resume/CV.”

3. Agree that a resume/CV is a written record of your education, skills, and experience, and that it is an important tool in your job search. Agree that it is often required by employers as part of an application and it is a way to present yourself before an employer even meets you.

.....
Note: Careful attention to participants’ responses will serve as an assessment of Learning Objective 1.
.....

4. Suggest that the group will begin its discussion of resumes/CVs by taking a look at one.

5. Distribute a sample resume/CV to each participant and provide instructions for the activity:

- a. *“We will work in pairs.”*
- b. *“Working with your partner, review the resume/CV, and answer the following questions.”* (Reveal Flip chart 2: Resume/CV Scavenger Hunt.)
- c. *“You will have about 20 minutes for this activity.”*

6. Check for understanding and begin the activity. Circulate among the group to answer any questions and to check progress.

7. Remind the group when only a few minutes remain.

8. Reconvene the group and process the activity, using some of the following questions:
 - a. *"Were you able to find all the answers? Which ones weren't you able to find? Why not?"*
 - b. *"Do you think it's important to include all this information? Why, or why not?"*
 - c. *"What do you think are the most important pieces of information to include on a resume/CV?"*
9. Develop a list of the most important sections of a resume/CV on a flip chart.

Cultural adaptation: Key sections include name, contact information, education, experience, awards, and special skills. Be sure to add any section or component that is specific to the country where you are working. (For example, in some countries, a photo is expected on a resume/CV.) Point out that some information is either not appropriate or not relevant for resumes/CVs.

.....
Note: Careful attention to participants' responses will serve as an assessment of Learning Objective 2.
.....

10. Agree that this is a great outline from which the group members can begin to develop their own resumes/CVs, then transition to the next part of the session.

Practice

35 minutes

Trainer Material:

- Flip chart 3: My Life: A Timeline

Getting Ready to Create a Resume/CV

Participants brainstorm the skills, experience, and talents they wish to include on their resumes/CVs.

1. Suggest that participants have worked in a number of sessions to develop an in-depth assessment of their own skills and abilities. They completed a "self-assessment" during the first session. They sketched their special talents and abilities in the "real you" activity. They have asked trusted family members and friends to give their assessment of participants' strengths. Indicate that all of these activities have prepared the group to develop an effective resume/CV.
2. Reveal Flip chart 3 and review it with the group. *"This is my life. What do you think these numbers represent? Yes, [X] is the year I was born and this is today. And what about this dot and this line? Let's see, it was in [X year] so how old was I then? That's right—I was about 12 years old. That's when my team won its first baseball tournament. And what about in [X year]—that's very recent? What happened then? Yes, you're right. That's when I joined the Peace Corps."*



3. Continue in this way, exploring the timeline and pointing out major events, work and volunteer experience, education, and travel.

.....
Note: Be sure to point out events that do not seem to be work related, but may have led to skills that might enhance a resume/CV. Youth often find it hard to complete a resume/CV, and need to look beyond traditional ideas of work and education in order to showcase what they offer to employers.
.....

4. Suggest that the group members will now develop their own timelines, which will highlight major moments in their lives.
5. Instruct participants to sketch their own timelines in their Action Journals, following the model you have provided on Flip chart 3. Participants will have about 10 minutes to develop their timelines.
6. Begin the activity. Circulate among the group to clarify any issues and check progress. Announce when only a minute remains.
7. Invite participants to meet in small groups of four to share their timelines. Participants will have about 10 minutes to share.
8. Announce when only a minute remains. Reconvene the group.
9. Debrief the group on this activity, using some of the following questions:
 - a. Think about the timelines you have seen and developed. What stands out for you? What was most important for you to highlight?
 - b. What new ideas did you get for your own timeline by looking at the timelines of your friends?
 - c. Which of your talents and skills is hard to capture in a timeline? Be sure to make note of those for the next part of the session.
 - d. How might developing this timeline make it easier for you to write your resume/CV?
10. Transition to the next part of the session.

Application

20 minutes

Trainer Material:

- Handout 2: Resume/CV Template

Creating a Draft Resume/CV

Participants will prepare a draft resume/CV.

1. Suggest that the last two activities make it much easier for group members to begin to write their own resumes/CVs.
2. Distribute Handout 2: Resume/CV Template.
3. Provide instructions for the final activity:
 - a. *"Take the next 15 minutes to begin to write your own resume/CV in your Action Journal or directly onto the handout."*
 - b. *"As guides, use the Resume/CV Template and the sample resume/CV you reviewed at the start of the session."*
 - c. *"Transfer some of the major events from your timeline into this format."*
 - d. *"Make sure you capture the skills, interests, experience, and education from earlier activities like the self-assessment and the 'real you,' as well as the strengths mentioned by your family and friends."*
 - e. *"Do not try to make it perfect. This is just your first try at developing your resume/CV, and we will continue to make it better in the next session."*
4. Allow participants to work on their draft resumes/CVs for 15 minutes. Circulate to assist and to check progress.

.....
Note: Careful attention to participants' progress will serve as an assessment of Learning Objective 3.
.....
5. Announce when only a minute remains and reconvene the group when time has expired.
6. Suggest that this has been a great start in developing resumes/CVs and that during the next session, group members will work on their resumes/CVs a bit more to make them the best they can be.
7. Suggest that perhaps there are gaps in what they have written on this first try—for example, they might not remember the specific year they graduated or had a particular experience. Ask participants to fill in any missing information of that nature between now and the next session.



Closure

5 minutes

1. Summarize the lesson.
2. Have participants reflect briefly in their Action Journals.
3. Preview what will be learned in the next session.
4. Thank the participants and close the session.

Assessment

The assessment has been integrated throughout the session and is noted within:

Objective 1 is assessed by the trainer through observation of the participants' responses during the Information phase of the lesson.

Objective 2 is assessed by the trainer through observation of participants' responses during the Information phase of the lesson.

Objective 3 is assessed by the trainer through review of draft resumes/C.V. during the Application phase of the lesson.

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?]

Trainer Notes:

Handout 1: Sample Resume/CV⁵

Lucy Chirwa
Private Bag 348
Kasungu, Malawi
lchirwa@gmail.com
265-48-0000

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

Diploma, Kasungu Primary School, Graduated May 2007

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

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

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

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

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

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

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



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

Interests: Reading, solving puzzles, singing

Languages: Chichewa, Chitumbuka, Conversational English

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

Handout 2: Resume/CV Template⁶

Name

Contact Information

Education

Degree(s), school name, date(s)

Experience

(Any experience related to the job should be added here—paid work, volunteer work, and internships)

Job title, company, dates

Brief description of job duties and tasks:

Special Skills

Interests/Hobbies

References

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



Flip chart 2: Resume/CV Scavenger Hunt⁷

What is the person's email address?

Where did she go to school?

How much money did she earn during her last job?

Is she employed right now?

When did she graduate from school?

Is she married?

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

Who is her favorite singer?

Does she know how to use a computer?

Has she ever worked in another country?

What skills does she have?

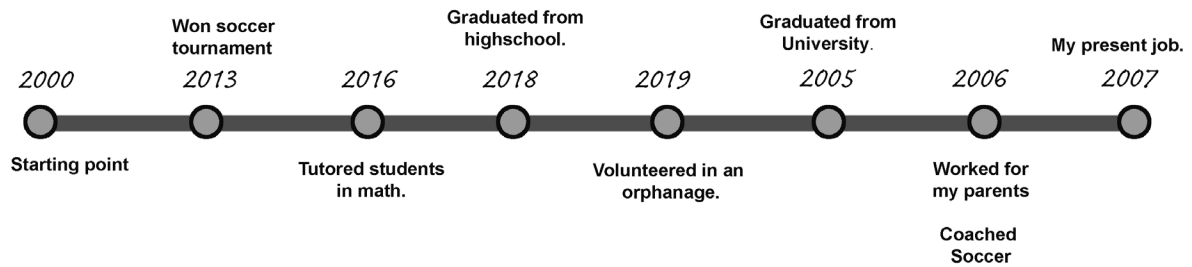
7: This list is only a sample. Use it to generate your own list of questions, based on the sample resume/CV you will be distributing.

Flip chart 3: My Life: A Timeline

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

Sample:

My Life Timeline.



Presenting Yourself: Creating a Resume/CV, Part 2

Sector: Youth in Development

Competency: Self-awareness, creating a resume/CV

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To provide information on how best to prepare for the world of work by presenting oneself well.

Session Rationale

Youth will recognize elements of effective resumes/CVs and refine their own resumes/CVs.

Time

2 hours

Prerequisites

Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability. Participants have also participated in Session 3: What Do I Bring to the World of Work? Session 5: Imagining Your Ideal Job, and Session 9: Creating a Resume/CV, Part 1.

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Basic skills in writing resumes/CVs; understanding of local expectations regarding information contained in resumes/CVs

Presenting Yourself: Creating a Resume/CV, Part 2

Date: **Time:** 2 hours **Trainer(s):**

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Create Human Word Scramble Letter Cards, as instructed in Trainer Material 1.
3. Decide whether you will award prize(s) to the winning team in the warm-up.
1. Adapt Handout 1: Sample Resume/CV to suit the local context.
2. Adapt Handout 2: Action Words to suit the local language and context.
3. Make copies of Handouts 1, 2, and 3 for all participants.
4. Cut out a job posting from a local newspaper.
5. Re-post Flip chart 1: The Bridge to Employability if it is not still posted from the last session.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Prizes for the warm-up (optional)
- Job posting from local newspaper

Handouts

Handout 1: Sample Resume/CV

Handout 2: Action Words

Handout 3: Resume/CV Checklist

Flip charts

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

Trainer Materials

Trainer Material 1: Human Word Scramble Letter Cards

Trainer Material 2: Answer Key for Sample Resume/CV

Session Learning Objectives:

1. Highlighting their skills and abilities, participants will submit a resume for review and critique.



Trainer Material:

- Trainer Material 1: Human Word Scramble Letter Cards

Human Word Scramble

This warm-up will energize the group, build rapport, and review key words from the course.

1. Welcome the group back to the sessions and indicate that they will begin with a quick warm-up.
2. Divide participants into groups of six or more.
3. Provide instructions for the warm-up.
 - a. *"We are going to play a spelling game."*
 - b. *"Each group will get a set of letters on these cards."*
 - c. *"The letters are mixed up, but they spell a word."*
 - d. *"When I say, 'go,' each of the letter cards will be taken by one member of the group."*
 - e. *"The group must figure out what the word is and put the letters of the group in the right order to spell the word correctly."*
 - f. *"The first team to 'spell' its word gets one point."*
 - g. *"We will then go on to the next word."*
4. Check for understanding and then begin the warm-up.
5. Play several rounds of the game.
6. Award the prize(s) if you have decided to do so.
7. Invite participants to suggest what this warm-up might have to do with the Employability sessions.

Possible answers: these words are all related to employability, important to spell words correctly in a resume, and so on.

8. Transition to the next part of the session.

Trainer Material:

- Job posting from local newspaper
- Handout 1: Sample Resume/CV
- Trainer Material 2: Answer Key for Sample Resume/CV

The Perfect Resume/CV

Participants critique a sample resume/CV to better understand the importance of effective language, good formatting, grammar, spelling, and punctuation.

1. Agree that, just as in the warm-up, it is important to use the right words and to present them correctly in writing, in order to develop an effective resume/CV for one's job search. Suggest that the group members will be perfecting their resumes/CVs today by looking at the language they use and also making sure they are presenting themselves with no mistakes in spelling, grammar, or punctuation.
2. Show the job posting you have cut from the local newspaper and say, *"Here's a job posting that was in the paper this week. [Read the job posting.] How many people do you think will apply for this ad? Raise your hand if you think 10 people will apply. How many of you think more than 25 will apply?"*
3. Suggest that with so many people looking for work, it is important to find a way to stand out. Invite participants to suggest how they might do that.

Possible answers: have a lot of job experience; have certificates from top schools and colleges; type resume/CV and make it look good; put resume/CV on nice paper; have unusual, interesting experience on resume/CV.

4. Agree that it is important to present ourselves well—both in person at the interview, using the right body language and appropriate dress as we discussed previously, and on paper, through our resumes/CVs.
5. Indicate that the group members are going to perfect their own resumes/CVs later, but that they will begin by taking a look at someone else's resume/CV, to see if they can identify any improvements that might be made.
6. Distribute Handout 1: Sample Resume/CV.

7. Introduce activity:
 - a. *"Find a partner for this activity."*
 - b. *"For the next 10 minutes, read through this resume/CV with your partner and circle anything that you think could be improved. Improvements might be made for incomplete information, incorrect punctuation, or how the information is laid out on the page (format)."*
 - c. *"Make any notes directly on the resume/CV."*
8. Check for understanding of the instructions and begin the activity.
9. Remind the group when only a minute remains. When time has expired, reconvene the group.
10. Process the activity:
 - a. Guide a discussion with the group concerning errors or areas for improvement on the sample resume/CV. Use Trainer Material 2: Answer Key for Sample Resume/CV as a guide.
 - b. In addition to the spelling, formatting, and punctuation errors, guide a discussion about the content of the resume/CV. What information might enhance the education section? What additional information might enhance the experience section? What do you think about Giorgi's choice of words in describing his experience? What do you think about adding personal interests to a resume/CV? Can it sometimes make a positive difference?

Information

10 minutes

Trainer Material:

- Handout 2: Action Words

Using Action Words in a Resume/CV

Participants learn the importance of choosing active, engaging language in their resumes/CVs.

1. Finally, suggest to participants that some words are more powerful and effective than others in a resume/CV. For example, in the sample they read, Giorgi said he "helped customers" and "did inventory." What other ways might one say the same thing, but make it sound more impressive?
2. Invite participants to brainstorm other ways to say "helped customers."

Possible options: assisted customers, provided customer service, addressed customer issues, and so on.

3. Next, ask participants to suggest more impressive ways to say “did inventory.”

Possible options: managed inventory, catalogued inventory, and so on.

4. Suggest that these words are called “action words.” Using them can greatly enhance your resume/CV.
5. Distribute Handout 2: Action Words. Suggest participants review the list briefly in preparation for the next activity.

Practice

20 minutes

Write Your Resume/CV

Participants will prepare a written resume/CV, using action words and appropriate formatting, spelling, grammar, and punctuation.

1. Suggest that the group is now ready to perfect the resumes/CVs started during the last session.
2. Invite participants to take out the draft resume/CV from the last session.
3. Introduce the activity:
 - a. *“For the next 20 minutes, work to make your resume/CV the best it can be.”*
 - b. *“You must use at least two action verbs from the list.”*
 - c. *“Be sure to check that all information is included and in the proper format. Double-check your spelling, grammar, and punctuation.”*
4. Check for understanding and begin the activity. Circulate among the group to provide guidance and answer questions. Indicate when only a few minutes remain.
5. Reconvene the group and transition immediately to the next part of the session.

.....
Note: You will be using the resume/CV template from the last session, so you may wish to have it available or sketched on a flip chart if participants want to reference it. If you have access to a computer or typewriter, you may want to organize for participants to type their resumes/CVs.
.....



Trainer Material:

- Handout 3: Resume/CV Checklist

Peer Review of Resumes/CVs

Participants will review a peer's resume/CV and provide feedback, using a Resume/CV Checklist and information gleaned from the last two sessions.

1. Suggest that once you have totally finished writing your resume/CV, it is important to get feedback on it from those you trust and respect. It is often helpful for others to edit and review your resume/CV, as they may see problems that you do not, and they may have a better idea of what words to use to present your past experience.
2. Right now, each group member will work with a partner to review resumes/CVs and provide feedback.
3. Distribute Handout 3 and provide instructions for the exercise.
 - a. *"Turn to a partner and exchange resumes/CVs."*
 - b. *"You will review your partner's resume/CV and provide feedback, using the guidance we have been offering during this session and the last session."*
 - c. *"Use the Resume/CV Checklist to guide you as you review your partner's resume/CV."*
 - d. *"You will have 10 minutes for this review."*
4. Check for understanding and begin the exercise. Remind the group when only a few minutes remain.
5. Provide the next set of instructions.
 - a. *"Return the resume/CV to your partner."*
 - b. *"Each of you should spend about five minutes reviewing and discussing your partner's feedback."*
6. Reconvene the group after about 10 minutes and process the activity. Ask:
 - a. *"What did you find most effective or interesting about your partner's resume/CV?"*
 - b. *"What action words did we use?"*
 - c. *"What feedback was especially helpful?"*
 - d. *"How confident do you feel in your resume/CV? If you saw the job listing for your perfect job right now, would this resume/CV be ready to submit?"*

.....
Note: Suggest that the participants type their resumes/CV on a computer or typewriter, if they have access to one.
.....

7. Indicate that you will collect the resumes/CVs or Action Journals so you can review each participant's resume/CV before the next session.

.....
Note: Review the resumes/CVs before the next session and provide feedback about what you most appreciate and also suggestions on improving the content and presentation of the resumes/CVs. Use this opportunity to help your participants present themselves in the most positive light for potential employers.
.....

.....
Note: Collection and review of the resumes will serve as assessment for Objective 1.
.....

Closure

5 minutes

1. Summarize the lesson.
2. Have participants reflect briefly in their Action Journals.
3. Preview what will be learned in the next session.
4. Thank participants and close session.

Assessment

Objective 1 is measured by the training reviewing and critiquing the participants resume developed during the 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?]

Trainer Notes:



Handout 1: Sample Resume/CV⁸

Davis Wright

342 Bailey Rd., Rio Bueno, Jamaica

email: smartguy@hotmail.com

Education

Bachelor's, University of the West Indies at Mona.

diploma, Rio Bueno Secondary School, Jamaica. June 2007

EXPERIENCE

Salesclerk. Quick Market.

- Helped customers. Did inventory.

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

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

SPECIAL SKILLS

folk dancing, computer programming

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

Handout 2: Action Words

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



Handout 3: Resume/CV Checklist

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

Trainer Material 1: Human Word Scramble Letter Cards

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

R	E	S	U	M	E		
G	O	A	L				
V	I	S	I	O	N		
I	T	E	R	V	I	E	W
S	K	I	L	L	S		



Trainer Material 2: Answer Key for Sample Resume/CV

Davis Wright⁹

342 Bailey Rd., Rio Bueno, Jamaica

email: smartguy@hotmail.com¹⁰

Education

Bachelors, University of the West Indies at Mona.¹¹

diploma, Rio Bueno Secondary School, Jamaica. June 2007. June 2007¹²

EXPERIENCE¹³

Salesclerk. Quick Market.¹⁴

- Helped customers. Did inventory.¹⁵

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

- I delivered food to people in the neighborhood. I also answered the phone.¹⁶

SPECIAL SKILLS

folk dancing¹⁷, computer programming

-
- 9: Inconsistent formatting in header. Name and contact information should be either all justified left or centered. Add a comma after Bueno, and move Jamaica next to the city.
- 10: Email address does not appear professional. Suggest opening a new account and using person's own name. Also no phone number is provided.
- 11: Add "Degree" after Bachelors and include apostrophe in Bachelor's. Graduation date missing. Also no mention of subject of study or of any academic awards.
- 12: "diploma" should have an initial capital "d." Also format is inconsistent; does not match format used in previous academic credential. Also, "June 2007" is repeated.
- 13: Format used in header does not match other headers; i.e., some headers are underlined and bold, others are capitalized.
- 14: No location/address. No dates of employment.
- 15: No action verbs.
- 16: Different format from previous job description.
- 17: Is this information relevant to the job? (May vary depending on local context, personal opinion)
-

Presenting Yourself: The Job Interview

Sector: Youth in Development

Competency: Self-awareness, communication skills, interviewing skills

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To provide information on how best to prepare for the world of work by presenting oneself well.

Session Rationale

Learning how to participate effectively in a job interview increases employability opportunities for youth.

Time

2 hours, 30 minutes

Prerequisites

Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability. Participants have also participated in Session 3: What Do I Bring to the World of Work? Session 5: Imagining Your Ideal Job, Session 9: Creating a Resume/CV, Part 1, and Session 10, Creating a Resume/CV, Part 2.

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Basic job interviewing skills; understanding of local approaches and protocols for job interviews

Presenting Yourself: The Job Interview

Date: **Time:** 2 hours, 30 minutes **Trainer(s):**

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Research appropriate approaches, protocol, etiquette, and body language expected in local job interviews. *It is highly recommended that you co-facilitate this session with a counterpart.* Work with him or her to understand how job interviews are organized and conducted in the area, what is expected in terms of dress, protocol, eye contact, and hand-shaking, and other cultural mores that are critical to successful interviewing. *It is also recommended that the counterpart serve as the interviewer in the Emma's Job Interview skit and provide feedback to participants during the job interview role-plays.*
3. Adapt Trainer Material 1: Emma's Job Interview and Trainer Material 2: Do's and Don'ts Cards with your counterpart, based on your discussions of appropriate interviewing skills.
4. Choose the right participant for the role of Emma and ask her to role-play the skit with your counterpart. Work with these volunteer actors before the session to rehearse the skit. (Session 1, Trainer Material 1 has guidance for preparation of a skit.)
5. Prepare Trainer Material 2: Do's and Don'ts Cards by putting tape on the back of each before the session. Also, write the word "Do's" on a large sheet of paper and the word "Don'ts" on another sheet. Post each of these sheets on an open wall of the training room and keep them a bit distant from each other, as participants will post signs under each.
6. Re-post Flip chart 1: The Bridge to Employability if it is not still posted from the last session.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Blank cards for Do's and Don'ts Card Sort
- Props for Emma's Job Interview, such as resume/CV, desk, and so on (optional)

Handout

Handout 1: Interview Questions

Flip charts

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

Trainer Materials

Trainer Material 1: Emma's Job Interview

Trainer Material 2: Do's and Don'ts Cards

Session Learning Objectives:

1. Based upon local norms, participants will describe appropriate and inappropriate behavior for a job interview as a large group.
2. Using a role-play, participants will present their resumes to other participants by acting out a job interview.

Motivation

20 minutes

Trainer Material:

- Trainer Material 1: Emma's Job Interview
- Props for skit (optional)

Emma's Job Interview

This short skit previews the information and approaches offered in the session and provides a model of how to effectively engage oneself during a job interview.

1. Welcome the group back to the sessions and direct their attention to a short skit at the front of the room.
2. The volunteer "Emma" and the facilitator or counterpart act out the skit.
3. Thank the volunteer actors for their participation in the skit and process the role-play with the group, using some of the following questions:
 - a. *"Reflect upon the job interview we just watched. What stands out for you?"*
 - b. *"What did you most appreciate about Emma's performance in the interview? What did she do especially well?"*
 - c. *"How might Emma have improved the interview?"*
 - d. *"How well do you think Emma managed the question about leaving a job early and being out of work since that time?"*
 - e. *"How well did Emma manage her questions to the potential employer?"*



4. Summarize the discussion, then transition to the next part of the session. Indicate that the group members have come far in their employability sessions—they have taken a good look at their goals and hopes for the world of work; they have assessed the skills, abilities, and talents they have to offer; and they have developed resumes/CVs to present themselves well on paper. Indicate that this session provides a chance for them to work on presenting themselves in person—during a job interview.

Information

30 minutes

Trainer Material:

- Trainer Material 2: Do's and Don'ts Cards
- Do's and Don'ts Cards

Do's and Don'ts of Job Interviewing

Participants discuss appropriate behavior for, and most effective approaches to, job interviews.

1. Suggest that often one's performance on a job interview will dictate whether or not a person is offered the job, so it is an important topic in our employability sessions. Refer to the plank on interviewing on the "Bridge to Employability" flip chart as you are speaking.
2. Suggest that Emma's interview went very well so the group can better visualize what is expected of them in an interview.
3. Ask participants to raise their hands if they have ever participated in a job interview. Invite a few participants to share stories of their interviews with the group.
4. Suggest that there are clear expectations for how we will act and what we will say during a job interview and it is important to know them well.
5. Indicate that group members will begin with an activity that will help them to think about the "Do's and Don'ts" of job interviews.
6. Introduce activity:
 - a. *"Each of you will get a card with a statement on it. Keep the card covered until I say 'go.'"*
 - b. *"When I say 'go,' read the card and decide if it is something that you should do during a job interview or something that you don't do during an interview."*
 - c. *"When you've made your choice, come up and place the card under the appropriate sign." (Refer to the Do's and Don'ts Signs you have posted.)*

7. Check for understanding of the instructions and begin the activity. All of the participants will rush up at once and the wall will then be filled with the Do's and Don'ts cards.
8. Continue with the activity:
 - a. Guide a discussion with the group about the placement of each card.
 - b. Invite the group to suggest additional "Do's" for a job interview and additional "Don'ts" and write those on new cards. Post them in the appropriate space.
9. When you have reviewed all of the appropriate and inappropriate behaviors for a job interview, invite participants to take a look at the board once again and to review the list silently to themselves. Indicate that the group will be practicing job interviews a bit later in the session and will want to represent the behaviors on this list.

.....
Note: Careful attention to participants' responses to the Do's and Don'ts discussion will serve as an assessment of Learning Objective 1.

Information

20 minutes

Trainer Material:

- Chalkboard, whiteboard, or flip chart
- Markers or chalk

Preparing for the Interview

Participants brainstorm the types of questions often asked at job interviews.

1. Indicate that the activity that group members just did will help them to remember how to act in an interview, but they must still spend a bit of time thinking about what they will say and how they will respond to questions.
2. Ask participants to think about the questions that the interviewer asked Emma. List them on a flip chart.
3. Next, invite participants to suggest other questions that might be asked at a job interview. Note these on the flip chart.

.....
Note: Your counterpart will be helpful here in clarifying what might come up in a job interview.

4. Invite participants to review the list. How might they respond to each of these questions, if they were applying for their ideal job or a job they are currently interested in?

.....
Note: Pose this rhetorical question as a lead-in to the next activity.



5. Suggest that participants take up to 10 minutes to take notes in their Action Journal concerning the types of questions that might be asked and how they would answer those questions. Indicate that they do not need to write the answers out for collection, but sketch some ideas to help them learn how to respond in an upcoming interview.
6. Allow about 10 minutes for this note-taking and then reconvene the group.
7. Transition to the next part of the session.

Practice

1 hour

Job Interview Role-Plays

Participants will practice their interviewing skills by engaging in a practice interview.

1. Suggest that participants are now ready to practice their interviewing skills.
2. Participants will be engaging in practice interviews for the next hour or so. They should take this opportunity to practice presenting themselves well, bringing together all that the group has talked about up to now—their assessments, what they bring to the world of work, their resumes/CVs, their visions of the future, and so on.
3. Introduce the activity:
 - a. *"We will split into two groups. Each group will be guided by either the facilitator or my counterpart."*
 - b. *"Each of you will participate in a 10-minute job interview with the person guiding your group."*
 - c. *"When it is your turn, think about a job that you would like to get in the near future. Before the role-play begins, tell your interviewer what that job is, so he or she can tailor your interview to that job."*
 - d. *"The person interviewing will ask question from the sample interview handout. These are common questions so enjoy the practice."*
 - e. *"Bring your resume/CV to the practice interview—even if it is in your Action Journal and it isn't a finished version. This is just for practice, but your interviewer will want to refer to the information in it."*
 - f. *"You will come into the interview like Emma did, keeping in mind the do's and don'ts we discussed, and also the information you'd like to get across as you are interviewed."*
 - g. *"Your interview will last up to 10 minutes."*

- h. *"During those 10 minutes, the other participants in your group will watch the interview and be prepared to talk about what they appreciated the most, and ideas to enhance your interview skills."*
- i. *"After that feedback, we will go on to the next participant."*
- j. Check for understanding and begin the activity.

.....
Note: Careful attention to the practice interviews will serve as an assessment of Learning Objective 2.
.....

- k. When all participants have been interviewed and have had feedback sessions, reconvene the group and transition immediately to the next part of the session.

Application

15 minutes

Trainer Material:

- Extra cards

More Practice With Interviewing

Participants will prepare for practice interviews in the community.

1. Process the practice interviews, using some of the following questions:
 - a. *"Tell me how you felt going through the interviews. What was the experience like?"*
 - b. *"What interview questions surprised you?"*
 - c. *"What was the hardest question to answer? What made it difficult?"*
 - d. *"What strategies did you particularly like, from your peers' interviews or your own? What happened during the practice interviews that you would want to make sure you do in your real interviews?"*
 - e. *"What was the most important thing you learned during the practice interviews?"*
2. Suggest that participants are at the stage in their work together during which they should start making plans to apply for jobs and participate in job interviews. Look ahead to the upcoming sessions and suggest that they will be organizing a practice interview session for each person with someone from the local community. The interviews will not be for real jobs, but having the interviews in a real environment, with real potential employers, will help to prepare them for a real job interview when it comes along.
3. Tell the participants they will have just one more session before they have the practice interviews session.



4. Tell everyone the date of the interviews in the community and indicate that they must prepare themselves for that day as if they were preparing themselves for a real interview. In fact, the community members serving as interviewers will be given a feedback form to fill in about participants' performance and will share that form with the group. Indicate what it is that participants should do to be ready for the practice interviews:
 - a. *"Finalize your resume/CV using the feedback you have gotten from the facilitator and during the last session. Make the resume/CV look as you would like it to look for a real interview."*
 - b. *"Find an appropriate outfit to wear for the practice job interview."*
 - c. *"List the types of questions you will probably be asked at your interview and come up with some ideas for how you might answer each question."*
 - d. *"Practice your interviewing skills with peers or with parents so you will be ready for the practice interview."*
5. Answer any questions about the practice interview.
6. Instruct participants to spend the next five minutes suggesting two different types of jobs in the local community that they would be interested in. The jobs should be those that the participant might realistically apply for at this time.
7. Each participant should write the two jobs on a card and he or she should also write his or her name on the cards. These cards will be used when participants are seeking community volunteers to provide practice interviews.
8. Allow time for participants to complete their cards and collect them.

Closure

5 minutes

1. Summarize the lesson.
2. Have participants reflect briefly in their Action Journals.
3. Preview what will be learned in the next session.
4. Thank the group for participating and close the session.

Assessment

Objective 1 will be assessed by the trainer through careful listening and observation during the Introduction Phase of the session.

Objective 2 will be assessed by the trainer observing the participants in the Application phase of the 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?]

Trainer Notes:



Trainer Material 1: Emma's Job Interview

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Interviewer: Oh! Emma?

Emma: Yes, Mr./Ms. _____?

Interviewer: Do you have any questions for me?

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

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

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

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

Emma: Thanks very much, Mr./Ms. _____. I look forward to hearing from you.

(They say goodbye and Emma leaves the room.)



Trainer Material 2: Do's and Don'ts Cards¹⁸

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

Wear sports shoes/sneakers.	Shake hands with the interviewer.
Turn off your mobile phone or set it to "mute" before you arrive at the interview.	Answer questions with only a "yes" or "no."
Invite your parents to come along on the interview.	Visit the restroom/bathroom/ WC to freshen up before going into the interview.
Prepare questions about the job and the company before the interview.	Answer your mobile if it rings during the interview.
Use formal titles (Mr., Ms., Dr.) when addressing people you meet at the interview.	Ask your interviewer personal questions.
Look your interviewer in the eye during the interview.	Ask the interviewer general questions about salary and benefits at the company, or for this position.
Arrive at least 10 minutes early for the interview.	Ask the interviewer for career advice.
Laugh a lot during the interview.	Chew gum or mints during the interview to keep your breath fresh.
Tell the interviewer how much you want the job.	Bring a pad of paper and pen to take notes

.....
18: Adapt this list with your counterpart to make sure it reflects local realities.

Handout 1: Sample Interview Questions

1. Tell me about yourself. What is your background?
2. Why do you want to work for this (insert organization or individual)?
3. What specific skills and abilities would you bring if you worked for us?
4. What are your long-term career goals?
5. What do you consider to be your greatest strengths?
6. What do you consider your greatest weakness or area you want to improve?
7. Describe any leadership experience you had?
8. Why should we hire you?



Let's Review

Sector: Youth in Development

Competency: Self-awareness, employability skills, interviewing skills

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To practice employability skills and concepts in preparation for a job search.

Session Rationale

Youth review concepts and practice skills from previous sessions to reinforce and measure participants' learning.

Time

2 hours, 5 minutes

Prerequisites

Any session from Sessions 1–11 that facilitator intends to review and refer to in this session.

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Expertise in concepts and skills taught in Sessions 1 through 11

Let's Review

Date: **Time:** 2 hours, 5 minutes **Trainer(s):**

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Copy the Bingo game boards so every participant has one.
3. Cut up Trainer Material 1: Bingo Game Cards.
4. Create or copy materials and instructions for the three review stations.
5. Set up three review stations by posting Trainer Materials 2–5 and by setting up supplies.
6. Adapt the questions on Trainer Material 6 and write them on cards. Place them in a “grab bag.”
7. Prepare a flip chart with topics you will cover in remaining sessions.
8. Take down “The Bridge to Employability” flip chart, if it is still posted from the last session.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Prize(s) for Bingo winner(s)—optional
- Bag or box to hold cut-up Bingo cards
- “Grab bag” for “Interview Questions Grab Bag” review station
- Timer or watch
- Chime or drum (optional)
- Large envelope to hold completed “Do’s and Don’ts Quiz” handouts
- Large envelope to hold completed “Sharing the News” handouts
- Completed Self-Assessment Questionnaires from the first session

Handouts

Handout 1: Bingo Board

Handout 2: Interview Do’s and Don’ts Quiz

Handout 3: Sharing the News!



Flip charts

Flip charts 1–4: “Fill In the Bridge”

Trainer Materials

Trainer Material 1: Bingo Game Cards

Trainer Material 2: “Fill In the Bridge” Instructions

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

Trainer Material 4: “Interview Questions Grab Bag” Instructions

Trainer Material 5: “Sharing the News” Instructions

Trainer Material 6: “Interview Questions Grab Bag” Cards

Session Learning Objectives:

1. Playing Bingo, participants will demonstrate their knowledge of key employability terms by matching the word to the definition.
2. From a list of “do’s and don’ts,” participants will identify all of the things not to do during an interview.
3. Using employability words, participants will create a bridge illustrating at least two ways that employability leads to employment.
4. Reflecting upon the Employability training, participants will list at least two personal learning goals for the remainder of the training.

Trainer Material:

- Handout 1: Bingo boards
- Trainer Material 1: Bingo Game Cards
- Prize(s) for Bingo winner(s)—optional

Employability Bingo

This short warm-up reviews some of the terms participants have used throughout the course.

1. Welcome the group back and indicate that this session will offer the group a chance to review the work they have done together so far.
2. Suggest participants begin with a warm-up game.
3. Distribute Employability Bingo Cards. Make sure each participant has a pen to use for the game.
4. Instruct participants that they will be competing against each other in this game so they should not share information with their friends during this warm-up.
5. Tell participants that the Bingo Boards contain some of the new words and phrases they have been using throughout the last 12 sessions.
6. Provide instructions for the Bingo game.
 - a. *"I will read aloud a definition. If the definition matches one of the words or phrases on your board, you may cross out the word or phrase."*
 - b. *"The first person to have five phrases crossed out in a row wins the game."*
7. Check for understanding and then begin the game. Choose the Bingo cards randomly from a box or bag.
8. Review what words or phrases were called.
9. Award a prize to the winner(s).
10. Transition to the next part of the session.

.....
Note: Careful attention to participants' progress will serve as an assessment of Learning Objective 1.
.....



Trainer Material:

- Trainer Material 2: “Fill In the Bridge” Instructions
- Handout 2: “Do’s and Don’ts Quiz” Instructions
- Trainer Material 3: “Interview Questions Grab Bag” Instructions
- Trainer Material 5: “Sharing the News” Instructions
- Flip charts 2–5: “Fill In the Bridge”
- Tape
- Markers

Review Stations—Explanation

Explain concept and procedure for learning stations.

1. Suggest that participants have learned a lot during their time together. This session allows them to take a break, reflect on what they have learned, and measure their progress.
2. Indicate that they will divide into four groups. Each group will travel together to four different review stations and each group has 10 minutes to complete the task at each review station.
3. Explain the review stations. Each station is an opportunity to practice and review concepts and skills covered in previous sessions. Each participant must complete all four stations.
4. Present the materials and instructions for each of the four stations in turn. Move around the room and refer to each station as you explain it. Invite questions and clarify activities and tasks, as needed. The stations are:
 - a. *“Fill In the Bridge: At this station, your group will draw a ‘Bridge to Employability’ as a team using words. Each word will be one board.”*
 - b. *“Do’s and Don’ts Quiz: At this station, you will answer questions about what to do or not do during a job interview. You will complete this handout on your own, although you will still be with your team.”*
 - c. *“Interview Questions Grab Bag: At this station, you will work with a partner. Each set of partners will reach into the ‘interview questions grab bag.’ Together, you will practice answering the questions in the grab bag.”*
 - d. *“Sharing the News! At this station, you will reflect on your time in this training, and complete a form detailing what you have learned. You will complete this station as an individual.”*
5. Check for understanding of the activity and divide participants into four groups.

Trainer Material:

- Timer/watch
- Chime or drum (optional)

Review Stations—Round Robin

Participants work through four stations to review and reinforce concepts.

1. Begin the activity. Ring a chime, bang a drum, or clap your hands after each 10-minute block to move groups to the next station. Check to make sure the “Fill In the Bridge” flip charts are covered before each new group begins that station.
2. When 40 minutes have elapsed and the groups have been through all four stations, reconvene the group in plenary.

.....
Note: Reviewing participants’ progress in these review station activities serves as an assessment of Learning Objective 1.

3. Process the activity, using some of the following questions:
 - a. *“What was this experience like?”*
 - b. *“What station was especially interesting? Easy? Challenging?”*
 - c. *“What is the most important thing you learned in the course to date?”*
4. Summarize the discussion and transition to the next part of the session.

.....
Note: Careful attention to participants’ progress will serve as an assessment of Learning Objective 2, 3, and 4.

Trainer Material:

- Completed Self-Assessment Questionnaires (collected during Session 1)
- Flip chart with topics you will cover for the rest of the sessions

Revisiting Our Self-Assessment

Participants will complete the self-assessment questionnaire again and compare it with results from the initial self-assessment they did at the start of the training program.



1. Suggest that the “Sharing the News” station helped participants to do a review of what they have learned and how they have grown since they started this course. This is also a good time for them to revisit the self-assessment they completed at the beginning of this workshop.
2. Return the Self-Assessment Questionnaires to participants. Invite them to review the questions to respond to each question again, based on how they react to each statement now. Indicate that they should check the middle box, as this is the mid-point of the course.
3. Allow up to 10 minutes for participants to complete the self-assessment.
4. Reconvene the group and process the activity using some of the following questions:
 - a. *“What has changed between now and the start of the course? Which boxes are you now able to check?”*
 - b. *“In what area do you think you learned the most?”*
 - c. *“In what area(s) would you like to improve further?”*
5. Indicate that the group has done a great job so far in the course and share with participants how impressed you have been with their progress.
6. Suggest that participants have many courses remaining and briefly review the upcoming topics with the group.
7. Suggest that participants reflect upon their work together so far and on what they most wanted to get out of this course. What is most important for them to work on in the remaining time together? Ask, *“If you had to choose two goals for the rest of the sessions, what would they be?”*
8. Invite participants to take a moment to think about this. Once they have decided on the two most important goals for the remainder of the sessions, they should turn their Self-Assessment Questionnaires over and write those two goals on the back.
9. Indicate that you will be collecting the questionnaires, so they may also wish to note their two goals in their Action Journals so they can refer to them later.
10. When all participants have finished, invite a few to share one of their goals with the group.
11. Collect the Self-Assessment Questionnaires.

.....
Note: Reviewing participants’ progress on the self-assessment serves as an assessment of Learning Objective 1. Reviewing the goals on the back serves as an assessment of Learning Objective 2.

12. Summarize the session and congratulate the group on accomplishing so much thus far.

13. Look ahead to the practice interviews session to follow and remind participants of the date and time of those interviews. Remind them that they will be convening here first and then they will all leave for their interviews at the same time. Remind the group to wear an outfit appropriate for a real job interview and to bring a real, clean, and complete resume/CV. Suggest that they practice interviewing with family and friends so they can be prepared.

Closure

5 minutes

1. Summarize the lesson.
2. Have participants reflect briefly in their Action Journals.
3. Preview what will be learned in the next session.
4. Thank the group for participating and close the session.

Assessment

This session offers rich assessment data and you will be able to measure participants' progress from the Self-Assessment Questionnaires, the goals they have suggested, and also their performances on the "Fill In the Bridge," "Do's and Don'ts Quiz," and "Sharing the News" activities.

Objective 1 is assessed by the trainer carefully observing the participants during the Motivation phase of the session.

Objective 2 is assessed by the trainer reviewing the 'do's and don't' checklists filled out by the participants during the Application phase of the session.

Objective 3 is assessed by the trainer reviewing the word bridges leading to employability created by the participants during the Application phase of the session.

Objective 4 is assessed by the trainer reviewing the Self-Assessment Questionnaires completed in Application phases of the 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?]

Trainer Notes:



Handout 1: Bingo Boards

1.

Employability Bingo		
employer	body language	education
experience	job interview	vision
resume	employability	apprenticeship

2.

Employability Bingo		
body language	experience	apprenticeship
resume	employer	vision
job interview	education	employability

3.

Employability Bingo		
body language	vision	resume
apprenticeship	employer	job interview
experience	employability	education

4.

Employability Bingo		
employer	education	employability
apprenticeship	experience	body language
vision	job interview	resume



5.

Employability Bingo		
education	resume	vision
apprenticeship	job interview	employer
employability	experience	body language

6.

Employability Bingo		
apprenticeship	education	employability
employer	resume	vision
job interview	experience	body language

7.

Employability Bingo		
resume	employer	experience
education	employability	body language
job interview	apprenticeship	vision

8.

Employability Bingo		
apprenticeship	vision	body language
experience	employability	resume
education	employer	job interview



9.

Employability Bingo		
resume	education	experience
body language	employability	vision
employer	job interview	apprenticeship

10.

Employability Bingo		
job interview	resume	employer
employability	vision	education
apprenticeship	experience	body language

11.

Employability Bingo		
education	employer	resume
employability	body language	job interview
vision	experience	apprenticeship

12.

Employability Bingo		
employability	education	resume
apprenticeship	vision	employer
experience	body language	job interview



Handout 2: “Do’s and Don’ts” Quiz

Marcos¹⁹ is going to interview for a job at a local company. He’s so excited that he can’t remember what he should do and how he should act. Please help him prepare. Put an X through the behaviors that are **not** appropriate for an interview.

- ☐ Ask to use the interviewer’s phone.
- ☐ Greet the interviewer with a handshake.
- ☐ Bring food and a coffee to interview.
- ☐ Bring a copy of his certificates to the interview.
- ☐ Prepare questions before he arrives for the interview.
- ☐ Ask how much money the job pays.
- ☐ Answer his mobile phone during the interview.
- ☐ Give the names of friends and family as references.
- ☐ Bring a clean copy of his resume/CV to the interview.
- ☐ Thank the interviewer at the end of the meeting.
- ☐ Spend all his savings on a new suit.
- ☐ Arrive late.
- ☐ Turn off his mobile phone before he arrives for the interview.
- ☐ Say “I don’t know” when he doesn’t know how to answer a question.
- ☐ Ask questions about the job.

.....
19: Be sure to change the name and statements to reflect local realities.
.....

Handout 3: "Sharing the News"

Dear _____,

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

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

The course is about _____ (explain what the course is for).

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

My peers and I have been very busy. We have learned about _____,

_____, and _____ (list three things you have learned).

One of the best things I learned is _____.

Of course, at the beginning of the course I was _____. But now I feel

_____ (describe how you feel about the course and your professional development).

OK, I have more work to do!

Talk to you soon,

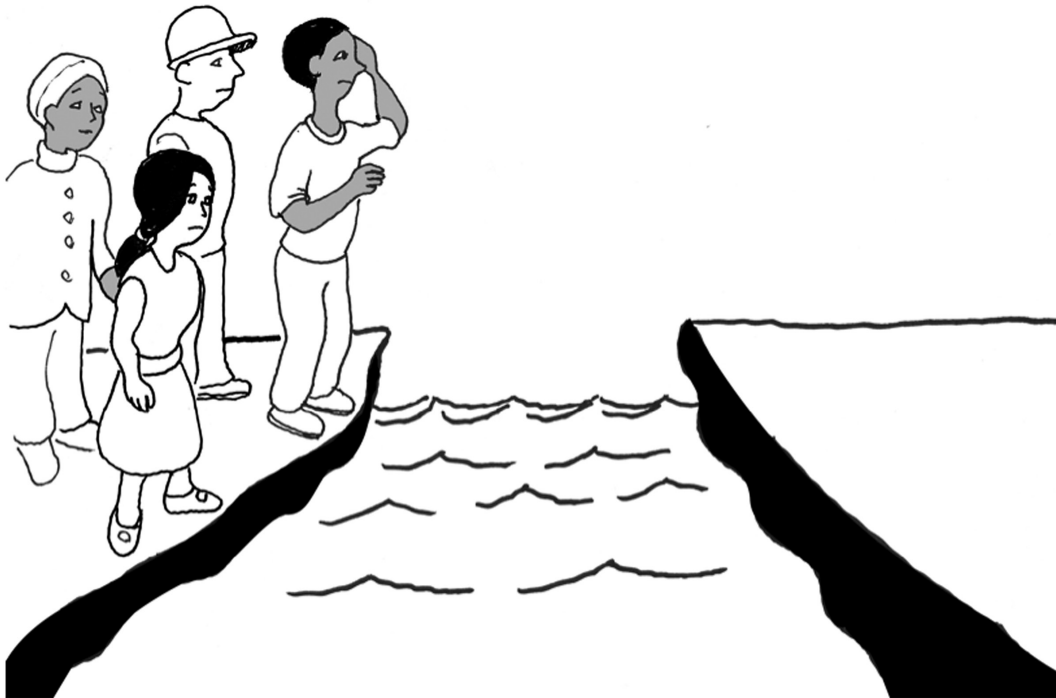
_____ (your signature)



Flip charts 1–4: “Fill In the Bridge”

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

How can I become employed?



Trainer Material 1: Bingo Questions

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

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



Trainer Material 2: “Fill In the Bridge” Instructions

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

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

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

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

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

Trainer Material 4: “Interview Questions Grab Bag” Instructions

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

- You will work in pairs at this station, so choose a partner.
- Each pair will reach into the grab bag and pull out one card.
- Read the interview question on the card, then role-play your answers to the question. One of you will play the interviewer, while the other plays the interviewee. After one of you has answered the question, you will switch roles and the other person has a chance to answer the question.

- When you have finished with one question, pick another. Make sure you change which one of you goes first as the interviewee during each round.
- Continue responding to questions together and choosing new ones until the 10 minutes have expired.
- When the 10 minutes have elapsed, return all the interview questions to the grab bag.

Possible questions for the interview grab bag:

- Tell me about yourself. What is your background?
- Why do you want to work for this (insert organization or individual)?
- What specific skills and abilities would you bring if you worked for us?
- What are your long-term career goals?
- What do you consider to be your greatest strengths?
- What do you consider your greatest weakness or area you want to improve?
- Describe any leadership experience you had?
- Why should we hire you?



Trainer Material 5: “Sharing the News” Instructions

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

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

Here’s what you need to do:

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

Let's Practice: Interviews in the Community

Sector: Youth in Development

Competency: Self-awareness, presenting oneself well, interviewing skills

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To practice employability skills and concepts in preparation for a job search.

Session Rationale

Participating in practice job interviews with real potential employers provides learners with sound experience in interviewing skills, supported by a learning community.

Time

Up to 45 minutes in class, plus outside time for practice interviews

Prerequisites

Participants have participated in Session 1: Crossing the Bridge: Introduction to Employability, Session 3: What Do I Bring to the World of Work? Session 5: Imagining Your Ideal Job, Session 9: Creating a Resume/CV, Part 1, Session 10: Creating a Resume/CV, Part 2, and Session 11: Presenting Yourself: The Job Interview.

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Ability to organize community members for practice interviews and coordinate the interview experience



Let's Practice: Interviews in the Community²⁰

Date: Time: Up to 45 minutes in class, plus outside time for practice interviews

Trainer(s):

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Coordinate the practice interviews, using the guidance in Trainer Material 1.
3. Prepare contact information and directions for each participant, as suggested in Trainer Material 1.

Materials:

Equipment

1. Flip chart, whiteboard, or chalkboard
2. Markers and tape, or chalk
3. Pens and paper for those who forget their Action Journals

Handouts

Handout 1: Practice Interview Feedback Form

Trainer Materials

Trainer Material 1: Practice Interview Guidance

Session Learning Objective:

1. Using community members to simulate an interview, participants will practice their interview skills.
2. As part of the simulated interview, participants will present a clear, error-free resume/ CV.
3. After a practice interview, participants will develop a plan to improve their performance during a real interview.

20: Arranging interviews in the community is highly recommended. If it is impossible, however, you might consider inviting the same community members to come to the classroom and adapting the session so interviews are conducted in the usual training space.

Mirror Images

This short warm-up will lead to a lot of laughter and that will help to release a bit of tension and nervousness. The activity will prepare the group for the upcoming interviews.

1. Welcome the group back and communicate your excitement about the importance of this day. Remind group members that they will be going on realistic job interviews in the community and that a number of community members are out there looking forward to meeting each of them today.
2. Suggest participants begin with a warm-up activity to relax them a little before they leave for their interviews.
3. Tell participants to find a partner and to stand opposite their partner. Wait until all participants have done this before continuing.
4. Provide instructions for the warm-up.
 - a. *"Choose which of the two of you will go first."*
 - b. *"Imagine that you are looking in a mirror. What do you see when you look in a mirror? [yourself] So for the next minute or two, I want you to imagine that your partner is your reflection in the mirror. That means when you move, he or she moves, in exactly the same way."*
 - c. *"Whoever is going first can move any way he or she likes, and the partner/reflection must move with him or her."*
 - d. Check for understanding of the instructions and begin.
5. After a few minutes, invite participants to switch roles and begin the activity again.
6. After another few minutes, reconvene the group and briefly process the activity, using these questions:
 - a. *"What was the best part of that activity?"*
 - b. *"What do you think this warm-up might have to do with our work together today?"*

.....

Note: This may be a more difficult connection to make than most warm-ups, so you may need to guide the group to the answer. See Point 7 below.

.....
7. Agree that in a job interview, we need to be especially mindful of how we are presenting ourselves. We must keep in mind all that we have learned about dressing and acting professionally, about "body language" and how we communicate without speaking, and we must remember our "do's and don'ts." Suggest that this warm-up may help participants to keep an image of themselves in mind while they are interviewing, so they make sure they are presenting the best of themselves during the interview.
8. Transition to the next part of the session.



Trainer Material:

- Contact information and directions for each participant to his or her practice interview

Directions for Practice Interviews

Participants will receive contact information for their practice interviews and specific directions to the interview locations.

1. Indicate that the facilitator has worked hard to match each participant with a job interview that is in line with the type of work he or she is interested in and has worked with the community members to prepare them for these interviews.

.....
Note: You may need to tell participants that matching them with job interviews in line with the type of work they are interested in is not always possible. Nevertheless, the job interview they are going on today will bring many lessons that they will be able to use in future job interviews in their own areas of interest.
.....

2. Indicate that each participant will receive a card in a moment with the contact information for his or her interview, as well as detailed directions on how to get to the interview.
3. Distribute the cards and allow a few minutes of talking and excitement as participants review them.
4. Remind participants that they are to take their resumes/CVs and go to their practice interviews, just as if they were going on a real interview. Taking this as seriously as a real job interview is important, so that they will make the most out of this opportunity to practice.
5. Remind the group that the interviewer will complete a feedback form for the group and the group will be able to review together how it went.
6. Ask if there are any questions and spend whatever time you need to help participants feel comfortable and confident as they leave for their interviews.
7. Indicate when the group will reconvene for the next session and wish participants luck today during their interviews.
8. Dismiss the group.

Practice Interviews

1. Participants will practice their interviewing skills in practice interviews with community members who are prospective employers.

.....
Note: Feedback forms will be used to assess Objective 1 and 2.
.....

Application

Ideally, to be arranged individually as part of out-of-session time, but can also be scheduled into the beginning of the next session.

Trainer Material:

- Handout 1: Practice Interview Feedback Form

Processing the Practice Interviews

The facilitator should arrange for a feedback session with each of the participants, during which the feedback from Handout 1: Practice Interview Feedback Form can be discussed as part of a conversation about the participant's overall progress. As part of the debrief the participants should reflect upon how they can do better in the future in their Action Journals.

Closure

5 minutes

1. Summarize the lesson.
2. Have participants reflect briefly in their Action Journals.
3. Preview what will be learned in the next session.
4. Thank the participants and close the session.



Assessment

Trainer Material:

- Completed Practice Interview Feedback Forms

Objective 1 is assessed by the trainer through the review of Feedback Forms completed in the Practice phase of the session.

Objective 2 is assessed by the trainer through observation and review of the Feedback Forms completed in the Practice phase of the session.

Objective 3 is assessed by the trainer through careful observation of the interviews conducted during the Practice phase of the session.

Objective 4 is assessed by the trainer through review of participants' journal entries written during the Application phase of the 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?]

Trainer Notes:

Handout 1: Practice Interview Feedback Form²¹

Name of interviewer: _____

Name of person interviewed: _____

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

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

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

21: Adapt and re-format this form to suit your own needs and context.



Trainer Material 1: Practice Interview Guidance²²

Preparing for and coordinating practice interviews in the community will take some effort, but is rewarding in that participants are given the opportunity to practice in a realistic setting and to get real feedback²³. We suggest you prepare for these interviews well in advance. Below are some suggestions for preparing for the practice interviews, coordinating them, and reviewing feedback from them:

- Work with your counterpart to identify the right community members to host practice interviews. You will want to have one interviewer for each participant.
- Based on what you know about participants' interests and goals, try to match each learner with an interviewer in his or her area of interest.
- Reach out to the community members, either by inviting all to one meeting during which you review the goals, expectations, and logistics of the practice interview experience, or through one-on-one contacts between you, your counterpart, and community members.
- You may wish to develop a handout of the goals and expectations for the practice interviews to leave with the community interviewers. Interview questions from the training could also be provided to assist with their participation.
- Be sure to distribute a Practice Interview Feedback Form to each of the community interviewers and provide guidance about filling it out after the interview and when and where to return the form after the interview.
- Call or visit each interviewer the day before the practice interviews to confirm plans.
- Before the practice interview day, create a card for each participant that provides information on the name of the interviewer, the company or business name, the location, and exact details for traveling to the interview site²⁴.
- Following the interviews, collect the Practice Interview Feedback Forms. There are a few different ways to do this:
 - o Visit each community member to debrief him or her about the interview and to collect the form.
 - o Convene a meeting of all community members, perhaps with some small snacks and drinks, to thank them for participating, to collect the forms, and to debrief them about the interviews.

²²: Adapt this guidance based on what will work best for your group. You may need to have fewer community volunteers and to have interviews scheduled back-to-back with them, or interviews stretching across a few days. You may be able to find one large worksite and take all of the participants there together, to visit many practice interviewers. There are many ways to coordinate this and you and your counterpart should choose the right one for your circumstances.

²³: Arranging interviews in the community is highly recommended. If it is impossible, however, you might consider inviting the same community members to come to the classroom and adapt the session so that interviews are conducted in the usual training space.

²⁴: You may wish to distribute these as much as a week before the interview, so participants can do some research on the business and also arrange for traveling to the interview, if required.

- o Ask interviewers to drop off the forms or mail them to you. If you choose the mailing option, be sure to provide a self-addressed, stamped envelope to the interviewer. (This option is not recommended.)
- After the practice interviews, be sure to thank the community members personally, in addition
Adapt this guidance based on what will work best for your group. You may need to have fewer community volunteers and to have interviews scheduled back-to-back with them, or interviews



Job Shadowing

Sector: Youth in Development

Competency: Self-awareness, employability skills, communication skills

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To improve participants' ability to get and keep a job.

Session Rationale

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

Time

2 hours, 5 minutes

Prerequisites

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

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

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

Job Shadowing²⁵

Date: **Time:** 2 hours, 5 minutes **Trainer(s):**

Trainer preparation:

.....
Note: This session takes considerable effort to organize. Identification of host organizations should happen at least two weeks in advance.
.....

1. Write session outline and objectives on board or flip chart.
2. Work with a counterpart to make the best choices about setting up the job shadowing experiences with community members and to understand the typical form, content, and protocol around thank-you notes.
3. Coordinate the job shadowing experience, using the guidance in Trainer Material 1.
4. Prepare contact information and directions for each participant, as suggested in Trainer Material 1.
5. Adapt Flip charts 2 and 3, and have them ready to display at the appropriate time during the session.
6. Re-post Flip chart 1: The Bridge to Employability.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Appropriate paper and envelopes for thank-you notes

Handouts

Handout 1: Job Shadowing Informational Handout

Flip charts

Flip chart 1: The Bridge to Employability, from Session 1

Flip chart 2: Thank-You Note for Job Interviews

Flip chart 3: Thank-You Note for Job Shadowing

Trainer Materials

Trainer Material 1: Guidance for Job Shadowing

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



Session Learning Objectives:

1. As part of a group discussion, participants will explain the purpose of job shadowing.
2. In preparation for the job shadowing, participants will prepare at least four questions to ask.
3. Following the job shadowing, participants will identify in their Action Journals at least three things that they learned in their job shadowing experience.

Motivation

15 minutes

Pay Attention!

This warm-up introduces the topic and allows participants to practice observation skills.

1. Welcome the group back to the sessions and suggest participants begin with a short warm-up.
2. Ask everyone to choose a partner. Instruct the partners to face each other.
3. Ask the partners to take a good look at each other. Allow about a minute for this.
4. Next, instruct the partners to turn back-to-back. When everyone has done so, instruct participants to change three things about their personal appearance. For example, they might roll up a sleeve, remove a shoe, take off a necklace, and so on.
5. Allow about a minute for participants to change their appearances.
6. Instruct participants to turn around and face each other again and attempt to spot the changes their partners made in their appearance.
7. Repeat the process one more time, before reconvening the whole group.
8. Process the exercise, using some of the following questions:
 - a. *"What kinds of changes did you make?"*
 - b. *"Were you able to notice all of the changes?"*
 - c. *"During which round was it easier to spot all of the changes—the first round or the second?"* (The answer is likely to be the second round.)
 - d. *"Why do you think that was?"* (Probable answers: we knew the task; we knew to pay more attention to what our partner looked like; we weren't paying attention to what the person looked like in the first round.)

9. Announce that today's topic is "job shadowing." When we engage in job shadowing, we spend time following someone through a typical workday, so we can become better acquainted with a particular job and what the day-to-day realities are in that job. Invite participants to suggest how job shadowing relates to today's warm-up.
10. Agree that during job shadowing, it is important to really be paying attention—to make a point, as we did in Round 2, to really focus on what we are seeing and to make meaning out of what we see. Job shadowing is a wonderful opportunity to see what a certain job will really be like—a typical day on the job and, as such, participants will want to be highly focused and attentive during their job shadowing experience.
11. Transition to the next part of the session.

Information

20 minutes

Trainer Material:

- Chalkboard, whiteboard, or flip chart
- Markers or chalk

Job Shadowing Brainstorm

Participants will discuss the purpose of job shadowing and brainstorm questions they would like to ask when engaging in their job shadowing experience.

1. Ask participants, "So, what is 'job shadowing'? What is it exactly?"
2. Note participants' ideas on a flip chart or board.
3. After hearing a few responses, agree that job shadowing is an opportunity to spend time, often a full workday, with someone who holds the type of job the shadower is interested in.
4. Ask participants to describe the purpose of job shadowing. Note participants' ideas on a flip chart or board.
5. After hearing a few responses, agree that there are several good reasons to engage in job shadowing, including: to see what the job is really like; to understand what skills are needed; to assess whether or not such a job is really right for you; to make contacts and develop relationships with people working in this type of job—which may lead to a job; to ask questions of, and get advice from, people doing this job, and so on.

.....
Note: Careful attention to participants' responses serves as an assessment of Learning Objective 1.
.....



6. Ask participants to imagine that they are shadowing someone for the day. What will it be like? How should they act while on the job?
7. After hearing a few responses, talk a bit about expectations for participants while they are job shadowing. Suggest that the “Do’s and Don’ts” from the job interview offer a good guide for the “Do’s and Don’ts” of job shadowing as well, and remind participants to review these before going on the job shadowing experience.
8. Suggest that they have prepared themselves well for the job shadowing experience by preparing for the practice interviews and that job shadowing allows for a fuller experience in which they will be able to explore a job, make contacts, ask questions, and feel freer to learn during their job shadowing day.
9. Transition to the next part of the session.

Practice

45 minutes

Trainer Material:

- Chalkboard, whiteboard, or flip chart
- Markers or chalk

Getting Ready for Job Shadowing

Participants prepare the questions they want to ask during the job shadowing experience.

1. Suggest that job shadowing provides a great opportunity for participants to get to know people in the field they are interested in, to see what a typical work day is like in a job they are interested in, and to ask questions and seek advice about how to get such a job, or how to perform it well.
2. Indicate that just as participants did better when they prepared themselves for the observation in Round 2 of their warm-up, they should prepare themselves to make the most out of their job shadowing experience. It helps for them to have an idea of the questions they want to have answered before they go to the job shadowing sites.
3. Indicate that for the next 15 minutes, the group will meet together in pairs and think of 10 things they want to make sure they ask, or to make sure they find out, during their job shadowing experience.
4. Instruct pairs to write their questions in their Action Journals.

5. Check for understanding of the instructions and begin the activity. Circulate among the group to check progress and remind the group when only a minute remains.
6. Reconvene the whole group.
7. Invite the pairs to share the questions they would like answered during the job shadowing. Have each pair provide one potential question. Write it on the flip chart and then discuss it. Then invite the next pair to share a new question.
8. Continue in this way until you have shared and discussed all of the questions participants hope to ask during the job shadowing experience.

.....
Note: Careful attention to participants' questions and discussion serves as an assessment of Learning Objective 2.

9. Next, suggest that their hosts during the job shadowing will also have questions for them. Ask participants to suggest what types of questions they might be asked on the job shadowing day and chart their answers.

.....
Note: Many of the questions may be the same as on the job interview, but participants may also be asked: "Where are you from?" "What kind of work are you interested in?" "Why do you want to work in a job like this?" "What are your goals for the future?"

Practice

25 minutes

Trainer Material:

- Flip chart 2: Thank-You Notes for Job Interviews
- Flip chart 3: Thank-You Notes for Job Shadowing

Thank-You Notes

Participants prepare a thank-you note for their practice job interviews and look ahead to preparing one after the job shadowing experience.

1. Finally, suggest that it is important after the job shadowing day for participants to write a thank-you note to their hosts.
2. To help prepare participants to write the thank-you note after the job shadowing day, they will write one now for the practice job interviews they just did. It is also important to write a thank-you note to their interviewer after any job interview. This makes them appear more professional and courteous and also reinforces their interest in the job.



3. Invite participants to suggest what they might write in a thank-you note to their interviewers.
4. After hearing a few ideas, show Flip chart 2: Thank-You Notes for Job Interviews and review it with the group.
5. Distribute a sheet of clean paper to participants and ask them to use this template, plus what the participants have just discussed and agreed upon, to write a short thank-you note to their interviewer.²⁶
6. Allow about 15 minutes for participants to write the notes.
7. When participants have finished, collect the thank-you notes and assure them that you will see that these notes are sent to each of the interviewers.
8. Ask participants how a thank-you note from their job shadowing experience might be the same as, or different from, the thank-you note they just wrote.
9. After hearing a few ideas, show Flip chart 3: Thank-You Notes for Job Interviews and review it with the group.
10. Invite the group to write this template into their Action Journals and tell them that writing a thank-you note for their job shadowing hosts will be their homework assignment. Between now and the next session, they will go on their job shadowing experience and, after that, they will write a thank-you note to their host. They should bring the thank-you notes for the job shadowing to the next session, during which the group will be debriefed about the job shadowing experiences.
11. Transition to the next part of the session.

Application

15 minutes in class plus one full workday

Job Shadowing

Participants will receive detailed information about their job shadowing site and will then job shadow for a full workday.

1. Indicate that you have worked hard to match each participant with a job shadowing experience that is in line with the type of work he or she is interested in and that you have worked with the community members to prepare them for the job shadowing day.

²⁶: If computers or typewriters are available, it would be best to have participants type their thank-you notes.

Note: You may need to tell participants that matching them with job shadowing experiences in line with the type of work they are interested in is not always possible. Nevertheless, the job shadowing experience will bring many lessons that they will be able to use on future jobs in their own areas of interest.

2. Indicate that, in a moment, each participant will receive a card with the contact information for his or her job shadowing site, as well as detailed directions on how to get there.
3. Distribute the cards and allow a few minutes of talking and excitement as participants review them.
4. Remind participants to dress appropriately for the workday, to bring a copy of their resume/CV in case they are asked for it, and to arrive at the job site on time.
5. Ask if there are any questions and spend whatever time you need to help participants to feel comfortable and confident as they prepare for their job shadowing experience.
6. Ask the participants to reflect what they learn from the job showing experience in their Action Journals.
7. Indicate when the group will reconvene for the next session, and wish participants a good job shadowing experience.

Closure

5 minutes

1. Summarize the lesson.
2. Have participants reflect briefly in their Action Journals.
3. Preview what will be learned in the next session.
4. Thank participants and close session.

Assessment

The assessment has been integrated throughout the session and is noted within:

Objective 1 will be assessed by the trainer carefully listening to participants response during the Information phase of the session.



Objective 2 will be assessed by trainers careful attention to participants contributions in the Practice phase of session.

Objective 3 will be assessed by trainer reviewing participants entries in their Action Journals during the Identify three in their Action Journal which they learned through job shadowing.

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?]

Trainer Notes:

Handout 1: Job Shadowing Informational Handout for Employers²⁷

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

The job shadowing experience helps our participants to:

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

The participants will be coming with their own questions but we would ask you to cover the following questions:

- What does your organization do?
- How do you plan your daily, monthly, yearly activities?
- What skills are needed in your workplace?
 - o Reading
 - o Writing
 - o Mathematics
 - o Listening
 - o Communication skills
 - o Organizing Planning

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

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

²⁷: Adapt and re-format this form to suit your own needs and context.



Handout 2: Job Shadowing Handout for Participants

You will be placed at (Organization's name, address, and telephone number). They have agreed to have you shadow (contact's name) on (Date).

This is a great opportunity for you to network and understand different types of employment. To prepare for the job shadowing, please dress appropriately and show up on time. Additionally, you should bring the questions which we developed and a notebook to write in.

After you finish your job shadowing, please take some time to consider the following:

- Would you want this job someday?
- Was the job what you expected? Was it exciting?
- Do you have the skills for this job now?
- What surprised you?
- Was the work environment friendly?
- What challenges do you think you would face in a workplace like this?
- Would it matter if you were male or female? From a different area?

Flip chart 2: Thank-You Note for Job Interviews

Dear Mr./Ms./Mrs./Dr. _____: (greeting)

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

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

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

Closing

Your signature



Flip chart 3: Thank-You Note for Job Shadowing

Dear Mr./Ms./Mrs./Dr. _____: (greeting)

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

A sentence describing one to three things that you learned.

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

Sincerely, (closing)

Your signature

Trainer Material 1: Guidance for Job Shadowing²⁸

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

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

- Work with your counterpart to identify the right community members to host the job shadowing. Ideally, you will want to have one job shadowing site for each participant.
- Based on what you know about participants' skills inventory, interests, and goals, try to match each learner with the type of job he or she is looking for.
- Depending on the country and age of participants, you may need to get permission from the participants' parents or guardians.
- Reach out to the community members, either by inviting all to one meeting during which you review the goals, expectations, and logistics of the job shadowing experience, or through one-on-one contacts between you, your counterpart, and community members.
- You may wish to develop a handout of the job shadowing goals and expectations to leave with the persons being shadowed. See Handout 1 for an example.
- Before this session, create a card for each participant that provides information on the name of the job shadowing site, the company or business name, the location, and exact details for traveling to the site²⁹.
- Call or visit each site the day before the job shadowing to confirm plans.
- After the job shadowing, be sure to thank the community members personally, in addition to providing the thank-you cards participants will write.

²⁸: Adapt this guidance based on what will work best for your group.

²⁹: You may wish to distribute these as much as a week before the job shadowing day so participants can do some research on the business and also arrange for traveling to the job shadowing experience, if required.



Finding Job Leads

Sector: Youth in Development

Competency: Self-awareness, employability skills, communication skills

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To improve participants' ability to get and keep a job.

Session Rationale

Youth learn how to identify job leads by researching local employment in their communities.



Time

2 hours

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Understanding of where to find leads to locally available jobs; understanding of the local job market

Finding Job Leads

Date: Time: 2 hours Trainer(s):

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Develop Trainer Material 1: Scavenger Hunt for the first activity.
3. Work with a counterpart to understand the local job market and where to find leads to jobs in the area.
4. If jobs are advertised by the newspaper, bring in the most recent edition of several different papers.
5. If jobs are advertised on the Internet in this area, arrange for access to computers or a computer lab, if possible, and identify local job search sites prior to this session.
6. If local jobs boards or other community options are available, have information about these resources.
7. Find out all you can about Trafficking in Persons (TIP) in the area so you can provide guidance to participants about avoiding job ads that might be recruitment tools for traffickers³⁰.
8. Collect any other job ads available, such as flyers, magazines, community newsletters, and so on.
9. Prepare half sheets of flip chart paper before the session and clear a wall so participants can hang the flip chart papers on it.
10. Work with your counterpart to adapt and revise Handout 2: Checklist for Job Search.
11. Re-post Flip chart 1: The Bridge to Employability.
12. Post Flip chart 2: People I Know—Job Leads and cover it until it is relevant.

30: Depending on the TIP risk in your country of service, you might want to have a separate session on TIP to raise awareness among the youth in your employability sessions. Ask your APCD for contact information for groups working on TIP and invite a guest speaker to come to one of your sessions to discuss avoiding TIP.



Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Newspapers, flyers, magazines, employment resources, as available
- Computers, computer lab, with link to the Internet (optional)
- Elements for Scavenger Hunt
- Prize(s) for the Scavenger Hunt (optional)

Handouts

Handout 1: Sample Job Ad

Handout 2: Checklist for Job Search

Flip charts

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

Flip chart 2: People I Know—Job Leads

Trainer Materials

Trainer Material 1: Scavenger Hunt

Session Learning Objectives:

1. Based upon their knowledge of their community, participants will identify at least three ways to find job leads.
2. Reviewing their personal connections, participants will identify at least two people in their own network that may have information about job leads.
3. From a selection of vacancy announcements, participants will identify at least one job vacancy they would like to apply for.

Trainer Material:

- Trainer Material 1: Scavenger Hunt
- Elements for Scavenger Hunt
- Half sheets of flip chart paper
- Markers
- Tap

Scavenger Hunt

This warm-up energizes the group and introduces the topic.

1. Welcome the group back to the sessions. Before beginning the warm-up, spend about 10 minutes debriefing the job shadowing experience. You might use some of the following questions:
 - a. *"What was your job shadowing experience like?"*
 - b. *"Which of your prepared questions were you able to ask?"*
 - c. *"What kinds of questions did your host ask you?"*
 - d. *"What was the most important thing you learned during your day on the job?"*
 - e. *"Now that you have spent a day on the job, are you still interested in this type of work? Has your interest in working in this type of job changed at all?"*
 - f. *"What additional work—on yourself, your resume/CV, your approach—will you need to do before your next face-to-face encounter with someone related to your job search?"*
 - g. *"What was most valuable about the job shadowing experience?"*
2. Collect the thank-you notes.
3. Summarize the discussion about job shadowing and suggest that participants get started on today's topic with a warm-up.
4. Tell participants they are going on a scavenger hunt, which will direct them to all sorts of information they will use during the session.
5. Provide instructions for the activity:
 - a. *"We will divide into groups."*
 - b. *"The groups will all go on a scavenger hunt. The goal is to find 10 required items and be the first to get back in your seats."*
 - c. *"The winning group will receive a prize." (optional)*
 - d. *"You will be finding clues and items in and around the training room."*

6. Divide participants into groups. Provide each group with the first clue and begin the scavenger hunt.
7. When all groups are back, award the prize(s) to the winning team(s).
8. Process the exercise, using some of the following questions:
 - a. *"How difficult was it to complete the scavenger hunt?"*
 - b. *"Which clues were easiest to find? Most difficult?"*
 - c. *"What kinds of items did you find? How are they related?"*
 - d. *"What similarities do you see between this warm-up and a job search?"*
9. After hearing a few responses, agree that in a job search, participants must look in all available places, sometimes unlikely places, for connections to work. They should be prepared to receive information from a lot of different sources and to keep their eyes open to anything that might come up. Like in the warm-up, sometimes they will hear a clue about a job and chasing that lead might result in finding the job. Those who are most successful at finding a job are often looking in multiple places at the same time and using multiple sources for job leads.
10. Indicate that it is to that topic that we will turn in this session—job leads, or how we hear about or find out about jobs that are available and companies or people who are hiring.
11. Suggest that at the end of the scavenger hunt, participants note the kinds of jobs we most want to find. Indicate that we will be working with that information a bit later in the session.
12. Briefly review the flip charts with the participants' names and job information and make an effort to group similar jobs in the same place, to make the practice activity a bit easier.
13. Transition to the next part of the session.

Information

20 minutes

Trainer Material:

- Flip chart 2: People I know—Job Leads
- Flip chart or board
- Markers or chalk

Where Are the Jobs in Your Community?

Participants will discuss the different avenues for finding out about jobs.

1. Invite the group to think back to the story of Emma and Lucy. Do they remember how Emma said she was looking for jobs? Chart the group's answers on the flip chart or board.

Possible answers: she was asking relatives and friends; she showed up at workplaces and tried to speak with someone; she phoned different businesses.

2. Continue by asking the group to think about Lucy. Where did she look for jobs? Chart the group's answers on the flip chart or board.

Possible answers: she asked relatives and friends, too (her brother got a job that way); she looked in (insert all that apply to your community—the “wanted” section of the newspaper, the jobs board at the community center, school, or local university, a job search engine on the Internet, a company specializing in finding jobs for people).

3. Suggest that these are all good job leads. Ask the group members if they can think of any other ways to find out about jobs or people and businesses who are hiring. Ask participants who have already held a job to share how they heard about the job. Note any additional ideas on the flip chart.

.....
Note: Careful attention to this brainstorming and discussion serves as an assessment of Learning Objective 1.
.....

4. Suggest that when you are searching for a job, you are likely to be most successful if you are checking on all of these job leads frequently.
5. Suggest that often when you are first beginning to look for a job, it is a good idea to start as Emma did—with those closest to you. Sometimes you can get a good job lead or connection by discussing your job search with your relatives, friends, former teachers, those in your church, synagogue, or mosque, local shopkeepers, and other community members. Sometimes this is called “networking”—connecting to all the people in your network of friends, relatives, and community members—and inviting them to connect with their friends, relatives, and business connections for you.
6. Invite participants to think about their own “network” of friends, relatives, local business people, community members, former teachers, and their religious community. Who among this group might be a source of job leads? Who among this group might know someone else who might be a source of job leads?



7. Invite participants to take about five minutes to note in their Action Journals all of the people they can think of in their own lives who might offer good connections to a job. Suggest they write it in two columns, “People I know” in the first column and “Possible Connections to a Job” in the other. Offer one example on a flip chart.
8. Allow about five minutes for this activity and circulate among the group to check progress. When participants appear to be finished, reconvene the group.

Note: Your progress check during this activity serves as an assessment of Learning Objective 2.

9. Ask a few participants to share some of their findings with the group. Whom will they approach in their network and about what job connection?
10. Suggest that participants review this list of connections in the coming days and develop a plan for contacting those on the “People I Know—Job Leads” list.
11. Invite participants to share how it might be best to approach these people. What information would they share with them? How would they make their contact with them most effective?
12. After listening to a few ideas, agree that these points are important:
 - *Let the people on this list know that you are looking for a job and chat a bit with them about what type of job you are interested in and qualified for.”*
 - *“Depending upon the situation, you may want to offer copies of your resume/CV to some of these connections so they can review your qualifications and maybe pass your resume/CV on to their own connections; this also shows how seriously you are taking the job search.”*
 - *“Check in with them frequently to see if they have any ideas for you and to let them know you are still looking.”*
 - *“If their connection results in a job interview or job for you, be sure to thank them, using the guidance for thank-you notes from the last session.”*

Note: You may wish to have a brief discussion about how frequently participants should check in with their network. Agree on a frequency for how often to check in—say each week or every two weeks—and agree that checking in too frequently might be a bit annoying. Suggest that their close connections want to help them, but participants must respect their contacts’ time, as well.

13. Summarize the discussion and transition to the next part of the session.

Trainer Material:

- Handout 1: Sample Job Ad
- Flip charts with participants' names and type of jobs they are interested in
- Job leads you have gathered from the newspaper, flyers, magazines, jobs boards
- Computers, computer labs, and Internet search engines on employment (optional, if available)

Finding Job Leads

Participants research job leads using the media provided.

1. Suggest that sometimes one's own network is not enough to result in a job or even a job interview. It is important to use all available strategies for a job search.
2. Remind the group of the other strategies for job leads the group discussed in the Information section.
3. Indicate that the most common job lead, perhaps, is the job ad—usually found in a local newspaper, magazine, community jobs board, flyer, or on the Internet.
4. Suggest that it is important to know how to read and interpret a job ad, so the group will spend a few minutes to review a job advertisement together now.
5. Distribute Handout 1: Sample Job Ad and review it with the group. Ask questions to guide participants through the job ad and demonstrate how to read and interpret a job advertisement.

.....
Note: Adapt your questions to the information and style of the job advertisement.
.....

.....
Note: Whether or not you have scheduled a TIP session, this is a good opportunity to raise awareness about TIP. You might tell the group that not all job ads are advertising real jobs and that it is important to be careful so they are not drawn into "trafficking in persons," or modern day slavery. If an advertisement seems "too good to be true," it probably is. Examples include advertisements that promise jobs abroad or jobs for those with minimal qualifications. Suggest that if they have any questions about the validity of a job ad, they should bring it to you for discussion.
.....

6. Suggest that a good bit of time during any job search is spent just reading through job ads in order to find a match for one's own interests.
7. Indicate that the group will practice that critical skill together now. State that for the next 30 minutes, participants will review all of the different job leads in the room—(insert all that apply).



8. Tell participants that their main task in those 30 minutes is to find at least one job lead they are interested in applying for. They should cut out all of the ads that interest them and post them on the flip chart with their names on them.

.....
Note: Provide the appropriate instructions, depending on the job leads you have available. Your instructions will differ if you have written job leads that can be cut out or posted versus a computer job search in which participants should note down or print out the job leads. Adapt the instructions to the situation.
.....

9. Note that while they are looking, they may come across other job ads that seem to match what some of their peers are looking for. If participants find a job ad that might appeal to another person in the room, they should post that job ad on that person's flip chart. You can point out that this is an example of networking. Remind the group that each person's job interest is written on their flip chart and invite them to review those again briefly.
10. Emphasize that the most important task of this 30 minutes, however, is for each of them to find a job that they can realistically apply for and that interests them.
11. Check for understanding of the instructions and begin the job search. Circulate among the group to offer assistance and check progress. Remind the group when only a few minutes remain and reconvene the group when time has expired.
12. Process the activity for a few minutes, asking some of the following questions:
 - a. *"Let's talk a bit about the process of researching job leads. How did you find the process? What was difficult about it? What was easy?"*
 - b. *"How many different leads did you find? Where did you find them?"*
13. Transition to the application section of the session.

Application

35 minutes

Trainer Material:

- Handout 2: Checklist for Job Search
- Flip chart or board
- Markers or chalk

Applying for a Job

Participants create a plan for applying for a job.

1. Invite participants to stand up and go over to their flip charts. Tell everyone to review the jobs posted on their flip chart and to choose the one job they are most interested in applying for. Tell participants to take that job ad off of their flip charts and bring it back to their seats.

.....
Note: Your progress check during this activity serves as an assessment of Learning Objective 3.
.....

2. Instruct participants to form pairs and to review the job ads together. They should discuss what steps they will each need to take to apply for their respective jobs. They should write these notes in their Action Journals. They should also keep the job ad for use in the next session.
3. Allow up to 10 minutes for this discussion.
4. Reconvene the group and ask if there are any questions about how to apply for the jobs they have chosen. Invite the group members to suggest steps for responding to the job ads and chart their answers.
5. Indicate that you have pulled together a suggested list of steps involved in applying for a job. This checklist can guide them as they make their own plans.
6. Distribute Handout 2: Checklist for Job Search and review it briefly with the group. Compare it with the ideas generated by the group a moment ago.
7. Indicate that the group will cover some of the topics on this handout in upcoming sessions. (For example, they will work on cover letters and filling out applications during the “Applying for a Job” session.)

Invite participants to modify the plan they have created, based on new information from the handout.

8. Allow another five minutes or so for this and circulate among the group to check progress.
9. Suggest that participants begin to work on this plan to apply for this specific job between now and the next session. In the next session, we will work on the cover letter and learn more about filling out applications.

.....
Note: Review of Action Journal or other documentation serves as an assessment of Learning Objective 4.
.....

10. Thank the group for its participation and close the session.



Closure

5 minutes

1. Review what has been learned.
2. Preview what will be learned in the next session.

Assessment

Objective 1 will be assessed by the trainer through careful observation during the Information phase of the assessment.

Objective 2 will be assessed by the trainer through careful observation during the Information phase of the assessment.

Objective 3 will be assessed by the trainer by reviewing participants entries into their Action Journal in Application phase of the 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?]

Trainer Notes:

Handout 1: Sample Job Ad

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

Here is one example:

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

Program Assistant – Membership Outreach

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

Fluency in Shona required. Some English preferred.

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

JOB ADVERTISEMENT: GROWING FOOD FOR THE NEW WORLD

Internship – Agriculture extension

We are seeking a motivated young person with knowledge of local farming practices and good farming skills to expand our community gardens project. The Intern will need extensive knowledge of local language and exceptional communication skills. Intern will be expected to compile data and write weekly reports.

Fluency in Xande and Kisala are required. Some English preferred.

Send your resume/CV and salary requirements

JOB ADVERTISEMENT: ZOMBA TOURIST AGENCY

Assistant Chef/Baker

We are seeking an experienced and responsible individual to work in the kitchen of our tourist hotel. The individual should be able to take directions and be comfortable working in a large kitchen. Experience making bread and deserts a plus. All applicants should apply to our hotel locally.



Handout 2: Checklist for Job Search³¹

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

³¹: Work with your counterpart to revise this checklist based on typical job search approaches in the local area.

Flip chart 2: Networking for Job Leads

People I know	Possible Connections to a Job



Trainer Material 1: Scavenger Hunt³²

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

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

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

Here is your first clue:

“Every day you pass me right by

On your way to class, I say with a sigh

But now you had better notice me true

Because I am the holder of Clue Number 2.”

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

Here is the second clue:

“Finding a job can be quite a caper

But it’s easier if you look in the paper.

Where can you find a newspaper ‘round here?

Look where the window is dirty, not clear.”

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

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



Applying for a Job

Sector: Youth in Development

Competency: Employability skills, communication skills, writing skills

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To improve participants' ability to get and keep a job.

Session Rationale

Youth learn how to write a cover letter, fill out a job application, and write a thank you letter.



Time

2 hours

Prerequisites

None

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Understanding of local practice and protocol for cover letters; knowledge about local job application practices

Applying for a Job

Date: **Time:** 2 hours **Trainer(s):**

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Prepare Starter Puzzles as directed in Trainer Material 1.
3. Re-post Flip chart 1: The Bridge to Employability.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Basket or bag for Starter Puzzles
- Appropriate paper for cover letters and/or revised resumes/CVs
- Envelopes for mailing cover letters and resumes/CVs
- Stamps for mailing cover letters and resumes/CVs
- Computers and typewriters (optional)
- Job ad each participant was interested in (Session 15)

Handouts

Handout 1: Sample Job Application 1
Handout 2: Sample Job Application 2
Handout 3: Sample Cover Letter 1
Handout 4: Sample Cover Letter 2

Flip charts

Flip chart 1: The Bridge to Employability (see Session 1)
Flip chart 2: Parts of a Cover Letter

Trainer Materials

Trainer Material 1: Starter Puzzles

Session Learning Objectives:

1. After selecting their job vacancy, participants will complete a written job application with no spelling or grammatical errors.
2. After discussing the purpose of a cover letter, participants will discuss its relationship to a resume/CV and getting a job interview.
3. Using a template, participants will write a cover letter for the jobs they are interested in.



Trainer Material:

- Trainer Material 1: Starter Puzzles

Starter Puzzles

This warm-up energizes the group and introduces the topic.

1. Welcome the group back to the sessions. Suggest that they begin with a short warm-up.
2. Provide instructions for the Starter Puzzles warm-up as you distribute one puzzle piece to each participant.
 - a. *"Each participant will get a puzzle piece."*
 - b. *"In a moment, I'll say 'go' and you will get up and try to find the others who have pieces of your puzzle."*
 - c. *"When you have found all of the others with pieces of your puzzle, you will gather at a table and put the puzzle together."*
 - d. *"When you have the puzzle together, spend about five minutes reviewing the puzzle and discussing it."*
3. Begin the warm-up. When all participants have found their groups, circulate and check progress.
4. After about five minutes, reconvene the group.
5. Process the exercise, using some of the following questions:
 - a. *"What did you find when you put your puzzles together?"*
 - b. *"Have you ever seen these types of forms?"*
 - c. *"Have you ever filled out this kind of form yourself?"*
 - d. *"What kind of letters do you think they are?"*
 - e. *"Have you ever written this kind of letter?"*
 - f. *"What do you think these letters and forms have to do with employability?"*
6. After hearing a few responses, agree that these are cover letters and job applications and that the group will be working on those topics during this session.
7. Transition to the next part of the session.

Trainer Material:

- Handouts 1, 2, 3, 4: Sample Cover Letters and Job Applications
- Flip chart 2: Parts of a Cover Letter

Job Applications and Cover Letters

Participants will learn how to complete a job application and how to write an appropriate cover letter.

1. Distribute Handouts 1 and 2, the cover letters, and review them with participants.
2. In reviewing the cover letters with the group, ask questions to direct participants' attention to the most important parts of the cover letter.
3. Ask participants to suggest the purpose of a cover letter.
4. Agree that a cover letter is often the first contact a potential employer will have with you and, as such, it is important that the cover letter make a good impression. It should state why you think you are right for the job and should highlight those parts of your resume/CV that match the job qualifications. It should also indicate your interest in interviewing for the job and your contact details so the potential employer can easily contact you.
5. Review Flip chart 2 with the group and suggest that cover letters should include these important components. Review each with the group.
6. Indicate that a little bit later in this session, group members will practice writing their own cover letters to apply for the jobs they identified in the last session.
7. Transition to the discussion of job applications.

Trainer Material:

- Handouts 1, 2, 3, 4: Sample Cover Letters and Job Applications

Filling Out a Job Application

Participants practice filling out job applications.



1. Indicate that for some companies or businesses, it is enough to receive a cover letter and a resume/CV in the mail and then they will schedule interviews with those who best meet the qualifications for the job. Say that some companies and businesses require that you come in and fill out a job application.
2. Indicate that just as it is important to present a resume/CV that has no spelling or grammatical errors and that is in a proper format, it is equally important to complete a job application in this way.
3. Tell participants that they will practice completing job applications in the session to help them feel confident completing one when called to do so for a job.
4. Distribute the two different job applications to participants and briefly review them.
5. Indicate that participants will have 15 minutes to complete both applications and that they should take care to spell everything right, to print everything neatly, and to present themselves as well as possible on the application.
6. Start the exercise and circulate among participants to check progress and answer questions. Remind the group when only a couple of minutes remain.
7. When time is up, tell participants to find a partner and to switch job applications with their partners. Each participant should review their partner's job applications for completeness, for neatness, and to make sure there are no errors.
8. Allow up to 10 minutes for participants to check each other's work. When the time is up, invite partners to tell each other what they most appreciated about the job applications they reviewed and also to share any suggestions for improvement.
9. Allow about five more minutes for this part of the activity.
10. Reconvene the group and process the exercise, using some of the following questions:
 - a. *"What was the easiest part of completing the job application?"*
 - b. *"What did you find difficult?"*
 - c. *"Did you have all the information available?"*
11. Suggest that job applications should be straightforward and sometimes the only challenging part is remembering a particular piece of information, like a date or the address of a reference.
12. Suggest that participants make a note of any information that they did not know or have available. They should make sure to get that information and have it available when they apply for a job, in case that same information is called for on the job application.

13. Suggest that it is a good idea to keep a list of references, complete with their contact information, with your resume/CV at all times, so participants can easily copy their information onto a job application or hand it to a potential employer during an interview.
14. Collect one job application from each participant and indicate that you will review this and return it next time. Invite participants to keep the other ones as examples.
.....
Note: Your review of these collected job applications will serve as an assessment of Learning Objective 1.
.....
15. Summarize the discussion and transition to the next part of the session.

Application

40 minutes

Trainer Material:

- Flip chart 2: Parts of a Cover Letter
- Envelopes
- Nice paper
- Computers or typewriters (optional)

Writing a Cover Letter

Participants write a cover letter for the job they are applying for.

1. Remind the group members about the jobs they expressed interest in during the last session, and ask participants to bring out those job advertisements. (They should have kept them in their Action Journals.)
2. Indicate that they will use the remainder of the session to prepare both their cover letters and their resumes/CVs to apply for these jobs. Indicate that by the end of this session, they will seal the envelopes on these letters and send them off to these potential employers, so participants should take special care in preparing these documents.
3. Suggest that each participant start by reviewing his/her current resumes/CVs to make sure they are a good match for this position. Sometimes once we read a job advertisement, we realize that we can change our resumes/CVs a bit to make them look like an even better match for the job.



4. Ask participants to review their resumes/CVs right now, against the job ad, to make sure that the resume/CV is the right one, or to make notes on how they might change the resume/CV a bit to make it an even more convincing match for the job.
5. Allow about five minutes for participants to assess their resumes/CVs against the job ad. When five minutes are up, ascertain whether participants will need to revise their resumes/CVs. If they do, allow time in the session for this revision.

.....
Note: If computers are available, participants should update their resumes/CVs on the computers and print them out. If computers are not available, you might (a) suggest public places in the community where participants can revise their resumes on a computer after the session (such as a public library), or (b) have participants print their revised resume neatly on a good sheet of paper (if that would be acceptable for the job).
.....

6. When participants are finished, reconvene the group. Indicate that they now have the right resume/CV to match this job and that they must now write a strong cover letter.
7. Ask the group to remind you of the purpose and format of the cover letter, from the discussion you led earlier in the session.

.....
Note: Your progress check during this activity serves as an assessment of Learning Objective 2.
.....

8. Indicate that participants will each take the next 15 minutes to write a cover letter for this job. Reference Flip chart 2 again as a guide.

9. Circulate among the group to offer assistance and to check progress.

10. When participants are finished, distribute one envelope to each person. Ask participants to address the envelope to the potential employer and to write their return address on the envelope. Instruct participants to fold their cover letters and resumes/CVs and insert them into the envelopes, but not to seal them, as you will be reviewing each of them before mailing them.

.....
Note: Your review of these collected cover letters and resumes/CVs will serve as an assessment of Learning Objective 3.
.....

.....
Note: If you have agreed to have participants revise their resumes and write letters on outside computers after the session, you can either collect them for your review now and return them next session, or collect the typed versions during the next session.
.....

Closure

5 minutes

1. Review what has been learned.
2. Preview what will be learned in the next session.
3. Thank the participants and close the session.

Assessment

The assessment has been integrated throughout the session and is noted within:

Objective 1 is assessed by the trainer reviewing the participants' completed job application during the Practice phase of the session.

Objective 2 is assessed by the trainer reviewing participants completed cover letters in the Application phase of the 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?]

Trainer Notes:



Handouts 1, 2, 3, 4: Sample Cover Letters and Job Applications

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

Flip chart 2: Parts of a Cover Letter³³

Dear. Mr./Ms./Mrs./Dr. _____: (greeting)

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

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

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

Thanks for your consideration of my qualifications.

Sincerely,

Sign and print your name

.....
33: This template is provided only as a sample. Work with your counterpart to acquire or create a local cover letter to use as a model.
.....



Trainer Material 1: Starter Puzzles

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

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

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

Effective Listening at Work

Sector: Youth in Development

Competency: Listening skills, communication skills

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To improve participants' ability to get and keep a job.

Session Rationale

Youth work with an active listening method to improve their communication skills at work.

Time

2 hours, 5 minutes

Prerequisites

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

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Basic understanding of effective communication and active listening

Effective Listening at Work

Date: **Time:** 2 hours, 5 minutes **Trainer(s):**

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Adapt Training Material 1 to make it appropriate to the local context.
3. Choose two participants to play Gladys and Lucy. Rehearse the skit with them before the session. (See Trainer Material 1 in Session 1 for suggestions.)
4. Prepare scenarios for Trainer Material 2: Active Listening Cards.
5. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from Session 1.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Props for Emma's New Job skit (optional)

Flip charts

- Flip chart 1: The Bridge to Employability (see Session 1)
- Flip chart 2: Active Listening

Trainer Materials

- Trainer Material 1: Emma's New Job
- Trainer Material 2: Active Listening Cards

Session Learning Objective:

1. Based upon their understanding of work environments, participants will identify at least two reasons why communication can be difficult in the workplace.
2. Using their training in active listening, participants will practice all four steps in active listening in a conversation with a peer.

Trainer Material:

- Flip chart 1: The Bridge to Employability, from Session 1
- Trainer Material 1: Emma's New Job

Emma's New Job

Participants take stock of their progress across the “bridge to employability” and begin to work on skills related to performing well and keeping a job.

1. Welcome the group back to the sessions. Direct participants' attention to Flip chart 1: The Bridge to Employability. Invite a participant to come up and review the model with the group. Thank the participant as he or she finishes.
2. Suggest that the sessions up to this point have focused on preparing participants for the world of work. They have explored their own personal skills, abilities, and interests. They've looked at their vision for the future and set goals. They have explored the types of jobs available in the community and even visited a job site for a day. They have developed the written documents needed in any job search—a resume/CV, cover letter, list of references, and job applications. They've learned to interpret job ads. They've practiced interviewing skills and even performed in practice interviews. (Refer to relevant planks on the bridge while you are reviewing.)

.....
Note: Delete Step 2 if you are delivering this session without the other sessions mentioned in that step.
.....

3. Walk your fingers across the bridge as you indicate that for the most part, participants have prepared themselves with the most critical information to get them across the “bridge to employability.” They now have the information and skills they need to stand on the right side of the bridge—as someone who holds a job. (Let your hand linger on the right side of the bridge.)
4. Suggest that employability skills do not end with getting a job. Once you get a job, there are a few critical skills that are needed to keep a job and to perform well. (Walk your hand past the right side of the bridge, almost off of the flip chart.)
5. Indicate that you will turn their attention to those topics for the final few sessions of the group's time together.
6. Indicate that the group will begin by returning to their friends Gladys and Lucy, to see how Gladys has been doing with her job search and how Lucy has been faring on the job.

7. Direct participants' attention to the front of the room and invite the actors to perform the skit, using Training Material 1.
8. After the skit is finished, invite the group to applaud and thank the actors.
9. Process the skit, using some of the following questions:
 - a. *"What was going on in this situation with Gladys and Lucy?"*
 - b. *"What kind of problems is Gladys having at work?"*
 - c. *"What do you think is at the root of these problems?"*
 - d. *"What does Lucy mean when she says Gladys may need help with listening?"*
10. Summarize the discussion and transition to the next part of the session.

Information

25 minutes

Trainer Material:

- Flip chart 2: Active Listening

Active Listening

Participants learn an active listening model: Focus/Reflect/Check In/Draw Out

1. Suggest that listening effectively is one of the most important skills to learn—for the world of work and also in our own lives. Yet sometimes, listening well can be difficult, indeed.
2. Invite participants to suggest why listening can sometimes be so difficult.
3. After listening to a few ideas, agree that there are many things that make it difficult to listen effectively—the way others communicate (talking fast, talking softly, being aggressive, speaking with a strong accent), noise or distractions in the environment, and even our own internal distractions.
4. Suggest that the last one—our own internal distractions—can be one of the hardest to overcome. Suggest that we often have a voice constantly talking to us in our heads—about what we'll do later, about a discussion we want to have with a friend, about how hungry we are and when lunch might be—a million different thoughts run through our minds all day long. It is a real skill to learn how to turn off the voice in your head and really listen to someone else, while it is a critical skill to learn.
5. Invite participants to suggest why it is so critical to learn to listen effectively and well at work.

.....
Note: Careful attention to this discussion will serve as an assessment of Learning Objective 1.

6. Agree that listening effectively at work can mean the difference between hearing instructions correctly and doing the wrong thing; it can make a difference in whether we develop good working relationships with our peers and supervisors; it can even mean the difference between keeping and losing a job. Refer to Emma's example, as appropriate.
7. Suggest that listening effectively can be learned and that participants will practice a model today to help them to become more skilled at what we call "active listening." Suggest that active listening means we are focusing actively on what a person is saying while looking for the meaning behind what is said.
8. Reveal Flip chart 2 and review it with the group. Indicate that there are four steps to active listening:
 - a. Focus: Quiet the voice in your head and the distractions all around and really listen to what the person is saying. Show in your eyes that you are listening, in addition to your body language. Don't think about what you will say next or how you will respond to the speaker.
 - b. Reflect: When the person has finished speaking, reflect on what you think you heard. For example, "Mrs. Peters, you are telling me to arrange the stock in size order, with the smallest stock in the front and the largest in the back. Is that right?"
 - c. Check In: The "Is that right?" part is the check-in and its role is to make sure you got the message correctly. You are making sure you heard the person right.
 - d. Draw Out: Probe for further information. Make sure you understand the words and any ideas behind the words. For example, "So, how would you like me to make sure that all of the products stand out—that you can see those in the back as well as those in the front?"
9. Provide a couple of examples of the model in action, so participants can begin to get more comfortable with it. Choose examples that will resonate with your group.
10. Invite two participants to the front of the room and give them a situation to act out. Remind them of the model as they begin and interject if you see them straying from it, or if they need any assistance in using the model effectively.

.....
Note: For example, one participant might role-play telling another how to get to a local landmark or how to make a local food staple. The other participant would then use the listening skills to be sure the instructions are clear.
.....

11. Transition to the Practice section of the session.



Trainer Material:

- Trainer Material 2: Active Listening Cards

Practicing Active Listening

Participants practice using the active listening model in small group role-plays.

1. Announce that the group will practice using this model in small groups.

.....
Note: This practice works best if participants are in facilitated small groups, so you will want to involve your counterpart and perhaps other resource people, if others are available.

2. Provide instructions for the small-group work:
 - a. *"We will divide into small groups, and each group will have a facilitator."*
 - b. *"In our groups, we will each have a chance to practice using this active listening model once."*
 - c. *"You will work in pairs within your groups, with one person taking on the role of the listener and the other person taking on another role."*
 - d. *"When it is your turn to practice the model, you will be given a card and so will your partner. Each of you will act out the role on your card, but you should focus on practicing the active listening model while it is your turn."*
 - e. *"After you practice for a few minutes, you will discuss your experience with the rest of the group by asking them what they most appreciated about your active listening skills and what suggestions they might make to help you improve."*
 - f. *"You will then go on to the next pair in your small group."*
3. Check for understanding of the instructions and then divide participants into as many groups as you have facilitators.
4. Begin the small-group practice role-plays.

Each listener should write on a piece of paper which of the four strategies are being used.

.....
Note: Speakers and Listeners will both play an active role in using and identifying communication skills. Speakers will identify on a sheet of paper which skill the speaker used this will serve as an assessment of Learning Objective 2.

5. Continue until each participant has had an opportunity to serve as the listener at least once.
6. Reconvene the group and transition immediately into the next part of the session.

Planning to Use Active Listening

Participants develop a plan to practice active listening in their own lives and work.

1. Process the practice activity, using some of the following questions:
 - a. *"Tell me a bit about this experience. What stands out for you from the active listening practice?"*
 - b. *"What was the most difficult part about being an active listener?"*
 - c. *"What strategies did you use to silence your inner voice?"*
 - d. *"When you used the 'Draw Out' part of the technique, how did it feel? Were you able to learn anything valuable that you would not otherwise have known if you hadn't probed for more information?"*
 - e. *"How can you imagine using this technique on the job? In your own life?"*
2. Suggest that as with all new skills, active listening takes practice. Point out that it is a critical skill, especially in the workplace, and that it would be a good idea for participants to work to strengthen this skill.
3. Invite participants to take a few minutes to choose three specific people with whom you will practice active listening before the next session. When you practice, do not tell the other person a specific technique you are practicing. You should just begin a normal conversation with that person, but use active listening to make the most out of that discussion and to really listen to what the other person is communicating to you.
4. Allow a few minutes for participants to note the three people they have chosen in their Action Journals.
5. When participants are finished, thank the group for its participation and close the session.

1. Summarize the lesson.
2. Have participants reflect briefly in their Action Journals.
3. Preview what will be learned in the next session.



Assessment

The assessment has been integrated throughout the session and is noted within:

Objective 1: Identify as a group why communication can be difficult in the work place is measured in Information No. 5.

Objective 2: Use all four steps in active listening.is measured in Practice No. 5.

Objective 3: Identify all four steps in active listening is measured in Practice No. 5.

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?]

Trainer Notes:

Flip chart 2: Active Listening

Focus

Reflect

Check In

Draw Out



Trainer Material 1: Emma's New Job

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

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

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

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

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

Gladys: (looks more and more upset)

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

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

Lucy: Oh, my friend!

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

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

Trainer Material 2: Active Listening Cards

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

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

Some samples:

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

Managing Priorities at Work

Sector: Youth in Development

Competency: Time management, communication skills, prioritizing

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To improve participants' ability to get and keep a job.

Session Rationale

Youth will discuss how to prioritize work and manage time on the job and when to ask for help.

Time

2 hours, 5 minutes

Prerequisites

None

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Basic understanding of time management, priority setting

Managing Priorities at Work

Date: **Time:** 2 hours, 5 minutes **Trainer(s):**

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Have the three balls ready for the warm-up, but conceal two of them until you surprise the group by adding them into the circle.
3. Prepare a hard-boiled egg for the warm-up, but conceal it until the very end of the warm-up.
4. Adapt Handout 1 and make enough copies for each pair.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Three balls; if not available, use paper rolled into balls
- Hard-boiled egg

Handouts

Handout 1: Practice in Prioritizing

Flip charts

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

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

Session Learning Objectives:

1. As a group, participants will discuss at least two challenges of prioritization in the workplace.
2. Using a case study, participants will apply the “A-B-C” model for setting priorities.



Trainer Material:

- 3 balls
- Hard-boiled egg

Juggling Jobs

This warm-up energizes the group and introduces the topic.

1. Welcome the group back to the sessions. Suggest that participants begin with a warm-up.
2. Invite participants to stand and form a circle.
3. Indicate that you are going to toss a ball to someone in the group. Then add: *"When you get the ball, you must quickly state your name, the type of job you'd like to have, and then name the person you are going to throw the ball to, as you throw it. Continue in this way until we tell you to stop."*

4. Begin the warm-up. After a couple of minutes, toss a second ball into the circle, so now there are two different balls in circulation, with everyone still playing the same way.

.....
Note: Participants will be surprised and quickly overwhelmed by the extra ball and you can expect lots of laughter!

5. Play for another few minutes, then add the third ball into the circle and continue playing with the three balls in circulation.

6. Allow play to continue for a few minutes, then toss the egg into the circle.

.....
Note: Participants will be shocked by the addition of the egg and may panic (amid lots of laughter). Expect the egg to be dropped at some point.

7. Allow the play to continue for another minute or two, then reconvene the group.

8. Process the exercise, using some of the following questions:
 - a. *"How did it feel to participate in this warm-up?"*
 - b. *"What was it like when the second ball was added? The third?"*
 - c. *"What was most challenging about dealing with two balls at once? Three?"*
 - d. *"How did you feel when the egg was added?"*
 - e. *"Did you change the way you were playing when the egg was added?"*
 - f. *"What similarities do you see between this warm-up and working at a job?"*

9. Agree that sometimes the world of work, and even life itself, requires us to respond to many different issues at the same time. We sometimes need to be focused on several different things at once and it can sometimes be challenging to keep all of the “balls in the air” and perform effectively. It is important to know which issue is the priority and which we should focus on the most, or be most careful with, as with the egg. Sometimes we are not in the best position to determine which issues to make top priority and we know when to ask our supervisors to make those choices.
10. Indicate that participants will turn to this discussion in this session—managing time and making the right choices about setting priorities at their jobs.
11. Summarize the discussion and transition to the next part of the session.

Information

40 minutes

Trainer Material:

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

The “A-B-C’s” of Priorities

Participants learn a model for setting priorities—the “A-B-C’s” of Priorities.

1. If any of your participants have held jobs in the past, invite them to share any stories they may have about juggling priorities at work.
2. Provide the following scenario: “You are at your job. Your employer has asked you to record dozens of receipts in a ledger before he returns at 3 o’clock. At the same time, you have wanted to rearrange a shelf of clothing to make it look more attractive—that is your favorite part of the job. A customer comes in. Then another customer comes in. Then the phone begins to ring. You look at the time and it is 2:45, but you are still waiting on the customer, who is getting frustrated because you keep answering the phone.”
3. Invite participants to suggest what they might do in such a situation: *“What do you do? How do you decide which task is more important? Is it most important to answer the phone? Do you ignore the phone to provide service to the customers? And what about your 3 o’clock deadline for the receipts?”*
4. After hearing a few ideas, agree that some days on the job it can be difficult to know how to juggle the different tasks and get all the work done. It is important to have a clear sense of priorities.



5. Reveal Flip chart 2: The “A-B-C’s” of Priorities and review it with the group, as outlined in the next steps.
6. Indicate that sometimes it is helpful to categorize tasks into these three groups—“A” priorities, “B” priorities, and “C” priorities.
7. Invite the group to suggest what might count as an “A” priority. What are “A” priorities?
8. Agree that “A” priorities are the most important tasks that need to get done. Brainstorm what kinds of tasks might fall into that category and note these ideas on the flip chart.
9. Agree that “A” priorities might include tasks that are critically important, that are time-bound, that have to happen very soon, or that have a very short turnaround time. But suggest that “A” priorities also might include tasks that you know will take a long time or a lot of effort, and for that reason, it is critical that you begin in enough time to get the whole project completed.
10. Next, invite participants to suggest the meaning of a “B” priority. Chart the ideas on the flip chart.
11. Agree that a “B” priority is an important task, but that doesn’t have the same urgency or need to do it immediately as an “A” priority. It is important to complete a “B” priority, but it would be a mistake to focus on a “B” priority while an “A” priority remained unfinished.
12. Finally, ask participants to suggest the meaning of a “C” priority.
13. Note the ideas on the flip chart.
14. A “C” priority is the least important and it can usually wait. Often, a “C” priority is something you enjoy doing or can do very quickly so it should never be put before your “A” or “B” priorities and should always be worked on after they are completed.
15. Invite participants to think about the earlier example you gave. Your boss has asked you to organize receipts by 3 p.m. You want to work on reorganizing the clothing. Customers are coming in and the phone is ringing. Which of these is an “A” priority?
16. Listen to several different answers before suggesting that among these four tasks—organizing receipts, reorganizing clothing, working with customers, and answering the phone—the two tasks that are “A” priorities are providing service to customers and answering the phone. Can you imagine letting customers sit and wait for you while you reorganize receipts? The shop would quickly lose customers if it got a reputation for such bad service. Can you imagine if customers were not able to reach the shop by phone? Again, this would be a disaster for the business.

17. Some participants might suggest that they must do what the boss said—to get the receipts in order before 3 p.m. Suggest that this task is important and it is a solid “A” priority when there are no customers in the shop or phones to answer. But the employer himself would be shocked if the employee worked on this project while customers stood waiting. So, when a customer enters the shop, the task of organizing receipts slips to a “B” priority, at least until the customer has been helped and has left, at which time it can become an “A” priority again.
18. Next, ask which of the tasks is a “B” priority. After hearing a few ideas, agree that organizing the receipts is a “B” priority while there are customers in the shop or while the phone is ringing.
19. Finally, ask participants to identify the “C” priority. After hearing a few ideas, agree that reorganizing the clothing is the “C” priority. It would be nice to do this and it would be good for the business, but it isn’t as critical as any of the other tasks.
20. Ask the group, *“But suppose the person on the phone is your mother, checking to see if you’ll be at dinner tonight?”* After listening to a few responses, agree that if the phone call is personal, it quickly slips to a “C” priority and all the other tasks become more important than it.
21. Suggest that the tricky part is that priorities aren’t always clearly “A,” “B,” or “C.” As we can see from the example, sometimes an “A” priority like the receipts becomes a “B” priority if something more important than it develops—like the customers coming in. Once all the receipts are finished, the shop is empty, and the phone isn’t ringing, organizing the clothing becomes the “A” priority.
22. Suggest that it is crucial always to be conscious of what is most important and to be able to decide what is most important to do at any given time. The longer you are at a job, the easier these decisions are to make and you begin to make them without even thinking about it. But this can be challenging when you first start working at a job.
23. Invite participants to suggest what they should do when they’ve just started a job, or have only been there a few days, weeks, or months, and they are confronted with making a decision about priorities. What is their best approach for handling this?
24. Allow a few ideas, then agree that in these early days of a new job it is probably best to ask your supervisor or employer whenever you aren’t sure which of the tasks assigned to you is most important and which ones should always be done first.
25. Finally, suggest that sometimes we fall into the mistake of thinking that, “Well, I’ll just do a bunch of these ‘C’ priorities and get them out of the way—then I can focus better on the ‘A’ priority.” Suggest that this is a mistake. It is far better to focus on the more



time-sensitive or more difficult project—usually the “A” priority—and the “C” priorities can be taken care of quickly once that big work—and the most important—is done.

26. Check for understanding of the model and answer any questions participants might have about it.

27. Transition to the practice section of the session.

Practice

30 minutes

Trainer Material:

- Handout 1: Practice in Prioritizing

Practicing Managing Priorities

Participants practice using the “A-B-C’s” model in pairs.

1. Suggest that managing priorities effectively is a skill and, as with all skills, we need to practice it to develop strength in it. Indicate that participants will practice this new skill in pairs and invite everyone to choose a partner.
2. Provide instructions for the pair work:
 - a. *“In a moment, I will give each pair a handout.”*
 - b. *“There are several situations on the handout.”*
 - c. *“Your job is to read the tasks and discuss which of the tasks is an ‘A’ priority, which is a ‘B’ priority, and which is a ‘C’ priority.”*
 - d. *“Note your answers on the handout.”*
 - e. *“When you have finished the first situation, move on to the second situation and so on until you are finished.”*
 - f. *“We will meet and discuss your answers in 30 minutes.”*
3. Check for understanding of the instructions and then distribute Handout 1: Practice in Prioritizing.
4. Begin the pair work. Circulate among the group to answer questions and to check progress.
5. Remind the group when only a few minutes remain, then when only one minute remains.
6. Reconvene the group and transition immediately into the next part of the session.

Trainer Material:

- Flip chart or board
- Markers or chalk

Applying the “A-B-C’s” model

The group discusses each of the scenarios in the practice activity and applies the “A-B-C’s” model.

1. Process the practice activity:
 - a. Review each of the scenarios in turn. Invite participants to provide their responses to each and discuss the answers. Suggest scenarios that might change the answers so participants see that priority-setting is constantly shifting and relative.
 - b. Be sure to underline specific situations in which they should ask their supervisor for further direction about which priority to focus on first.

.....
Note: Careful attention to this discussion will serve as an assessment of Learning Objectives 2 .
.....

2. When you have discussed each scenario, suggest that participants will get more and more skilled at setting priorities as they continue their growth and their experience at work.
3. Suggest that when they are swamped with work on the job, it can be helpful to stop and write down the different tasks that are facing them and to label each task as an “A,” “B,” or “C” priority. Having the different tasks in front of them can help them to make the right choices and using this model can be a good guide. Taking this extra step can also help them to be mindful of when they need to ask their supervisor for further direction.
4. If there is time, invite participants to take a few moments to list the different tasks currently in front of them in their lives and to decide whether each is an “A,” “B,” or “C” priority. Tasks might include looking for a job in the local paper, contacting references, finishing some specific task or work in the home, and so on—whatever they have to do today and this week.
5. Allow a few minutes for participants to apply the model to the work ahead of them in their own lives in their Action Journals.
6. When participants are finished, ask for a few examples.



Closure

5 minutes

1. Summarize the lesson.
2. Have participants reflect briefly in their action journals.
3. Preview what will be learned in the next session.
4. Thank the group for its participation and close the session.

Assessment

The assessment has been integrated throughout the session and is noted within:

Objective 1 is assessed by the trainer through careful attention to discussion during the Information phase of the session.

Objective 2 is assessed by the trainer by observation and review of the case study sheets during the Application phase of the 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?]

Trainer Notes:

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

“A” Priorities are:

“B” Priorities are:

“C” Priorities are:



Handout 1: Practice in Prioritizing³⁴

Situation 1:

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

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

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

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

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

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

Write your answers and justify them.



.....
34: Work with a counterpart to adapt these scenarios to better match your context.
.....

Situation 2:

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

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

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

The phone keeps ringing.

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

Write your answers and justify them.



Situation 3:

You are working at a construction site.

You and your team have been told to fix a door by the end of the day.

The foreman has asked you to get the salaries for the team from the bank.

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

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

Write your answers and justify them.



Situation 4:

You are working at a local farm.

You need to prepare one field for planting.

You need to water the crops every day.

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

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

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

Write your answers and justify them.



Situation 5:

You are working on a chicken farm. Your supervisor has asked you to take a letter to town.

You are also responsible for keeping the inventory of materials in the warehouse. New materials arrived today and need to be registered.

Along with other workers on the farm, you are responsible for feeding and providing water for the chickens.

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

Write your answers and justify them.



Addressing Common Challenges at Work

Sector: Youth in Development

Competency: Conflict resolution skills, decision-making skills, communication skills

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To improve participants' ability to get and keep a job.

Session Rationale

Youth will brainstorm common challenges at any workplace.

Time

2 hours

Prerequisites

None

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Basic knowledge of typical challenges at a workplace; ability to facilitate a lively game; ability to coordinate participation of community members

Addressing Common Challenges at Work

Date:

Time: 2 hours

Trainer(s):

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Invite three to five community members to serve as judges on the “Best Response Game” and to offer strategies regarding performing well³⁵.
3. Set up a “Judge’s Table” with water, pen, and paper for the judges.
4. Adapt Trainer Material 1 to the local context.
5. Prepare materials for the Best Response Game.
6. You may wish to tell participants about the participation of the guests about a week before this session, in case they want to come up with an appropriate way to thank them.
7. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from previous sessions.

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Cards or paper cut into card-size pieces
- Scoreboard created on a flip chart
- Timer
- Chime, bell, or other noisemaker (optional—can just clap hands)
- Judges’ table
- Prize(s) for the Best Response Game

Flip charts

Flip chart 1: The Bridge to Employability, from Session 1

Trainer Materials

Trainer Material 1: Best Response Game³⁶

³⁵: Consider inviting those local employers you worked with for the job shadowing or practice interviews.

³⁶: The Best Response Game is adapted from the Peace Corps *Life Skills Manual* [M0063], p. 183.

Session Learning Objectives:

1. As a large group, participants will identify at least five common workplace challenges.
2. Responding to case study prompts, participants will prioritize at least two different strategies to address common workplace challenges.

Motivation

20 minutes

Trainer Material:

- Flip chart 1: The Bridge to Employability

Spider Web³⁷

This warm-up energizes the group and introduces the topic.

1. Welcome the group back to the sessions.
2. Indicate that they have only two more sessions left in their time together. Briefly review Flip chart 1: The Bridge to Employability with the group.
3. Indicate that this is the final session of new content and will focus on the common challenges one will experience in any workplace. The group will discuss them and develop strategies for addressing those challenges.
4. Introduce the community members who have joined the group as guests today—to provide guidance and advice for participants on this topic.
5. Suggest that participants have a short warm-up before getting started.
6. Divide participants into groups of five or six.
7. Instruct each group to stand in a small, tight circle. Next, tell participants they must take the hands of two of the people in the circle. It must be two different people and the two people cannot be the ones standing next to them.
8. Circulate among the groups to make sure everyone has followed the instructions correctly.
9. Instruct the groups that they must now untangle themselves without letting go of the hands they are holding. They should be in a continuous circle when they have finished and they should not let go of the hands they are holding.

³⁷: This warm-up is taken from the Peace Corps *Life Skills Manual* [M0063], p. 229.



10. Begin the activity. Circulate among the groups to check in.

11. When all groups have successfully untangled, process the activity:

- a. *"What was it like to work together on this exercise?"*
- b. *"How well did you work together?"*
- c. *"Was anyone directing your team's movements?"*
- d. *"What was the process like?"*
- e. *"What strategies did you use to untangle yourselves?"*

Summarize the discussion and suggest that sometimes in the world of work, it can feel like we are in a tangle—with challenges that seem quite difficult. It is important to work in our teams, to show leadership, and to persevere through such challenges in order to successfully keep a job. Transition to the next part of the session.

Information

20 minutes

Trainer Material:

- Flip chart or board
- Markers or chalk

Common Challenges at Work

Participants brainstorm common challenges they will encounter in the workplace.

1. Suggest that no matter what job we get, we will encounter challenges.
2. Indicate that it can be helpful to anticipate the types of challenges we might face in the workplace and to develop some strategies for addressing them before they happen. Suggest that preparing ourselves in this way will help us to perform better in the workplace, as we will be conscious of issues before they arise and will have ideas about how to solve problems once they occur.
3. Indicate that the group's guests have come here to share some of their insights and strategies that they have developed over the years of working at their jobs and supervising others.
4. Invite participants (not the guests) to suggest the types of challenges they might encounter in the workplace and chart those ideas on the flip chart or board. Do not allow any discussion on addressing these challenges at this point.

.....
Note: At this stage, do not invite the guests to add common challenges; allow participants to share what they are thinking first.
.....

Note: Careful attention to this discussion will serve as an assessment of Learning Objective 1.

5. When participants have come up with as many challenges as they can think of, invite the guests to add any others that come to mind.
6. Indicate that participants are going to play a game that will help them to develop some strategies for addressing these challenges. This game will also give them a chance to hear other strategies from their peers. And the group will get advice from the guests, as well.
7. Transition to the Practice section of the session.

Practice

Up to 1 hour

Trainer Material:

- Trainer Material 1: Best Response Game
- Cards or paper cut into cards
- Pen for each team
- Scoreboard created on a flip chart
- Timer
- Chime, bell, or other noisemaker (optional—can just clap hands)
- Judges' table with water, pens, and paper for judges
- Prize(s) for the Best Response Game

The Best Response Game

Participants work in teams to come up with the best response to common challenges in the workplace. Community members offer strategies for addressing these challenges and performing well at work.

1. Divide participants into four small groups. Tell them to choose a team name. Write all four team names at the top of a flip chart or the board and use this as your scoreboard.
2. Distribute to each team a stack of small cards or paper cut into cards and make sure each team has a pen.
3. Provide instructions for the game:
 - a. *"In each round, I will read out a common challenge at work."*
 - b. *"Your team will have two minutes to quickly decide on the best response to that challenge. Write your answer clearly on one of the cards provided."*
 - c. *"When two minutes are up, I will ring the chime or clap. I will then read aloud all of your responses and give them to the judges."*



- d. *"The judges will have one minute to meet and decide which is the best response to the situation."*
 - e. *"The judges should not declare ties. As much as possible, they must choose the best response among the four, even if all four are good responses."*
 - f. *"The team with the best response will win a point and the judges will share with us their reasoning and their best advice for addressing the challenge."*
 - g. *"We will then go on to the next common challenge."*
 - h. *"The game will continue in this way until we run out of time."*
 - i. *"The team that is in the lead when we end the game is the winner."*
4. Check for understanding of the instructions and then begin the game. Keep it lively and fun!
-
- Note:** The sharing of strategies in this discussion will serve as an assessment of Learning Objective 2.
-
5. When time is up, tally the scores and announce a winner. Award prizes to the winning team.
 6. Transition immediately into the next part of the session.

Application

20 minutes

Addressing Common Challenges at Work

The group will discuss strategies for addressing common challenges at work and hear final advice from the guests.

1. Process the practice activity, using some of the following questions:
 - a. *"Think about the many strategies that you heard in response to these challenges. What stands out for you?"*
 - b. *"What themes emerge from this discussion?"*
 - c. *"Can you suggest any general 'rules' for addressing common challenges?"*
 2. Invite the guests to share any final advice for addressing workplace challenges and performing well at work.
-
- Note:** The sharing of strategies in this discussion will serve as an assessment of Learning Objective 2.
-
3. Thank the guests for participating and for sharing their strategies and advice. Allow participants to thank them as well.
 4. Remind the group that the next session will be the final one and close the session.

Assessment

The assessment has been integrated throughout the session and is noted within:

Objective 1 is assessed by the trainer careful observation during the Information phase of the assessment.

Objective 2 is assessed by the trainer carefully observing responses during the Application phase of the 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:

The Peace Corps *Life Skills Manual* [No. M0063]

Trainer Notes:



Trainer Material 1: Best Response Game³⁸

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

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

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

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

One of your superiors has been making you uncomfortable, saying you are very attractive and that they hold the key to your success at the company in the future.

You work at a bakery. The bakery is profitable and produces a lot of bread. You notice your colleagues are not consistent in cleaning the kitchen and you are worried about people getting sick from the bakery's bread.

38: Work with a counterpart to adapt these situations to the local context and to develop more scenarios. You might also get suggestions from the community members who will be serving as judges in the session. After the "Information" section of the session, you might also add to the list of situations some of the common challenges that came up during the brainstorm.

Crossing the Bridge: Course Wrap-Up

Sector: Youth in Development

Competency: Employability skills

Training Manual: *Youth Livelihoods: Employability*

Terminal Learning Objective: To improve participants' ability to get and keep a job.

Session Rationale

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

Time

2 hours

Prerequisites

Any session from Sessions 1 to 19 that you intend to review and refer to in this session

Target Audience

In-school and out-of-school youth who have completed at least primary education

Trainer Expertise

Understanding of the knowledge and skills taught in the course



Crossing the Bridge: Course Wrap-Up³⁹

Date: **Time:** 2 hours **Trainer(s):**

Trainer preparation:

1. Write session outline and objectives on board or flip chart.
2. Re-post Flip chart 1: The Bridge to Employability, if it is not still posted from previous sessions.
3. Create Flip charts 2–6 on individual flip charts. Clear space for participants to work around these five flip charts on the tables or floor before the session begins. Have markers available for each participant for this introductory activity.
4. Gather props and flip chart paper and markers for a practice section. (Optional)

Materials:

Equipment

- Flip chart, whiteboard, or chalkboard
- Markers and tape, or chalk
- Pens and paper for those who forget their Action Journals
- Chime, bell, or drum (optional—you can clap instead)
- Certificate of completion for the course (optional)
- Small gift or memento for participants (optional)
- Refreshments (optional)

Handouts

Completed copies of Handout 2: I Can Do It! Self-Assessment from Session 1

Flip charts

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

Flip charts 2–6: What Have We Learned?

Session Learning Objectives:

1. Reviewing their Self-Assessments, participants will identify at least five key pieces of information they learned during the training.
2. Based upon what they have learned during training, participants will individually make at least two commitments to improving their employability in the next three months.

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

Trainer Material:

- Flip charts: 2, 3, 4, 5, 6
- Markers for each participant
- Tape
- Chime, bell, or drum (Optional—you can clap instead)

What Have We Learned?—Round Robin

This warm-up energizes the group and introduces the topic.

1. Welcome the group back to the sessions.
2. Remind the group members that this is their last session together and they will use it to review what they have learned in this course and to say goodbye to each other.
3. Suggest that participants will start with an activity to remind them of some of the key topics from the course.
4. Provide instructions for the activity:
 - a. *"We will divide into five groups."*
 - b. *"Each group will begin at one of the flip charts. Each participant should have a marker in his or her hand and use it until the end of this activity."*
 - c. *"At each flip chart, you will see a question. You may discuss the question briefly with the group and write responses right onto the flip chart, or you might just decide to write your own responses. You don't need to present the information in any particular way or format—just write some ideas, words, images, drawings—onto the flip chart in response to the question."*
 - d. *"I will ring a chime, beat a drum, or clap when it is time to move to the next flip chart—about every three minutes. When you hear the sound, move to the flip chart to your right."*
 - e. *"Continue in this way—moving and answering questions on the flip charts—until you have visited all five flip charts."*
5. Clarify any questions and check with each group that they understand what to do. Begin the activity. Make your sounds every three minutes and assist groups to move to the next flip chart correctly.
6. When groups have visited all five flip charts, ask them to help you post the flip charts in an easy-to-read spot on the wall.



7. Invite participants to spend the next five minutes walking among the flip charts and reading input from their peers.

.....
Note: Careful attention to this discussion will serve as an assessment of Learning Objective 1.
.....

8. After five minutes, reconvene the whole group. Transition immediately to the next part of the session.

Information

15 minutes

Trainer Material:

- Flip charts 2, 3, 4, 5, 6: What Have We Learned?

What Have We Learned?

Participants review and discuss the things that they have identified as learning.

1. Briefly review the information on each of the five flip charts with the group and then process the activity. Ask:
 - a. *"What stands out for you as you review the work of our time together in this course?"*
 - b. *"What do you feel are the most important things you have learned that will help you to find a job?"*

.....
Note: Careful attention to this discussion will serve as an assessment of Learning Objective 1.
.....

2. Transition to the Practice section of the session.

Practice

Up to 1 hour

Trainer Material:

- Props for skits (optional—as needed by groups)
- Flip chart or board
- Markers or pen (optional—as needed by groups)

Bringing Our Learning to Life

Participants work in teams to develop a skit, poem, rap, song, or other creative avenue for showcasing the most important lessons from this course.

1. Suggest that the group members spend some time affirming the importance of their time together and having a bit of fun.
2. Ask participants to form groups of four or five people.
3. Indicate that they will spend the next 20 minutes in their groups, coming up with a creative way to share what they have learned in the course and the most important messages they are taking away from the course.
4. Indicate that they can perform a skit; share a song, drawing, poem, or rap; or deliver a speech. Urge them to be creative in coming up with a final summary of what they have learned in this creative way.
5. Indicate that each group will have only five minutes to present to the rest of the group.
6. Clarify any questions and begin the activity. Circulate among the group to provide assistance and check progress.
.....
Note: If a group is having trouble coming up with something, you might suggest that they create a final installment of the “Emma and Lucy” story.
.....
7. Remind the group when time is almost up and reconvene the group in plenary when the 20 minutes have expired.
8. Guide the presentations, using the following suggested format:
 - a. Each group presents its creative summary of the course’s lessons.
 - b. Clap for the group and invite other participants to say what they most appreciated about the presentation or performance.
 - c. Move on to the next group.
.....
Note: Careful attention to these presentations will serve as an assessment of Learning Objective 1.
.....
9. When time is up, thank everyone for their participation and their creativity and summarize the wonderful presentations you have just seen.
10. Transition to the final part of the session.



Trainer Material:

- Flip chart 1: Bridge to Employability
- Completed copies of Handout 2 from first session

Final Self-Assessment

Participants will check their progress by completing the self-assessment for one final time.

1. Review Flip chart 1: Bridge to Employability one last time, using it to review the sessions and experiences participants have had together during this course.
2. Indicate that the final activity together will be to revisit the self-assessment the group took at the very beginning of the course and in the middle of the course. Completing this self-assessment one last time will provide a final check-in on their progress.
3. Distribute the two-thirds-completed self-assessments, which have only one more column for participants to fill in.
4. Allow about 10 minutes for participants to complete their self-assessments.
5. Collect the self-assessments when participants are finished.

.....
Note: These self-assessment forms serve as an assessment of Learning Objective 2.

.....
Note: Participants may want to keep these forms. You might suggest (a) that they can pick them up at a certain date and time after you have reviewed them, (b) that you will mail them back to them, or (c) that you can make them a photocopy before they leave (if a photocopier is readily available).

6. Invite participants to think about the continued learning they would like to do in order to better prepare them to get and keep a job.
7. Invite each to state one goal for the future.
8. Say some final inspirational parting words and close the course with any refreshments or ceremony (such as presenting certificates) you may have planned.

Closure

5 minutes

1. Review what has been learned.
2. Preview what will be learned in the next session.

Assessment

The assessment has been integrated throughout the session and is noted within:

Objective 1: Review key lessons from the course. Assessed in Motivation, No. 7, in Information, No. 1, and in Practice, No. 8.

Objective 2: Assess their progress since starting the course. Assessed in Application, No. 5.

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?]

Trainer Notes:



Flip charts 2–6: What Have We Learned?

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

Flip chart 2: *What have we learned about job interviews?*

Flip chart 3: *What have we learned about resumes/CVs?*

Flip chart 4: *What have we learned about ourselves?*

Flip chart 5: *What have we learned about what it takes to move across the bridge to employability?*

Flip chart 6: *What have we learned about jobs in the community?*

