



**Youth
Employability
Competences**



Co-funded by the
Erasmus+ Programme
of the European Union



EMPLOYABILITY COMPETENCES TRAINING MODULE SESSION

**YEC – Youth Employability Competences
Strategy for Developing Advisory Boards**
Accordo no 2018-3-IE01-KA205-051149- Intellectual Output 2

2021



TABLE OF CONTENTS

Session Planners

Job-orientation and searching skills	4
Motivation	7
Autonomy	11
Wellness	13
Communication skills	25
Professionalism	31
Perceived or actual discrimination	39
Gap between expectation and reality	48

Appendices

Appendix 1 – Motivation Module Resources & website links	56
Appendix 2 – Autonomy Module Resources & website links	60
Appendix 3 - Discrimination at the Workplace Case Studies	63

JOB SEEKING & ORIENTATION

SESSION PROGRAMME

Title of the Module	<i>'Hello, Is It Me You're Looking For?'</i>
Competency	Job-orientation and searching skills
Organisation/Partner	CIOFS-FP
Session timing	15 hours

Key Objectives: Through participation in this module as a whole, young people taking part will be able to:

- Recognize, evaluate and be conscious about cognitive, social and character skills linked to Job-orientation and searching activities
- Remove any habits and to get in touch with own emotional aspects which can represent barriers in Job-orientation and searching
- Be more conscious about own resources, and reinforce own self confidence and self-esteem
- Design roadmaps (defining fitted strategies, steps and priorities) to get job interviews

Materials needed:

Internet Connection	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
PC/laptop and projector	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Sticky notes	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Writing materials	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Worksheets	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO
Other:	<input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
Special requirements?	

Method:

Title of activity (activity type based on spreadsheet, group/individual, timing)

SESSION 1

Self-awareness on Soft Skills (group activity)



Step 1: Facilitator will select in advance «expert testimony» by youth with a successful story of job insertion and/or “famous case studies” (as fairy tales, successful and well-known stories, etc.) to be shown to the trainees.

Step 2: Facilitator will ask trainees to identify which soft skills emerge in those stories, as added value to reach respective objectives, and why.

Participative and self-evaluation sessions (group activity)



Step 1: Facilitator will value which technics is the more suitable among simulations, game, role playing and forum theatre and general theatre exercises, according to the target features.

- In the forum theatre when the scene is presented for the first time, the trainees attending as audience is called to facilitator to intervene and look for alternatives and solutions, initially replacing the protagonist alone. Facilitator does not judge the various interventions but challenges the audience on the reality and effectiveness of the proposed solutions, problematizing them.
- Simulated interviews could be arranged with real employers (just this last activity is individual), if employers are available, creating a setting as similar as possible to the real one.

Step 2: Facilitator will arrange participative brainstorming after and in parallel the step 1, to collect feed-back and self-evaluation by youth about what emerged during the performances, trying to stimulate, through maieutic, self-reflection and self-awareness.

SESSION 2

Emotional aspects influencing Job-orientation activities

(individual and group activity)



Step 1: Facilitator will propose mindfulness technics to manage any anxiety, frustration, sense of failure and of inadequacy (just this activity can be individual also).

Step 2: Facilitator will invite youth to get in touch and recognize own emotion and feeling. Focusing attention on the experience of all the senses involved, which we are often not used to considering (intuitions, visualizations, sensations, etc.);

Step 3: Starting from the experience collected in the previous steps, the facilitator will set up self-help and self-orienting groups inviting youth to share emotions and any solutions in a peer to peer way. In order to avoid resistance due to shyness or embarrassment, the groups should be small.

Step 4: Within those sessions facilitator will invite youth to build and present own video CV (working on non-verbal language and self-presentation capabilities, showing the results of own working competences, and so on), time-labs, and/or any other virtual/digital presentation having professional purposes.

Step 5: Facilitator will collect feedback by the group attendees in term of soft skills used and to be exploited. Feedback will be provided also for social networks “professional” pages that each youth will arrange to promote their-selves like a business company (see the activity below). The collection results will be discussed together, and in this regard facilitator should involve youth participation facilitating a peer-to-peer exchange.

SESSION 3

CV designing (individual and group activity)



Step 1: Facilitator will present different formats of CVs, where should flow into soft skills, competencies, capabilities, previously identified through also the activities above, making youth understand that. each vacancy should have its tailored application.

Step 2: Facilitator will support each youth in editing different types of CV (individual activity), according to different kind of job vacancies, working on differences and specific requests take into account when applying.

SESSION 4

Conscious and critical use of digital tools for job searching (group activity)



Step 1: Facilitator will support youth in building social network page for professional aims.

Step 2: Potential employers and clients will be involved in this activity to provide real feedback to youth pages.

MOTIVATION

SESSION PLANNER

Title of the Module : Motivation

Organisation/Partner: Rinova

Session timing: 4 hours *

* If this session is delivered virtually/online the trainer/learning facilitator will need to consider the participants access to digital devices and internet connection and learning styles.

Key Objectives: Through participation in this session, young people taking part will be able to:

- Express their understanding of motivation and particularly in terms of self-motivation.
- Assess their current level of motivation by detailing strengths, weaknesses, opportunities and threats.
- Compose a personal motivational story based upon self-reflection
- Demonstrate the ability to mind-map in order to creatively explore their understanding of motivation.
- Collaborate on the production of a motivational message suitable for other young people.

Materials needed: Flipchart and paper, marker pens, pens and individual sheets of paper

Method:

How Motivated Are You? – (individual and group activity)



Step 1: Facilitator will ask individuals within the group to undertake the online Self-Motivation Quiz. Following this task, each individual will be asked to complete a Personal SWOT (Strengths, Weaknesses, Opportunities, Threats).

Step 2: Now that individuals have a greater sense of their own motivation, the next activity will require working in pairs through a Buzz Session activity, which will be used to share individual motivation related experiences with a focus on key issues. The Facilitator will provide word prompt cards to stimulate conversations, if needed. The Facilitator will provide each individual with a Spider Chart to help organise their thoughts.

Note: Ideally, this session is best delivered in a traditional setting, however, if taken into a virtual/online environment the trainer will need to give some thought as to how the working in pairs will work. Breakout rooms can be created, however, in this instance it would be advisable that the session is co-delivered so that trainers/learning facilitators can move between breakout rooms to support and guide the participants.

Step 3: The Facilitator may choose to keep or change the individuals working in pairs, this will depend on group dynamics and trust within the group. Working in pairs, individuals will identify a motivational story from their own perspective and is supported by their peer to articulate their story. Each individual should use the Story Telling template to present their story, which can be completed in written, audio-visual or audio format. Depending on the size of the group, the Facilitator will encourage individuals to verbally present their story. If time does not allow/the group is too large, individuals will be encouraged to display their story for the group to read.

Note: Ideally, this session is best delivered in a traditional setting, however, if taken into a virtual/online environment the trainer will need to give some thought as to how the working in pairs will work. Breakout rooms can be created, however, in this instance it would be advisable that the session is co-delivered so that trainers/learning facilitators can move between breakout rooms to support and guide the participants.

Step 4: The Facilitator will conclude this session by showing two short videos: 1. The Elephant and the Rope and 2. The Obstacle in Our Path. S/he will conclude with a short Q&A session on the moral of the stories. Further, should work with the group to highlight that self-motivation requires goal setting skills; positive thinking, and an ability to create positive visions of success. The Facilitator should encourage a group reflection on what has been learnt through the session, and should encourage each individual to identify at least one motivational goal.

Note: If delivered online, the trainer/learning facilitator may decide whether to provide the links to the videos prior to the session as the quality of showing these videos online may differ depending on the participants access to suitable devices and the broadband width that they have. Giving the link beforehand would mean that they could view the video from their own device, however, the participant will need to feel confident that they can use multiple platforms at once. If the trainer/learning facilitator is confident of digital skills and internet connection, showing the videos via the online platform (e.g. Zoom) should work.

Motivational Mapping - (individual and group activity)



Step 1: The Facilitator will lead a presentation of Motivational Mapping, as a key factor in a person's success and overall happiness. S/he will focus on motivations not always being a conscious decision, but rather emerge from your self-concept, beliefs, expectations and personality. S/he will work with the group to demonstrate how by having an understanding of what motivates you will help foster greater impact on success and happiness.

Note: Although designed for a traditional setting, this exercise should work equally well in an virtual environment/online.

Step 2: The Facilitator will present an example of a Youth Motivational Map based on the Nine Motivators e.g. Relationship Motivators (the defender, the friend, the star); Achievement Motivators (the builder, the director, the expert); Growth Motivators (the creator, the searcher, the spirit) and provides one example that can be discussed to develop an understanding e.g. Your most important motivator is 'The Creator': You want to: focus on something new, solve problems, be positive and play; You like to: be recognised for what you produce, be original in your work, break barriers; You need to: feel the 'buzz' in your work, get credit for what you do, sometimes work on your own or in small groups.

Note: Although designed for a traditional setting, this exercise should work equally well in an virtual environment/online.

Step 3: Building on from the previous steps, the Facilitator will organise and facilitate a Knowledge Café activity to enable individuals and groups to further explore their understanding of motivation. The Facilitator will either (i) discuss and agree the Knowledge Café themes with the group or (ii) will provide the themes for discussion based on his/her own experience of the group. This will ensure that the Knowledge Café experience is tailored to the individual group.

Note: Ideally, this exercise is best used in a traditional setting, however, will work equally well if the trainer/learning facilitator organises breakout rooms. Depending on the size and level of the group, the activity may require co-facilitation so that breakout rooms can be supported and guided.

Step 4: My Motivational Map: as a result of the Knowledge Café activity, the Facilitator will encourage individuals to spend time to identify their 1st, 2nd and 3rd and lowest motivator using the Motivational Map template and Goal Setting template.

Note: This exercise is ideally used in a traditional setting and requiring individuals to work online on individual tasks may be challenging for some individuals and for the trainer/learning facilitator to maintain engagement. Therefore, the exercise could be replaced with a 'take home'/'in your own time' exercise, which will require follow-up in a one-to-one session, for example.

Sound Advice - (group activity)



Step 1: The Facilitator will provide an overview of this practical activity, which is to create an audio-visual/audio youth-led message on motivation for other young people. This activity is an effective way to capture what the group has learnt through the session and provides an opportunity for them to capture the key messages that they want other young people to benefit from. This session will require appropriate resources including access to audio-visual and audio equipment (e.g. SMART phones and/or software).

Step 2: Content from the Self-motivation, Motivational Mapping or Knowledge Cafe exercises can be drawn upon; the Facilitator should help facilitate the selection of the messages, so that there is a diverse selection of effective messages chosen.

Step 3: Reflective activity: each young person is to consider what they have learnt about motivation and how to raise levels of motivation. Once they have done this, they then discuss their learning as a group and peer-support to refine and consolidate learning.

Step 4: Once this has been achieved, the Sound Advice activity is undertaken:

- A 10 second sample of music is chosen and this will signify the beginning of the recording.
 - Each person records their message
- A 10 second sample of music is chosen and this will signify the end of the recording

Note: Ideally this exercise is one that should be delivered in a traditional setting where participants have access to all the resources and equipment that they need. However, depending on the digital competence of the group and their access to devices and software, the activity could be taken into a virtual environment where groups work in supervised and supported breakout rooms.

Alternative approach, depending on group or group dynamic, as follows:

Motivational Poster - (group activity)



Step 1: The Facilitator will provide an overview of this practical activity, which is to create a range of motivational posters that will appeal to other young people.

Step 2: The Facilitator will provide the necessary resources to enable the group to form smaller groups, and will assist, if necessary, the group in formulating their theme.

Step 3: Once the group decides on their theme, they work independently to create their motivational poster. The Facilitator will brief the group in terms of content, e.g. the poster should include both text and images, which provide positive, inspirational and/or factual messages for young people.

Step 4: The Facilitator will bring the session to a close by highlighting the purpose of the activity being to encourage continued reflection, interaction and share of knowledge on the topic of motivation.

Note: This exercise is ideally used in a traditional setting and requiring individuals to work online on individual tasks may be challenging for some individuals and for the trainer/learning facilitator to maintain engagement. Therefore, the exercise could be replaced with a 'take home'/'in your own time' exercise, which will require follow-up in a one-to-one session, for example. Alternatively, breakout rooms could be organised where one person within the group would be the designated person for putting the ideas of the group onto paper or by using free online software (poster-making) such as Canva.

You will find additional resources & website links for the motivational module in Appendix 1.

AUTONOMY

SESSION PLANNER

Title of the Module : “It’s my life”

Organisation/Partner: Rinova

Session timing: 4 hours *

* If delivered online/virtually, the trainer/learning facilitator will need to consider the participant group and their access to online devices, learning level and style, which may result in some of the activities being omitted.

Key Objectives:

Through participation in this session, young people taking part will be able to:

- Define Autonomy
- Experiment with how an autonomous learning environment can be created for their benefit
- Review a set of activities and work as part of a group to reach a consensus
- Compare and contrast how autonomy can apply to a learning environment and to the workplace
- Reflect upon stories, knowledge and experience and from a goal to be achieved

Materials needed: Flipchart with paper, markers, pens and blank sheets of paper for each participant

Method:

Exploring Autonomy - (group exercise)



Step 1: The Facilitator will divide the group into smaller working groups. Once formed, these smaller working groups will be given a number of words, statements and definitions of the word Autonomy. Within a ten-minute allocation, the group is to discuss, agree and select the words, phrases and definitions that they feel best describes Autonomy. With the given resources, each group is encouraged to produce a short presentation with a brief explanation as to why. The Facilitator will conclude this activity by summing up with a presentation and group discussion on “Why be autonomous?” This summing up discussion can include the following:

- Strengthens your ability to think things through, to be clear what you think and believe
- Makes it much more likely that you will have your needs met and do what you want.
- Support you in continuously developing your self-worth and self-respect – knowing that you have honoured and stood by yourself.
- Helps you understand what matters to you.

Note: Ideally, this exercise is best used in a traditional learning setting where participants can collaborate face-to-face. However, can be delivered online/virtually by organising groups into breakout rooms.

Step 2: The Facilitator will give a presentation of Autonomy within the context of (i) learning e.g. autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his/her learning and the implementation of those decisions, and (ii) Exploration of autonomy in terms of motivation and self-reliance, especially in the workplace. The Facilitator will engage the group in a discussion as to how autonomy might differ within the learning environment and the workplace. The Facilitator should encourage the group to refer back to the words, phrases or descriptions that they selected in the earlier group exercise.

Step 3: The Facilitator will conclude this activity with statements that sum up (i) autonomy in learning and (ii) autonomy in the workplace.

Note: This activity can be delivered effectively in a traditional setting as well as online/virtually

What's your learning style? (individual activity)



Step 1: The Facilitator explores what is understood or meant by 'Learning Styles' with the group by engaging them in an activity that helps define their own learning style based on an individual learning style quiz that is provided by the Facilitator.

Step 2: On completion of the quiz, the Facilitator facilitates a group discussion on the results.

Step 3: The Facilitator then engages the group in explaining that the learning styles activity was not only to help individuals understand more about how they and others learn, it acts as the foundation for the next activity, which is for the group to develop a one-hour workshop on autonomy for young people. The Facilitator will take time to explain that having a good understanding of their own / the learning styles of others is important as (i) knowing how you learn can impact on motivation and autonomy, and (ii) in a learning environment/work environment a variety of activities that cater for each style of learner/person is needed. Also, knowing your preferred learning style can help you develop other styles of learning.

Note: Ideally, this exercise is best used in a traditional learning setting where participants can collaborate face-to-face. However, can be delivered online/virtually by creating or giving access to an existing online learning styles quiz. Software such as SurveyMonkey should work well.

Finding your voice - (group activity)



Step 1: The Facilitator provides the group with all of the templates and resources needed to develop a workshop plan, so that they can undertake the following tasks:

Step 2: Giving Learners a Voice: Creating Learning Goals and Content. The Facilitator facilitates an Action Meeting with the theme of Creating Goals - Autonomy and will provide a wide range of goals that can be chosen and/or adapted to suite the groups preferences. The group needs to reach a consensus on the goals to be selected/used.

Step 3: Action Learning Meeting with the theme of Creating Content – Autonomy. The Facilitator provides a range of resources that allows the group to engage in a relatively modest level of decision-making e.g. the draft lesson plan for Autonomy includes different types of content and activities. The group then decides which activities form the content for a one-hour workshop on Autonomy, and work together to set out the sequence of activities, which should ensure all learning styles are catered for, and which will ensure that the learning goals are achieved.

An alternative approach is that Action Learning Meeting 1 and 2 are given to two groups and the activities are run simultaneously. Once the activity is completed, each group presents their reasons and rationale for their decisions. The Facilitator works with the group to come to a consensus on the Goals and Content so that they are compatible.

Note: Ideally, this exercise is best used in a traditional learning setting where participants can collaborate face-to-face. However, can be delivered online/virtually by creating breakout rooms. Templates provided will need to be accessed in advance of the session, so that participants can have these on hand, and this can be done via email or through cloud software such as Dropbox. This would require some preparation in advance and perhaps activities that the young people undertake at home before attending the session.

Take the floor - (group activity, 1 hour)



Step 1: Based on the workshop that has been created by the group in the previous activity, the Facilitator now facilitates the workshop that the group has created. Depending on the level of confidence/competence of the group, the Facilitator could take this activity to another level in terms of encouraging the learners to become the teacher/facilitator of the workshop activity.

Note: Ideally, this exercise is best used in a traditional learning setting where participants can collaborate face-to-face. However, can be delivered online/virtually by creating breakout rooms. Templates provided will need to be accessed in advance of the session, so that participants can have these on hand, and this can be done via email or through cloud software such as Dropbox.

You will find additional resources & website links for the Autonomy module in Appendix 2

WELLNESS

SESSION PLANNER

Title of the Module: 'Don't Worry, Be Happy!': Wellness

Organisation/Partner: Ballymun Job Centre

Session timing: 6 hours

Key Objectives:

Through participation in this module as a whole, young people taking part will be able to:

- Identity the 8 dimension module of wellness
- Assess their own wellness and priorities within each of the 8 dimensions
- Discuss key components of each dimension
- Develop specific problem solving skills in relation to building their own wellness in their chosen dimensions

Materials needed:

Internet Connection	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Presentation slides	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
PC/laptop and projector	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Sticky notes	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Writing materials	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Worksheets	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

Method:

EMOTIONAL WELLNESS

Learning to juggle priorities - (group discussion, group activity)



Step 1: Facilitator will ask the group for a list of daily activities, i.e. checking notifications on phone, spending time with family watching television, brushing teeth. Facilitator will write these up on a flipchart as suggestions arise. This is a group activity.

Step 2: The next part is an individual written activity, the facilitator will partake in this activity. The facilitator will ask the group to take a blank sheet of paper and prioritise these activities how they feel are most important to themselves. Once 5 minutes have elapsed, the facilitator will ask the group if there are any volunteers who would like to explain the order they have chosen and why they have chosen this order. If no one steps forward the facilitator should offer their work for discussion with the group.

Step 3: Facilitator should ask the YP to retain this sheet for the last activity in the module. This activity will be revisited as a point of reflection at the end of the wellness training.

Coping with stress - (guided reflective work, individual activity, 30 minutes)



Step 1: Facilitator will ask the group to think about a time recently that they have been stressed at work/in school/college and follow some guided questions to reflect on this. This is an individual exercise and the young person will record the events on a separate worksheet with prompts such as:

1. What caused the stress?
2. How did you know you were stressed?
3. How did you show you were stressed?
4. How do you think you managed the situation?
5. What was the outcome?
6. How did you feel after everything had happened?
7. How do you feel about things now?

Step 2: Facilitator will speak about stress and the idea that some stress is healthy. Some ideas on how to phrase this learning are included in the trainers section of this manual. This exercise can easily be adapted as a group discussion using volunteers from the group.

Step 3: Facilitator will use flipchart to ask the group for some suggestions on how they de-stress in their own time. It is important for the facilitator to note that this section comes before stress management in the workplace in and so this discussion should focus solely on coping with stress outside of the workplace.

Johari Window - (worksheet activity, pair activity, 20 minutes)



Step 1: Facilitator divides the group into pairs, ask the young person to pair up with someone that they haven't worked with already.

Step 2: Facilitator will draw up a Johari window diagram on a flipchart and explain the Johari Window concept to the group as a whole.

Step 3: Each young person will assess themselves and then reflect on their partner using the Johari Window. If this exercise is delivered in a one to one session, the youth worker can act as the other pair for the young person.

Step 4: Facilitator will then proceed to close off the session, asking the young person questions such as:

- What were the biggest surprises to you in this exercise?
- Which adjectives may be helpful to you since you now know others perceptions and observations?
- What hidden adjectives would you like to show more often to other people?
- What would be the first step you could take to move in this direction?

SPIRITUAL WELLNESS

Mindfulness session - (mindfulness, individual meditation, 20 minutes)



Step 1: Facilitator informs group that a mindfulness session will be taking place. Facilitator may decide to link spiritual wellness with other sections in this module, i.e. 'another way to manage stress is to be mindful and slowdown in the moment'.

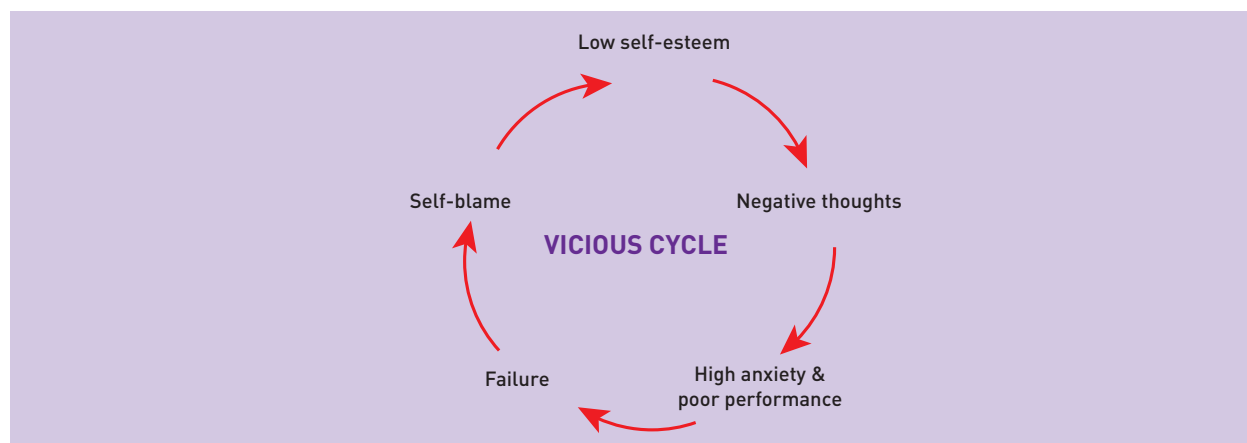
Step 2: Facilitator will need internet access and a computer with speakers to play a sample guided 10 minute meditation available at <https://www.headspace.com/meditation/10-minute-meditation>. There are more resources on how to run a mindfulness session available for facilitators in the resource section of this manual.

Step 3: Facilitator closes off the mindfulness session and checks in with the participants on how they found it, asks young people probing questions such as could they imagine using it when they are stressed?

Self-Esteem Journal - (mindfulness, facilitator led learning, 15 minutes)



Step 1: Facilitator writes up the self-esteem cycle on a flipchart. It should look like this:



Step 2: Facilitator talks about self-esteem speaking about the benefits of improving it using some of the pointers including:

- many factors can affect a person's self-esteem
- poor self-esteem can be caused/ worsened by; comparing yourself to others, overthinking, feeling that you are not good enough, being excluded from groups
- becoming involved in this can be a damaging cycle

Step 2: Facilitator hands out the self-esteem journal template from resource pack. This is for the young person to try out in their own time.

Step 3: Facilitator takes turns to go around the room and ask young people for some ideas of things that they can do in their own time to practice building our self-esteem, examples might include starting a new hobby, following through on a commitment, daily affirmations.

Step 4: Facilitator briefly mentions the place of religion or faith in one's spiritual wellness. Key learning is to educate YP on being respectful of other religions/faiths.

SOCIAL WELLNESS

Guided discussion on social media – (group discussion, peer learning, 30 minutes)



Step 1: Facilitator will open the discussion with the statistic that it is estimated that we spend 1/7 of our waking life on social media (Broadband Search, 2019 Data). At this point the facilitator may ask group to check their screen times on their phones and have a conversation around this. Let the young people contribute at any point they wish to interject. It is important that the facilitator have researched factual knowledge of social media to introduce this session.

- it is important that we don't neglect the non-virtual parts of our lives
- How many people in the group are not on social media, are they happy to discuss why?
- maintaining an optimal level of social wellness allows us to focus on building healthy relationships
- Many skills that you can't develop online, can the group suggest a few?
- introduce idea of feeling 'left out' on social media
- Replace, Reduce, Rethink: reducing screen time, brainstorm some strategies with group

Relationships circles - (worksheet activity, individual activity, 20 minutes)



Step 1: Facilitator will distribute some plain A4 paper and drawing materials to the group.

Step 2: Facilitator asks the young people to take some time to use the materials to draw four circles inside of one another. The circles should gradually get bigger as they move out.

Step 3: Facilitator names the four circles with the young people and ask the group to start to add the names of people in their lives into their circles. You can use two different colours for professional and personal relationships.

- **The circle of intimacy** - These are the people you can't imagine your life without. They know your private self quite well, you spend a lot of time interacting with them - you usually live with them and you trust them the most.
- **The circle of friendship** - These are the people who are close to you, but there is less intimacy involved. They don't physically live with you, but you do share your dreams, good news and troubles with them.
- **The circle of participation** - Most co-workers, local community, acquaintances and other people that you interact with on a frequent basis (but are not your friends) fall into this category. All the friends you start neglecting can be quickly outcast into this circle.
- **The circle of exchange** - The last circle contains people with whom you do business transactions with. They can be your doctors, a hairdresser.

Step 5: Ask the group to draw an arrow to each person. Indicate if you want them to move inwards (build a closer relationship) or if you want to move them outwards and create more distance, maybe friendships have grown apart.

Step 6: Facilitator checks in with the group before closing off the exercise. There may be some time now for the facilitator to cover the idea of:

- healthy vs unhealthy relationships, signs of healthy relationships
- as we progress through life, we meet many different people and may even develop some long lasting friendships
- relationships as being a two-way process

PHYSICAL WELLNESS

Introduction to physical wellness - 5 minutes



Facilitator should introduce the concept of physical wellness and cover:

- link between body and mind, physical wellness is important because your body needs to be healthy so you can perform to the best of your ability in all areas of your life
- modern life as being characterised by busy but mainly inactive and unhealthy lifestyles
- build up the argument for physical wellness as being important
- five a day for physical wellness

Healthy eating quiz – (fun activity, group activity, 20 minutes)



Step 1: Facilitator will run through a healthy eating quiz with YP as a group. Facilitator should aim to engage all YP in the group and ask for suggestions to answers, why they think it might be the right answer etc.

Step 2: Running this quiz should allow the facilitator to incorporate some of the pointers below:

- Healthy eating is about getting the correct amount of nutrients and can reduce your risk of high blood pressure, high cholesterol, heart disease, type 2 diabetes, cancer and other chronic illnesses.
- Apart from what you eat, when you eat is also important. Studies have found that eating breakfast improves memory function and that skipping breakfast is associated with hypertension, insulin resistance and elevated blood sugar levels.
- Eating lunch at work not only refuels your body, but is good for your mental health as taking a break—even for 15 to 20 minutes—is a proven way to sustain concentration and energy levels throughout the day.
- If you eat a healthy balanced diet, you should not need to take food supplements unless you are advised to do so by your doctor.
- Sleep is vital for both your mental and physical health.
- During sleep your body releases hormones that help repair cells and control the body's use of energy.
- Sleep helps you think more clearly, have better reflexes and focus better.
- Lack of sleep influences your mood, which can affect how you interact with others.
- A sleep deficit over time can put you at greater risk for developing depression.
- 7 – 9 hours of sleep per night is considered a healthy amount of sleep for most adults.
- Hydration

Knowledge sharing on physical education -

(guided group discussion, group activity, 10 minutes)



Step 1: Facilitator will go around the room in a circle and ask each YP to give one reason they think physical education is important and example of one activity they do each day.

1. **Weight Management** - regular exercise increases caloric expenditure, which helps us to lose weight or maintain our ideal weight.
2. **Bone & Muscle health** - exercising makes your body physically stronger as it builds bone and muscle strength.
3. **Relief from Physical Pain** - the right type of exercise can be a good form of physiotherapy for aches and long term injuries. (always consult your doctor before doing pain management exercises)
4. **Protection against Health Conditions** - physical activity or exercise can improve your health and reduce the risk of developing cancer, cardiovascular disease and obesity related issues such as type 2 diabetes.
5. **Younger Healthier skin** - exercise triggers the production of antioxidants which repair skin cell damage and stimulate blood flow which improves skin health.
6. **Boosts Mental Health** - Exercise is good for the brain, it triggers hormones that facilitate the growth of brain cells, boosts blood flow allowing it to get more oxygen which helps to improve memory and slow down brain ageing.
7. **Energy Level Boost** - A good exercise session or physical activity is a significant energy booster that helps you fight through fatigue and stay more focused.
8. **Improvements in Mood** - hormones like endorphins that are released during exercise evoke positive feelings and push away negative ones.
9. **More Quality Sleep** - doing physical activities helps you to sleep better at night and fights insomnia. The stress relieving effect of exercise helps your mind and body to relax so negative thoughts don't keep you awake for hours at night.

Signposting - (presentation, facilitator led discussion, 5 minutes)



Step 1: Facilitator should signpost group to some useful apps and include a brief introduction to the function of each. These will be contained in the presentation slides and also as a handout for the YP resource pack.

Recap and review - (facilitator led discussion, 10 minutes)



Facilitator should recap on the key learning going forward from training A.

Step 1: Facilitator will ask YP to individually draw 3 circles representing health – your diet, physical activity and sleep and relaxation.

Step 2: In each circle, YP will be asked to write down any good habits that you have in that area that you want to keep.

Step 3: YP will be asked to consider any changes they would like to make and any new habits they would like to start. Remember, pick the smallest easiest ones first: e.g. no sugar in tea/coffee, take the stairs instead of the lift, go to bed 20 minutes earlier. What matters is getting started with small changes and building momentum from there.

FINANCIAL WELLNESS

'What can't money buy?' – (fun activity, pair activity, 10 minutes)



Step 1: Facilitator will give YP 5 minutes to list 10 things that money cannot buy. This can be done in pairs or as a group. While the group do this, the facilitator will need to set up the PowerPoint presentation slide.

Step 2: Facilitator will present 10 things on the PowerPoint and compare answers.

- Are the answers what the YP expected them to be?
- Are these traits more important/less important than material goods? Why?

Life hacks - (presentation, facilitator led discussion, 15 minutes)



Step 1: Facilitator will run through some of the tips on the PowerPoint slides and ask the group for suggestions and thoughts after each point. Some pointers for elaboration for the facilitator are demonstrated below:

1. Be aware of how you are spending your money. € 10 every day for lunch costs you € 200 per month or € 2.500 per year.
2. Plan for your spending by developing a budget based on your monthly income and live within your means. Make adjustments to remain within budget and don't use loans or a credit card to cover shortfall or unnecessary purchases.
3. Pay yourself first. Treat your savings account like any other monthly bill by making a payment towards it.
4. Adjust your budget accordingly to build savings for holidays and other big purchases without using credit.
5. A good plan is to have a minimum of six month's wages available in your savings account so you are prepared for unexpected emergencies.
6. Take advantage of interest rates by saving for retirement early. Employer's often have retirement saving plans to help you save for retirement.
7. Always remember that failure to pay back loans as agreed or making late payments will have an impact on your credit rating and future borrowings.
8. Use online tools as well as paper copies of receipts to keep records.

Budgeting 101 - (presentation, facilitator led discussion, 30 minutes)



Step 1: Facilitator explains the 50:30:20 budgeting rule to the group,
<https://www.thebalance.com/the-50-30-20-rule-of-thumb-453922>

Step 2: Facilitator presents some daily living costs to the group and asks them to place these costs in one of the three categories and give a reason for doing so.

Step 3: Facilitator explains what an expenditure tracking sheet is to the group and the facilitator works through a sample budget if there is time.

ENVIRONMENTAL WELLNESS

Educational Quiz – (fun activity, group activity, 20 minutes)



Step 1: Facilitator will display an interactive quiz on screen using the PowerPoint presentation slides and the group will be asked to participate.

Step 2: There will be scope to talk about some of the benefits below of environmental wellness while answering the questions.

- Limits Physical Waste - half of the materials that people throw away could be recycled!
- Improves Personal Wellness – allows you to enjoy outdoor activities, get increased sunlight which is good for mental wellbeing.
- Teaches Environmental Responsibility – the environmental wellness lifestyle allows you to lead by example and treat the environment in a responsible way.
- Improves Air Quality – recycling, walking instead of driving, cutting back on electricity all cut the amount of pollution going into the air.
- Conserves Finite Resources – turning off lights and TV when not in use reduces the demand for coal and natural gas and turning off water when brushing teeth saves gallons of water every day.
- Leaves a Liveable World – by reducing your environmental impact, you are actively engaged in creating a future Earth that can support humanity.

Practical tips – (guided group discussion, group activity, 15 minutes)



Step 1: Facilitator makes some suggestions to the group about some pragmatic solutions they can implement in their own workplace to improve their environmental wellness and asks the group to rank them in order of how achievable they are for the young person.

- Travel Responsibly - car pool and choose a more sustainable way to get from A to B – use public transport, walk or cycle whenever you can.
- Use a Reusable water bottle or coffee cup – some places offer a discount for customers who do this – you can save money and the environment.
- Food waste – use leftover ingredients to make interesting meals, try to waste as little food as possible and compost the organic waste that you don't eat.
- Eat Sustainably – moving away from a meat dominated diet towards a more plant based diet can lower your impact on the environment.
- Don't waste water.
- Recycling - More than 60% of plastic waste still comes from packaging - but only 40% of that packaging is recycled.
- Reduce your waste – every product we buy has an environmental footprint and could end up in a landfill. The impact of plastic pollution in our oceans is having drastic impacts on marine life.
- Watch what you buy – buying less will save you money, reduce waste and improve your environmental footprint. Buy eco-friendly products when you can as these are less damaging to the environment.
- Use reusable bags
- Upcycling

Step 2: Facilitator asks the group for suggestions on what they have been doing already at work to be more environmentally conscious. Facilitator should cover the point that environmental wellness is the young person's own responsibility, as with all other facets of wellness.

OCCUPATIONAL WELLNESS

Scenario Activity - (scenario, group activity, 10 minutes)



Step 1: Facilitator presents the problem that faces 'Alex' to the YP through the PowerPoint Slides.

Step 2: The YP will be asked to come up with a solution to Alex's problem. This will be a problem presented to the group as a whole and suggestions will be taken from group members to form a solution.

Some suggestions for the facilitator to guide the session:

- Alex's boss and the company are not responsible for her career satisfaction and occupational wellness. It is your responsibility to make your company aware of what they can do for you in order to improve your career satisfaction and occupational wellness. In order to do this you must first know yourself - how do you know - lead into SWOT analysis.

SWOT analysis – (problem solving, group demonstration, 15 minutes)



Step 1: Facilitator explains to the group the function of a SWOT analysis. Use a flipchart to draw two intersecting lines with the letters SWOT written in.

Step 2: Facilitator works through an example of a SWOT analysis with group, asking for group to suggest some strengths, weaknesses etc. Facilitator writes up suggestions on flipchart.

Step 3: Young people are signposted to worksheets in resource pack for them to carry out SWOT analysis in their own time.

SMART goals - (problem solving, individual activity, 15 minutes)



Step 1: Facilitator introduces the concept of SMART goals and career goal setting using SMART goals. Session begins with the facilitator talking through what each letter of the SMART acronym means. PowerPoint slides will be used for this section as well as a flipchart.

Step 2: Once this is completed, the group will be asked to think about one specific long term career goal they have.

Step 3: Once they have something in mind they will be given a handout with a SMART goal template on it and they will be asked to identify 3 smaller goals they have that will enable them to achieve the long term goal.

Step 4: Group will then be asked to work through one of these short term goals using SMART framework.

Managing stress in the workplace - (guided group discussion, group activity, 15 minutes)



Step 1: Facilitator should facilitate a group discussion covering:

- how the workplace can often be a stressful place, this is why it is important to be aware of stressors and manage them as they arise
- using this space to reinforce some of the key learnings from training A around how we manage stress in a healthy manner
- everybody dealing with stress differently, that's why a different approach works for everyone. Sometimes a mix of approaches might be needed if we are particularly stressed. One way of managing stress in the workplace is to identify our stressors (what causes the stress in the first place)
- Be sure to discuss shift work and it's effects on the body clock in this session

Step 2: Facilitator will ask the group how they manage their stress at work themselves and take turns to go around the room until everyone has provided an answer. This session is a peer learning exchange between the young people in the group.

Facilitator should cover:

- Importance of taking a moment and think rather than react in the moment. This can lead to us making decisions in haste. When you feel stressed, use the 10 second rule ask yourself "Why?" Follow up your response with another "Why?" And then a third. If you can find three good reasons to pursue something, you'll have clarity and be more confident in your actions
- practising mindfulness
- building self-esteem in the workplace, revisit some of the tips from training on self -esteem and building this and how it will affect how you present yourself in the workplace
- not being afraid to talk to your supervisor/manager
- What to do if things are really getting on top of you, taking some time at home to write down times and dates at work have been stressed. Practice writing down some ways you think you could say this to your boss

Step 3: Facilitator should signpost the group to the handout in the resource pack with some key tips on how to broach the subject of stress with their manager if they are feeling very overwhelmed at work and using their own stress management techniques are not working.

Step 4: Facilitator will signpost group to various organisations that may be able to help them if they have issues in the workplace or need further information on any of the topics covered in this module. Facilitator will explain the function of each organisation briefly. PowerPoint slides will be used for this section. Handouts will be given to group for their resource pack.

INTELLECTUAL WELLNESS

Brain teaser activity - (fun activity, group activity, 10 minutes)



Step 1: There will be pre-selected material available for the facilitator to use for this section of the training included in the presentation notes. This will be a group activity. The young people will be asked to solve some riddles/brain teasers as a group. This will be a fun activity for the group to work on problem solving and critical thinking skills needed for many of the activities that follow on later in this module.

Reflective thinking - (reflective thinking, paired activity, 30 minutes)



Step 1: Group will break into pairs.

Step 2: Facilitator will explain the Gibbs Reflective Cycle to the group and why it is advisable to adopt a reflective approach in the workplace.

Step 3: In pairs, the young people will be asked to think of a recent situation and work through the reflective cycle using the stage below with their partner. Swap over and the next person works through it until everyone has had a turn.

Step 4: Facilitator will then broach discussion on growth mind-set and how to adopt one. There is a TEDtalk by Carol Dwyeck to help facilitate some sections of this.

- facilitator should discuss positive implications of making mistakes with YP, how we can learn from this and strive to improve the next time
- facilitator should ask students for examples of times they have shown evidence of a growth mind-set and refer back to the reflective cycle earlier, how adopting a growth mind-set might help to be more reflective in workplace in future.

<https://www.youtube.com/watch?v=X0mg00SpLU>

Skills practice - (scenario, paired activity, 10 minutes)



Step 1: Group will break into pairs once again, different pairs from earlier exercise.

Step 2: Facilitator will guide YP through one scenario based exercise in the PowerPoint slides. There will be an initial scenario given with some basic information. The young people will be required to provide a solution to the problem.

Step 3: Facilitator will introduce problem solving stairs to group, walking the group through each level and group will be asked to analyse the original situation again, this time with more complex information added. This will be available for facilitator in presentation.

Facilitator should cover:

- the idea of proactive vs reactive vs inactive decision making.

COMMUNICATION SKILLS

SESSION PLANNER

Title of the Module: 'Talk the Talk': Communication

Organisation/Partner: Youth Development and Integration Association STRIM

Module Timing: 5 hours

Key Objectives:

- Through participation in this module as a whole, young people taking part will be able to:
- Better understand elements of communication and its barriers;
- Improve verbal and non-verbal communication skills;
- Deal with emotions in communication;
- Improve their ability to be active listeners;
- Adopt appropriate communication skills in different contexts and work-related environment.

Materials needed:

Internet Connection	<input type="checkbox"/> YES	<input type="checkbox"/> NO
PC/laptop and projector	<input type="checkbox"/> YES	<input type="checkbox"/> NO
Sticky notes	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Writing materials	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Worksheets	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Other: Four carton boxes or small bags	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Special requirements?:		

Method:

1. Broken Telephone (group activity and discussion, 40 min)



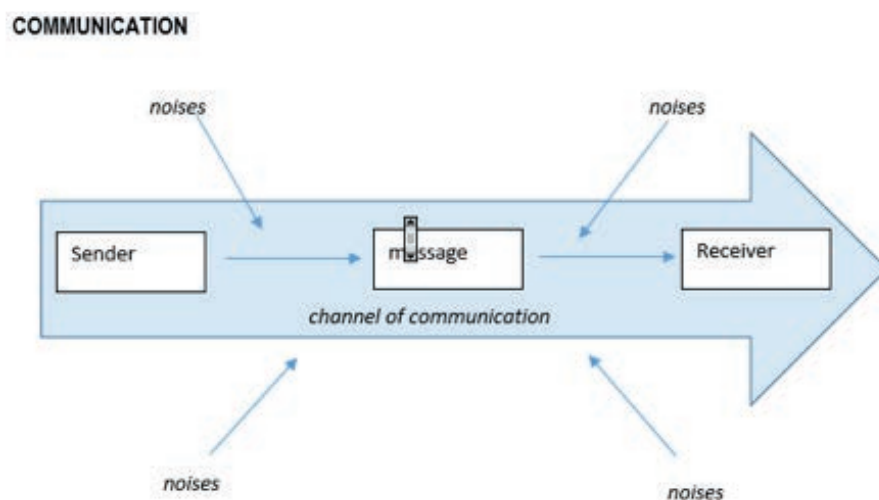
Step 1: Divide participants into two lines and ask them to stand one after the other. The first person should face you while all the others should face the other direction. The game is a variation of a 'Chinese whispers' game – participants will be asked to pass a message from one to another, without repeating it and see what will be the message that reaches the last person. In the first 2 rounds, give the participants an oral message and ask them to repeat it. When the last person hears it, they should say it out loud and see if they were correct.

Step 2: Next two rounds would be sending messages by writing symbols on your back with your finger. Write an easy symbol on participants back and ask them to pass it to the person furthest away. In the end, ask the last person to write it on a flipchart to see what is the result.

Step 3: During last rounds participants will be sending emotional messages. Tell to the participant names of three different emotions. They have to explain them to the other person using only their body language. In the end, ask the groups about the names of those emotions.

Step 4: Ask participants to gather in the circle. Ask them what happened. Was communication difficult or easy? Why? Was the message delivered without changes? Which way of communication was the easiest/the most difficult? Which one was the most effective one? Why? What does it mean to communicate "well"?

Step 5: Explain the elements of communication:



Ask participants to list:

1. Channels of communication;
2. Possible Noises that they can identify.

2. The art of good communication (group activity, group work, 40 min)



Step 1: In this exercise participants will learn what does it mean to communicate well. Divide them into two groups. One group will be able to communicate using words and the other – using only pictures. Those should preferably be pictures widely used in internet – emojis or memes. As an example see appendix 1 for examples. Participants who can communicate only using pictures should be equipped with those, along with pieces of paper and markers, for faster communication.

Step 2: Once everyone knows their role, ask participants to mingle around. They should approach one another and try to communicate and hold conversation. This could be about plans for the evening, literature, values, anything they want! However, participants can use only their designated mean of communication. They should try and talk as long as they feel comfortable and interested and then change to another person. Give them 10 min to experience how it is to communicate with words vs. pictures.

Step 3: Once participants are back in the circle ask them about the experience. How was the process of communication? Did they enjoy it? Which parts? Was it easy to communicate with people

using different “language”? How did they create the “message” they wanted to communicate? Which conversations were more meaningful? Did they feel that the communication helped them create any bonds? When can we experience this two different “languages” of communication? Do they use them?

Step 4: Divide participants into 4 groups. Each group should discuss one of the following topics:

1. How should the perfect “message” in communication be constructed and communicated? How to communicate in order to be understood?
2. How to communicate in order to build a relation with the other person?
3. Where it is useful to use the “picture-type” (memes, emojis) communication and where you cannot do that?
4. What does it mean to be a good “communicator”?

Summarise by asking participants about examples related to a workplace (good/bad communication in the workplace, issues that can occur as a result of poor communication, most useful communication skills in a workplace).

Step 5: Now when you are all experts in sending the message, explain to the participants that during next exercise you will focus on listening skills.

3. Active listening (plenary discussion, 40 min.)



Step 1: Ask participants if they are familiar with the term ‘Active listening’. Ask them what it means to them. Then together prepare on a flipchart a list of active listening techniques. It can include:

1. Asking confirmatory questions (such as: ‘Do I understand correctly that you said...?’ ‘So you meant that....?’);
2. Using your body language (nodding, frowning, showing interest, open position, maintaining eye contact);
3. Paraphrasing (‘So in other words what you meant is...’);
4. Asking questions to clarify points or learn details;
5. Paying attention;
6. Giving feedback;
7. Summarizing.

Step 2: Ask participants to think about different examples of those techniques. As facilitator, you can propose an example of a situation and ask participants to respond respectfully or ask them to perform the same exercise in pairs.

Step 3: To sum up the workshop, give participants an example of good communication, which is:
Giving feedback

Peer feedback greatly enhances learning experience and helps to develop our communication skills.

The first rule of feedback is that it needs to be needed by the other person. **As a sign of respect always ask first if feedback is wanted.**

Here is a short example on how feedback can be given. Ask participants to use it in order to evaluate their learning experience from this session:

1. The feedback session has a clear structure and is chaired by one person who should facilitate the process and keep tabs on time.

2. There is no discussion and debate during the feedback process. Each participant talks in turn, as each has his / her own perception and all subjective perceptions are relevant and meaningful. The participants should ask each other only clarifying questions but do not engage in debate and disagreement with each other.
3. The person who is receiving feedback should be allowed to express his/her thoughts and feelings. If they have any specific questions to the group, allow them to ask those and receive answers.
4. All other members of the group should in turn present their observations. They should be as specific as possible. It is not helpful to say "you were really great" without saying exactly what was really great. Here focus on specific interventions, questions, formulations that the person used and repeat them (as far as possible) and say why they worked well.
5. Make sure that you are not judgmental. Each observations belong only to the participants. It is good to keep to the "I-message": "I think...", "I observed...", "In my opinion..."
6. At the end allow for a very short discussion and give thanks all around.

Step 5: Close by congratulating participants on the newly gained knowledge and informing that during the next exercise you will go more into detail about dealing with emotions in communication, providing feedback and communicating in work-related environment.

4. Reacting to emotions (group energiser, 15 min.)



Step 1: Ask each participant to think of a statement about themselves in their own language. Now everyone should choose a non-verbal noise that could be made during communication (e.g. "oh" "hmmm", a tut or gasp, a hug). Split participants into A's and B's, where A's say the statement and B's make their noise to respond. Get everyone to walk round the room and allow time for 5 or 6 different interactions between A's and B's, then swap roles and allow another 5 or 6 interactions.

Step 2: Now ask for feedback about how it felt to get the different sounds in response to statements. Did it feel good or out of place?

5. Listening for facts and emotions (group work, plenary discussion, 40 min)



Step 1: Divide participants into groups of three people. In every group let them choose a person who will tell the story from his or her life that shows failure in communication. Underline that participant should feel comfortable with sharing this story. Participant will have 3 minutes to tell the story. Two other participants from the group will listen without interruptions, however they will have to focus on different aspects of the story. First person should pay attention to the facts presented by storyteller. The second one should remember the emotions. After the story is told, two listeners have 2 minutes each to share what they have found out from the story (what facts and what emotions).

Step 2: In plenary, ask participants the following questions:

1. Was it difficult or easy for storytellers talk without interruptions? Why? Was their story understood?
 2. Was it difficult or easy for listeners to focus on facts or emotions? Why? Did they understand the story?
 3. What would make this process easier?
- Write down main points on a flipchart.

Step 3: Ask participants to go back to their groups of three and repeat the exercise (however encourage them to change their roles). This time the storyteller will have 5 minutes to tell the story and listeners can ask questions. One of the listeners will focus on facts and the second one on emotions. At the end of the exercise ask participants in the groups to give each other feedback on how they performed - what did they do good and what went wrong? what could they improve for the future?

Step 4: After this round ask participants in plenary: what made telling the story easier and more comfortable. How do you judge if someone is a good listener? List on the flip chart characteristics of good listener.

6. Recognise. Respect. Respond (group discussion, individual work, 40 min.)



Step 1: Step 1: Ask participants in a plenary group to name different emotions and put them on a flipchart. Try to name as many as you can and make sure everyone understands them. You can look up a list of emotions on-line to help you with that. Afterwards ask each participant to think about 3 persons in their life with whom they had some communication before:

1. Someone close (i.e. family member, partner, close friend);
2. Someone 'far away' that they have not seen for a long time (distant relative, friend from primary school, someone they dislike)
3. Someone who is getting from the 'close' circle to the 'far away' one or the other way around.

Step 2: Once they are ready, ask participants to form groups of 3 and talk about the people from their list, focusing on the emotions connected to them. Once one person is talking, the others should think about how to react appropriately. Explain to participants that they can talk about whatever emotion they want (so both positive and negative) and that they should only go as deep as they feel comfortable with. The listening participants should not investigate or judge but try to understand as much of the other persons' emotions and show that understanding.

Step 3: Invite participants to a circle and ask them about the exercise. How did it feel to talk about emotions? What was the easiest and what was the most difficult? Did the listeners help? How did they try to react to emotions? Did it help or interfere with the communication?

Step 4: Explain that the most important rule for dealing with emotions is 3xR: 'Recognise, Respect, Respond':

1. Recognise that other person is feeling emotions. Do not neglect them or hide them. Show or tell the other persons that you see and recognise their emotions.
2. Respect the emotions. Do not judge or try to turn the attention to yourself.
3. Respond to other persons' emotional state. Show support or try to join with the happiness. React if it is needed.

Ask which things in the previous discussion were helpful while talking about emotions. Did they fall into 3xR rule? How else can emotions influence communication?

7. Communication in a workplace (theatre play, 60-80 min.)



Step 1: The goal of this exercise is to allow participants to practice communication in different settings and with different obstacles that they encounter in everyday life, using techniques and skills that they learned during previous exercises.

Participants will be performing short theatre plays showing communication based on content and inspiration that they themselves produce. This should focus mostly on work related topics. At the beginning, each participant should take 4 post-its in different colours and write on each of them one or few words that will represent the following:

1. Blue card - setting for communication (i.e. work meeting, job interview, vacation, work-related journey, serving customers, dealing with a colleague disclosing important information etc.)
2. Green card - something that the participants of the communication would want to achieve (get the job/promotion, socialise / go on a date, win a prize/competition, have rest, get their complaint settled etc.)
3. Red card - an emotion that may be felt by one of the parties to communication (happiness, anger, sadness, calmness, disgust etc.)
4. Yellow card - external interference to communication (i.e. noise, party, tiredness, language barrier, heavy rain etc.)

Step 2: Divide participants into groups of 3-5 persons. The goal of each team would be to show a short theatre play focused on good or bad communication within a workplace. The play would be based on 4 elements (written on post-its) that they would randomly choose. All other elements (scenario, heroes etc) is entirely up to participants.

Give participants around 15 min to prepare. Afterwards each team has around 2-3 min to show the play. After each play, allow other participants 2-3 min to give feedback to the team that has just showed the play.

Step 3: Debrief, focusing on the best and worst techniques of communication and how they can be used in daily life situations.

Some tips for proper debriefing (you can use them in all exercises above):

The goal of the debriefing is to encourage participants to reflect on the exercises, what they have just learned and link it with real life situations they may find themselves with, especially in job-related context. Debriefing should be conducted after each exercise. Facilitator's role is to allow everyone willing to speak up and to support participants in processing their emotions.

The general formula of the debriefing should focus on the following aspects:

1. How participants are feeling;
2. What did they like/not like on the exercise;
3. How does the exercise link with real-life experiences;
4. What did they learn and how they can implement it in the future.

Detailed debriefing questions are described in details after each activity/exercise.

After the workshops are finished, ask participants to tell the group in one sentence what are they taking back home from this workshop. Which new skills, attitudes or knowledge they have acquired. After this round thank everybody for their active participation.

PROFESSIONALISM

SESSION PLANNER

Title of the Module : 'Do it right!': Professionalism

Organisation/Partner: Turku Vocational Institute (TAI)

Session timing: 2 x 2 hours or just pick and mix

Key Objectives:

Through participation in this module as a whole, young people taking part will be able to:

- Enable the young people to reach the capacity to define, analyze and evaluate the skills and commitment needed by a professional based on the group, class, or category to which the person is perceived to belong
- To define and know the including the professional identity, legislation, rules and principles to be a professional
- Support the young people to realize that even professionals need instantly update their knowledge and skills to maintain professionals. There is always a responsibility to oneself and to the customers!
- Support the young people to meet/confront employer or other relevant authorities. Also to help them to understand how to be a good colleague.
- Support the young people to give and respond to feedback in work place.

Materials needed:

Internet Connection	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Presentation slides	<input type="checkbox"/> YES	<input checked="" type="checkbox"/> NO
PC/laptop and projector	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Sticky notes	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Writing materials	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Worksheets	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Other: Special requirements?		

Method:

Session 1 (duration 2 hours)



GETTING TO KNOW EACH OTHER/ICEBREAKERS

Am I the only one? (10 min.)



The aim of this play is to help people to get to know each other and help them to relax in a strange situation.

Step 1. Put chairs in a circle and ask the participants to sit on their chairs.

Step 2. Start the game by standing up and tell something about yourself that you think is unique. For example, "Am I the only one who has two cats?" Continue the survey until you find a feature that is specific to you. Playing is continued by going through each of the participants. The play ends until everyone has found something of their own.

This can be done on line by asking everyone to speak but then the trainer has to be quite aware of that everyone has been become heard.

OR

Toilet paper-story (10 min.)



Step 1. Take a roll of toilet paper and tell the group to pull it as you would normally use it.

Step 2. When everyone has taken the paper, the trainer tells to count the sheets.

Step 3. One has to tell as many things about him/herself as taken pieces. That is, pulling two pieces tells two things and pulling half a roll then a bit more. On line you can just ask people to choose a number from one to five and as they have picked the number they should tell as many things about them.

Regardless of the version proceeded face to face or on line the trainer has to be careful that the participants do not share about themselves anything they regret afterwards so maybe that is good to remind of that before they start to tell things.

Go pro!

Defining professionalism and skills needed,

(the trainer decides the duration, appr. 45 minutes)



The questions to think about to the trainees regardless which method the trainer has chosen.

What is professionalism?

What are the skills needed?

What is professional identity?

What are the issues considering the legislation, rules and principles at work.

Depending on answers the trainer summarizes the conversation and makes a conclusion. The summary in all options chosen might include 10 characteristics true professionals possess in the workplace (not in any order of importance).

- * A Neat Appearance. ...
- * Proper Demeanor (in Person and Online) ...
- * Reliable. ...
- * Competent. ...
- * Communicator. ...
- * Good Phone/E-mail Etiquette. ... Think before you type! What does your e-mail address says about you?
- * Poised. ...
- * Ethical.

Option 1: Padlet® or other virtual tool where everyone takes part and discussing the results.

Step 1. Go to www.padlet.com, make your own sign in.

Step 2. Write the following questions down on Padlet:

What is professionalism?

What are the skills needed?

What is professional identity?

What are the issues considering the legislation, rules and principles at work?

Step 3. After you have done that you can share the link and the trainees can write on board.

Step 4. Each questions have their own area, the individuals or groups give their answers to:

What is professionalism?

What are the skills needed?

What is professional identity?

What are the issues considering the legislation, rules and principles at work?

Step 5. Group discussion after their work is led by the trainer and maybe a written summary.

Option 2: Work in small groups; using poster worksheets

worksheet for analysis; gathering in whole group what professionalism requires.

Step 1. Put four paper sheets and put them in the different corners/places in the room. Each poster worksheet has one question on it.

Poster 1- Question: What is professionalism?

Poster 2 - Question: What are the skills needed?

Poster 3 - Question: What is professional identity?

Poster 4 - Question: What are the issues considering the legislation, rules and principles at work.

Step 2. Give participants post it sticky notepapers and they can answer individually or in groups and think and discuss their answers on sticky note

Step 3. The participants visit each poster groupwise and leave the written sticky notes

Step 4. When all the posters with questions have been visited the last group makes a conclusion about the answers. They might read them aloud and/or make a content analysis about their thoughts

Step 6. Group discussion after their work is led by the trainer who summarizes the outcome.

Option 3. Kahoot and Discussion

Step 1. Go to www.kahoot.it

Step 2. Search YEC-Introduction to professionalism (is available to everyone!)

Step 3. Tell the group go to www.kahoot.it and give the sign in number to play the game

Step 4. The participants can sign in - even with their nicknames

Step 5. They answer five (5) questions about professionalism.

Step 6. After the Kahoot the trainer encourages the discussion by questions which can be:

What is professionalism?

What are the skills needed?

What is professional identity?

What are the issues considering the legislation, rules and principles at work?

Step 7. Somebody in the group writes down the results and at the end the results are discussed together.

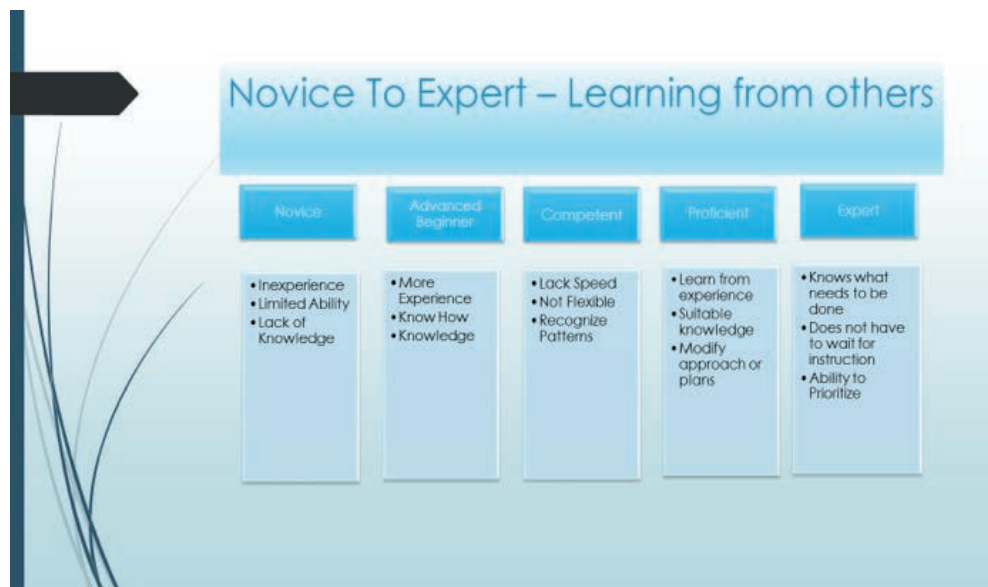
From expert to novice (the trainer decides the duration, appr. 45 minutes)



Option 1. Lecture by an expert

External speaker presenting newest research results or panel discussion from various instances - the external speaker can also be a video from the preferable field. In case the trainer himself/herself is an expert can the trainer give the lecture.

The content the trainer might include in the lecture up is:



Option 2. Data collection (the trainer decides the duration)

Participants collect and research professional information from their local contexts (a newspaper article or other actual subject, discussion after. The discussion might include also the aspect how young people often are using more experienced colleagues as models.



Session 2. (duration 2 hours)



Case JUSSI (the trainer decides the duration)

The trainer tells Jussi's story to the group.

"Jussi" is an 18 years old young man who is studying in Turku vocational education to become a practical nurse. He has started studies in nursing school because his mother has urged him to do that, not because of his own desire. Anyway, he wants to go on with his studies while he doesn't have any other wishes at the time. Jussi has enough learning skills to proceed in his studies but his motivation level is low. Consequences have been bad and he has been away from school quite a lot. His social skills are poor, it's difficult for him to contact or communicate with teachers and elderly customers and patients. Jussi has also difficulties in taking responsibility of his studies or all kinds of tasks while working. He has unrealistic expectations about how hard he should work to reach his targets. It's also hard for him to understand the responsibilities of practical nurse's work. Jussi needs a lot of practice and support, for example in communication skills, motivation and autonomy. He should understand the demands of professionalism as a part of practical nurse's work. He has been passive and helpless in job searching."

Step 1. Divide the participants on groups and tell Jussi's story

Step 2. Make them think what would help Jussi to find his professionalism?

Step 3. A participant from each group tells what they have come up with

Step 4. The trainer leads a summarizing discussion.

Good colleague/bad colleague (the trainer decides the duration, appr. 30 minutes)



Option 1: Simulations/role play gives participants the chance to simulate characters and situations in order to prepare for and practice in a safe environment.

Step 1. Make the group work in pairs.

Step 2. The role is given beforehand. One is acting the role and the other is trying to solve the situation. Roles can be:

The colleague that frequently is late from her/his workshift

Unprofessional colleague who makes the work environment unbearable

Also the trainer can make the pairs think themselves how does a good/bad colleague act like.

Step 3. They switch roles

Step 4. After the exercise everyone shares how did it feel.

Step 5. The pairs give feedback pairwise to each other from the colleague-exercises!

Option 2. Simulation/role play

Step 1. Make the pairs on line to work with pairs in face to face or in breakout rooms on line (if uneven number of participants there can be three participants in one breakout room)

Step 2. The role is given beforehand. One is acting the role and the other is trying to solve the situation. Roles can be:

The colleague that frequently is late from her/his workshift

Unprofessional colleague who makes the work environment unbearable

Also the trainer can make the pairs think themselves how does a good/bad colleague act like.

Step 3. They switch roles

Step 4. After the exercise everyone shares how did it feel.

Step 5. The pairs give feedback to each other from the colleague-exercises!

Prepare that working on line it takes more time!

The Angry customer

Simulation/role play (the trainer decides the duration)

Step 1. The participants make up a situation pairwise to confront an angry customer.

Step 2. Make the pair/group think of a solution.

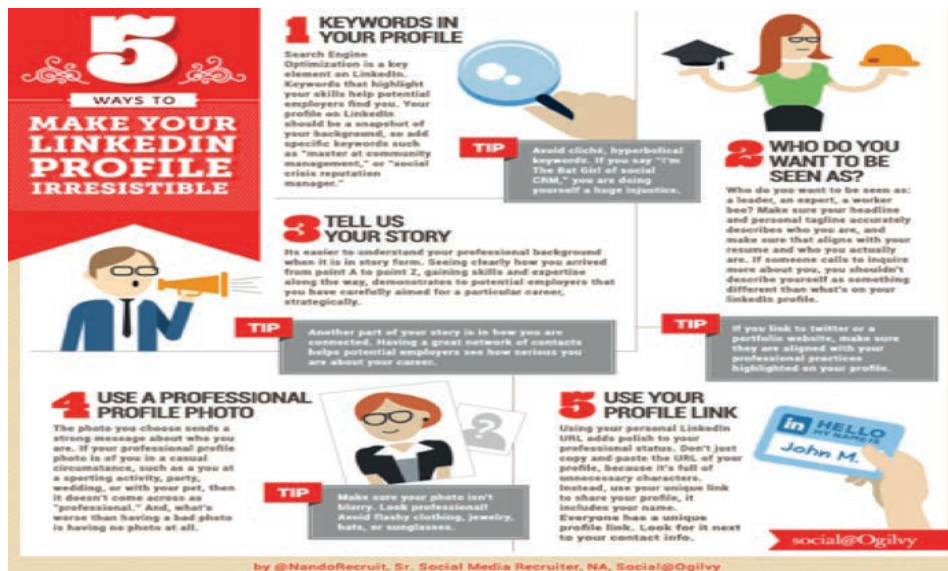
The angry customer

The situation: No matter the scenario or solution, an angry customer is simply not satisfied with the end result, and attempts to rectify the situation are not helping or are worsening the situation.

How to handle it: Even if you don't feel it's warranted, begin the interaction by apologizing for the issue. Try to resolve the situation by addressing pointed grievances they have regarding the subject at hand. Remember to keep it brief: The longer you linger, the more opportunities for grievances arise and the less time you have to spend with your other customers.

LinkedIn work shop (the trainer decides the duration)

- Step 1.** Get familiar with www.linkedin.com
- Step 2.** Participants can login/sign up for their own account
- Step 3.** Discussion about how to make their own profile irresistible



The feedback circle -

Receiving and responding to feedback (the trainer decides the duration)

Workshop practice to practice receiving and giving positive feedback.

Option 1. The feedback in small groups

Step 1. Trainees are divided into groups of 4-5 persons. The trainer guides the work. The participant might not know each other but still they are told to find something nice about the person. Only positive feedback is given.

Step 2. The assignment is to think about your own small group and its members, and what kind of positive feedback each one could say. The feedback can be something a group member has done or said during training, it may be related to his or her character. There are a few minutes to think about. Each group member gives positive feedback to everyone. While others are giving feedback the recipient is silent. After three minutes the recipient of feedback will be changed.

Option 2. The feedback circle with all the participants together

Step 1. The people are told to sit into a circle

Step 2. Give everyone a paper and tell the participant write own name on it.

Step 3. They send the paper clockwise to the next person and everyone writes anonymously something nice about each other. It can be a minute for everyone

Step 4. When the paper has gone the whole circle can the person whose name on it can read what others have written.

Regardless of the option chosen above, the trainer leads a conversation afterwards:

Awakening questions:

How did the feedback feel?

Was it easy to come up with positive feedback?

How did it feel to receive feedback?

How would it feel to give and receive feedback as a professionalist?

CLOSING THE SESSIONS

“The feeling-meter”, how satisfied people are open discussion about the session or traffic lights

Literal feedback from the sessions

Trainer has to remind the participants that all the feelings are allowed

Summary about the session.

WORKPLACE DISCRIMINATION

SESSION PLANNER

Title of the Module: The Power of Equality: Addressing Workplace Discrimination

Organisation/Partner: MetropolisNet

Module Timing: 3.5 hours

Key Objectives:

Through participation in this module as a whole, young people taking part will be able to:

- Describe, analyse and evaluate instances of unfair or negative treatment based on the group, class, or category to which the person is perceived to belong ("discrimination").
- Inform oneself of all actions that may be taken to identify and address discrimination (including initial reaction), the reporting mechanisms and resources available (both within the workplace and externally), and to feel confident to make use of these tools.
- Apply the knowledge in conversations with an employer or relevant authorities regarding instances of discrimination, if one chooses to do so.
- Respond and cope when experiencing or witnessing discrimination, in order to deal with the event and regulate the emotions triggered by it.

Materials needed:

Internet Connection	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
PC/laptop and projector	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Sticky notes	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Writing materials	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Worksheets	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO

Other: Special requirements? case studies handouts (developed by MetNet- see Appendix 3)

Method:

Introduction and Exploring Definitions (45 minutes)



Setting house rules (group, 15 minutes)



Step 1: facilitator provides group with overview of the agenda

Step 2: setting house rules: facilitator lists group rules they commonly use, then asks for additional ground rules from the participants. When somebody proposes a ground rule, ask the other participants if they agree to it. If most do, add it to the list. It is helpful to post the ground rules somewhere visible during the entire class or workshop.

Examples of Widely Used Ground Rules

Ground rules should be developed and adapted for every unique context. Appropriate ground rules may depend partially on age, region, and other contextual factors. The following list of common ground rules from equity, diversity, and social justice related classes and workshops should serve only as a starting point for your process of creating a similar list suitable to your own situation:

1. Listen actively - respect others when they are talking.
2. Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
3. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks - focus on ideas.
4. Participate to the fullest of your ability - community growth depends on the inclusion of every individual voice.
5. Instead of invalidating somebody else's story with your own spin on her or his experience, share your own story and experience.
6. The goal is not to agree - it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses - they can be as disrespectful as words.



Exploring definitions (group, 30 minutes)

Step 1: How would you define discrimination? Participants take a few minutes to write down their definitions of "discrimination".

Step 2: In a circle, participants share their definitions. Facilitator lists definition on the board, highlighting repetitions.

Step 3: Compare with EU definition. Facilitator reads out the EU definition (see literature). Group then discusses: are all forms of discrimination adequately addressed in this definition? What is missing? What should be added?

Step 4: Taking the various definitions into consideration, group must come up with a working definition of discrimination for the session. This definition is written out on a large sheet and remains in a visible location for the duration of the session.

Step 5: How does this definition apply to a workplace? Where and when might we face its existence in a work context? Have participants offer a few examples as transition into next section.

Part 1: IDENTIFYING AND EVALUATING DISCRIMINATION

Option 1: **Hypothetical case studies** (group, 45 minutes)



Through the case studies, practitioners can work with participants to discuss the potential rights and responsibilities applicable to both employees and employers in the workplace.

Step 1: divide group into pairs or threes. Hand out case study work sheets (see appendix 3).

Step 2: together, pairs read case studies, then identify type of discrimination, bearing in mind the definitions previously discussed. Together they attempt to analyse who the effected person is, what they could do in this case, and the role the employer could play in addressing the potential discrimination.

Step 3: Returning to one large group, participants share a case they found particularly remarkable. Ask them to explain why they found this case significant? What did they find with their partner that could be done on the part of the person involved and the employer?

Step 4: Ask participants to suggest ways one could safely stand up against discrimination, either from personal experience or out of imagination. (Record student ideas on the board or chart paper).

Option 2: **Implicit Association Test (IAT)** (Individual, 45 minutes)



The IAT test measures attitudes and beliefs that people may be unwilling or unable to report. The IAT may be especially interesting if it shows that you have an implicit attitude that you did not know about. Facilitator should be knowledgeable in the mechanisms of the IAT and adequately explain to participants that bias is inevitable as a result of social conditioning and cognitive processes—the results do not show evidence or make accusations of prejudice. Rather, the facilitator must stress that the exercise is undertaken to highlight the existence of hidden bias and that, contrary to our conscious intentions, we all hold hidden biases that manifest in subtle and unconscious ways. Anonymous IAT tests administered by Harvard University are publicly available at <https://implicit.harvard.edu/implicit/takeatest.html>.

The Implicit Association Test (IAT) measures the strength of associations between concepts (e.g., black people, gay people) and evaluations (e.g., good, bad) or stereotypes (e.g., athletic, clumsy). The main idea is that making a response is easier when closely related items share the same response key. We would say that one has an implicit preference for straight people relative to gay people if they are faster to complete the task when Straight People + Good / Gay People + Bad are paired together compared to when Gay People + Good / Straight People + Bad are paired together.

This tool can help explain the concept of discrimination and convey the idea that we all hold certain unconscious biases that we must work to interrupt. Using this tool requires a non-judgmental approach on behalf of the trainer and other participants, creating a safe space to learn and identify how discrimination works.

Practitioners should be aware that there have been varied results from the use of this tool in real-world settings. Problems may arise because the theory behind the IAT is difficult to understand and participants may misinterpret the results...leading to confusion, shock, anger, and defensiveness.

When the IAT is used as an intervention tool, it is important that the facilitator is knowledgeable in the mechanisms of the IAT and adequately explains to participants that bias is inevitable as a result of social conditioning and cognitive processes - the results do not show evidence or make accusations of prejudice. Rather, the facilitator must stress that exercise is undertaken to highlight the existence of hidden bias and that, contrary to our conscious intentions, we all hold hidden biases that manifest in subtle and unconscious ways.

Step 1: Facilitator sets up computers / tablets for administering the tests.

Step 2: all participants take test (20 minutes).

Step 3: Facilitator asks participants to write down answers to the following questions, and hold on to their answers until the end of the session (10 minutes):

1. What were your IAT results?
2. Do you believe your results were accurate? Why or why not?
3. What was your reaction when you learned your results?

Break and refreshments (15 minutes)



Part 2: ANTI-DISCRIMINATION RESOURCES AND REPORTING MECHANISMS

Expert Panel (group, 75 minutes)



Ugroup of local expert speakers present pertinent information regarding local labour and discrimination law to participants ("know your rights"). Experts will discuss potential barriers to accessing legal frameworks and specific paths to overcome them (organizations, translation services, apps, websites, etc.). Speakers engage in debate and answer participant questions. Expert panel can include representatives from local labour advocacy groups, municipal services, state anti-discrimination offices, etc., labour law lawyers, social workers, etc.

Resources:

- 1-3 experts on workplace discrimination
- **Important note:** In case of logistical difficulties, Skype might be a useful tool for organizing a virtual expert panel, or by conducting a pre-recorded session which may be screened to the participants later.

Step 1: Identify experts and speakers that are familiar with the subject matter and represent diverse perspectives.

Step 2: Arrange the experts' participation either in-person or using distance learning technology.

Step 3: Design targeted questions that will elicit answers requiring technical knowledge and reflection.

Step 4: Introduce the session objectives and panel experts to participants

Step 5: Allow 45 mins. for expert panel session. Open the expert panel with questions that will clearly convey the subject matter and its parameters. Allow adequate time for experts to respond and intervene if responses are losing focus.

Step 6: Invite participants to pose questions in a follow-up period (20-30 minutes).



Alternative: Independent Research (pairs and group, 60 minutes)



Participants collect and research anti-discrimination information for their local contexts.

Step 1: Practitioner collects list of websites and/or printed materials from local agencies and government that provide local workplace anti-discrimination laws. These can be worker rights websites, state and city websites relating to anti-discrimination laws, etc. create a list of possible websites and print copies for every participants. Example website: <https://iclg.com/practice-areas/employment-and-labour-laws-and-regulations>

Step 2: divide participants into small groups. Groups then use website list (and printed materials if available) in order to research local workplace anti-discrimination laws. Groups list their main finding on large sheets.

Participants must answer the following questions (questions may be amended by facilitator):

1. What types of discrimination are unlawful in your country and in what circumstances?
2. Are there any defences to a discrimination claim according to the local law? What specific laws or rulings offer such protection?
3. What mechanisms are in place to enforce discrimination rights in your region?
4. What possible compensation exists in successful discrimination claims?

Step 3: Presentations - every group presents their findings to the rest of the groups. If facilitator identifies missing information, offer new **information** to participants.

Step 4: Discussion:

- Do you think the current laws offer adequate protection to employees?
- where do you identify gaps between laws and reality?
- From your employment experience so far, which are most commonly obstructed?

Break and refreshments (15 minutes)



Part 3: ADDRESSING DISCRIMINATION (30 minutes)

Appreciative Interviews (group, 30 minutes)



This activity can empower participants to emphasize their successful experiences in dealing with discrimination and provide each other with tools for coping.

Step 1: Participants take turns conducting an interview: ask for a success story of standing up to discrimination (at a workplace or elsewhere) plus what made the success possible (5 minutes each). Interviews are conducted in pairs.

Step 2: Interviews are re-told by the listener to the whole group.

Step 3: As a group, search for patterns in conditions/assets supporting success. Collect insights and list them on board.

Part 4: MODULE CLOSING AND EMOTIONALLY COPING WITH DISCRIMINATION (group, 15 minutes)

Step 1: review the following coping strategies for coping with discrimination:

- **Focus on your strengths:** Focusing on your core values, beliefs and perceived strengths may buffer the negative effects of bias. Overcoming hardship can also make people more resilient and better able to face future challenges.
- **Seek support systems:** family and friends can remind you of your worth and help you reframe negative beliefs and self-perception as a result of discrimination. They can also provide validation for your experiences of discrimination and provide a reality check and a sounding board to help you decide if your claims are valid and worth pursuing. It can be especially helpful to ask friends and family how they handle such events.
- **Get involved:** connecting with other employees might help you figure out how to address situations and respond to experiences of discrimination in ways you haven't thought of. Is there a worker's union at your place of work? An employee board? Other employees you trust and can share your concerns with and ask for support from?
- **Help yourself think clearly:** Being the target of discrimination can stir up a lot of strong emotions including anger, sadness and embarrassment. This can have immediate physical as well – triggering increased blood pressure, heart rate and body temperature. Check in with your body before reacting. Practice relaxation exercises, and then you may be better able to think about how to respond.
- **Don't dwell:** People often get stuck on episodes of discrimination, in part because they're not sure how to handle those experiences. Uncertainty regarding how to speak out or complain often leads to ruminating about what you "should have" done. Researchers have found that while traumatic experiences are a significant cause of anxiety and depression, people who ruminate, or dwell on, those negative thoughts and experiences report more stress and anxiety. Going over possible approaches for coping with instances of discrimination in the future can help with leaving the incident behind.

Additional tools:

- **Mindfulness:** Mindfulness has been shown to moderate the relationship between perceived discrimination and depressive symptoms. It is associated with improved understanding of personal emotions, improve individuals' ability to mentally separate experiences from sense of self-worth and linked to lower general emotional reactivity.
- **Seeking professional help -** discrimination is often associated with symptoms of depression. Psychologists (as well as other mental health therapists) are experts in helping people manage symptoms of stress and depression, and can help find healthy ways to cope. A practitioner should help youth identify emotional and mental health professionals in their area, in case of any future needs.

Step 2: If additional time is available, select a Mindfulness module from the following Mindfulness Curriculum Modules for Adolescents, designed particularly as intervention tools for at-risk youth:

www.mbaproject.org/wp-content/uploads/2012/03/MBA.Sample.Modules.pdf

Written task (individual, 10 minutes):



Step 1: On anonymous post-its, participants briefly answer the following questions:

- What methods do you personally use for managing stress?
- Who do you turn to for advice and emotional support?

Step 2: Facilitator posts all responses on the board, and group takes a few minutes to read responses, each on their own.

Closing questions (group, 10 minutes):



Ask participants to share their most valuable take-aways from the session.

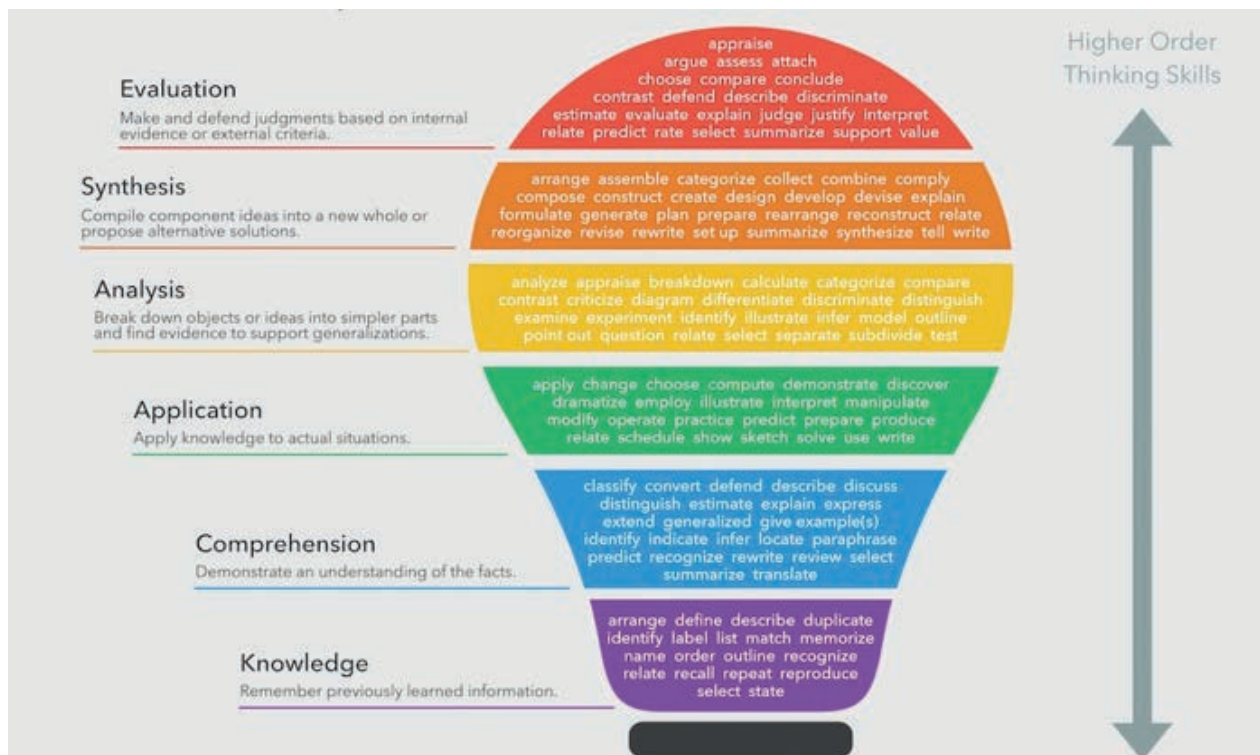
Do they feel they are better equipped to confront instances of workplace discrimination?

IF IAT test was taken by group, return to results and have a group discussion:

Step 1: Ask participants who are willing to share, to share their answers they had written down.

Step 2: Have a group discussion:

- how common are hidden biases, and how important are they compared with other biases?
- Has today's session made you reflect on your own possible hidden biases?
- What can we do as individuals to combat biases in the workplace and in general?



EXPECTATION & REALITY

SESSION PLANNER

Title of the Module: Developing Good Workplace Expectation Practices

Organisation/Partner: MetropolisNet

Module Timing: 3.5 hours

Key Objectives:

Through participation in this module as a whole, young people taking part will be able to:

- define what expectations are, why they are important and why they may not always be fully met
- construct expectations in realistic terms and develop good expectation practices
- initiate dialogue with employer when entering new work relationship
- understand expectations of the employee, through formal (contract, code of conduct, guide-books) and informal (talks with employer and colleagues, observation) means
- better cope with gap between expectations and potential disconfirmation.

Materials needed:

Internet Connection	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
PC/laptop and projector	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Sticky notes	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Writing materials	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Worksheets	<input checked="" type="checkbox"/> YES	<input type="checkbox"/> NO
Other: ICE model sheets		
Special requirements?		

Method:

Introduction (20 minutes)



Step 1: Overview of the agenda.

Step 2: What are the participant expectations for this module?

Going around in a circle, participants state what they expect to gain from this module. Facilitator lists expectations on a large sheet.

Step 3: Facilitator then lists the learning outcomes for the module in a parallel column.

Step 4: Facilitator asks participants to keep both their expectations in mind for the duration of the module, as well as the learning outcomes. Both should remain visible throughout.

Part 1: BRAINSTORMING AND DISCUSSING WORKPLACE

(group, 45 minutes)

Step 1: Based upon the definition “the feeling of expecting something to happen” (Cambridge dictionary), brainstorm with the group all possible expectations that may arise in a workplace. Think both of expectations belonging to the employer and the employee, as well as expectations of coworkers receiving a new team member. Think of as many aspects as possible, listing them all on a board.

Step 2: In small groups, have participants divide expectations into categories – employee expectations, employer expectations, coworker expectations, and any additional categories that participants may deem relevant. Groups should write categories down.

Step 3: A representative of every group will read out how they divided the expectations and into which category. On the board, facilitator will list all categories and what expectations are mentioned by participants, leaving space on the board below the categories for the next step.

Step 4: Next, ask participants to discuss where potential clashes arise between the expectations of different stakeholders (employer, employee, coworkers) as listed on the board. Facilitator lists the conflicts below the categories and marks with an arrow which two (or more) stakeholders require an alignment of their expectations. Alternatively, have volunteers come to the board and list a potential gap in expectations, marking out which stakeholders may be involved.

→ **Follow up question:** What cases of gaps in expectations in the workplace did you experience in your jobs so far? What questions did you want to discuss you're your employer but felt uncomfortable to actually bring up?

Ask Participants to write these answers down anonymously. Collect answers when done. These will be later used as role playing scenarios.

Break and refreshments (15 minutes)



Part 2: DEFINING EXPECTATIONS (group and individual, 30 minutes)

Optional first step (NOT required and depending on group and facilitator interest):

watch interview with Yuval Harari on generating good expectation practices (practitioner may select parts they find most relevant to their group):

Yuval Harari: ON How To Set Expectations (choose 10 minutes most relevant to your group)

<https://www.youtube.com/watch?v=k415svmHwRY>

The ICE model: Ideas, Concerns and Expectations

Step 1: Read about the ICE model:

The ICE model was originally developed as a tool for medical professionals to better communicate with patients in improve the provision of healthcare services. Asking patients about their ideas, concerns and expectations offers insight into how the patient currently perceives their situation, what they are worried about and what they expect. Dr. Duncan Cross borrowed this method for working with students and managing and matching their expectations. In developing this tool, Cross sought to move out of the “top-down” unidirectional approach, instead “framing a conversation around ‘Idea, Concerns, and Expectations’ and move away from ‘I’ and start using ‘we’ in the conversations we have with our learners .” Using this model may provide a more open way to initiate discussion about an unclear situation and move from managing expectations to matching expectations. There is also the recognition that it is okay to disagree to a certain extent and allows the opportunity to highlight misplaced understanding of the expectations, allowing for guidance to resources and support. The model consists of the following questions, adapted to address issues of employment:

Idea - What do we think the employment experience looks like?

Concern - What do we think are the main challenges for performing this job?

Expectations - What do we think we should be getting out of our time here?

Cross developed the following steps in using ICE to frame conversations to share and match expectations:

1: Ideas

Each party asks questions and gives information that helps to show their idea or understanding of a situation, concept, or arrangement.

2: Concerns

Now both parties share and discuss any concerns or worries that have been raised in step 1.

Examples: “I will need further explanation about tasks and will need to bother you often”, “I live far and am concerned I won’t be able to reach the workplace at the time that was defined”

3: Expectations

Now discuss what both parties’ expectations of the situation (idea) are. This might include solutions or examples of what you would like or what you can do or provide.

4: Match Expectations

From using ICE now come to a shared understanding of the situation, how you might potentially deal with any concerns and come to a shared reasonable expectation.

Step 2:

Review the method together, highlighting it as generating a space for creating conversation, allowing to engage in a dialogue about concerns and expectations and finding paths to managing them together.

Step 3:

Watch Ted Talk video explaining how to use this method. Youth worker will need to explain how these ideas can be adapted to relate to the workplace.

I.C.E – MANAGING EXPECTATIONS | Dr Duncan Cross | TEDxUniversityofBolton
https://www.youtube.com/watch?v=zu_XDJP3wAc

Step 4:

Next, have the participants simulate using the templates as practice for utilizing it with employers. Each participant should fill out the form regarding their current place of employment or the job they are interested in obtaining. These forms can either be used to generate ideas for a conversation with the employer or used as the actual basis for a meeting, in which the employer too will fill out their section of the form, as well as their shared understanding of the form.

Part 3: INITIATING DIALOGUE WITH EMPLOYER (group and individual, 45 minutes)

Step 1: Together, review best practices for having a productive expectation setting meeting with an employer:

This will be an opportunity to ask about where your job fits in the larger scheme of the company, how your job performance is going to be measured, and whether your boss expects your job responsibilities to change over time.

Agree on your job responsibilities and establish expectations and common objectives. Ask open-ended questions like: "How do you see my job responsibilities shifting over time?" or "How does my role fit in with the larger structure of the company?"

Setting up communication method for going forward:

Ask your boss whether they prefer you contact them via email, phone, in person, or a mixture of any of the above for everyday conversations or updates. Inquire about whether they would prefer to communicate differently in the case of a work "emergency," and clarify what would count as such an emergency. This could range from you not being able to meet a deadline to you being sick and not being able to come into the office on a given day.

- Perhaps your boss prefers you email them if you have a brief question but set up a meeting if you'd like to discuss a project idea or a larger goal. Whatever the case, be flexible and adapt to their communication style.

Decide upon frequency of updates:

Some supervisors will like a daily update, whereas others will prefer an update at the end of each week or even bi-monthly. Follow your boss' guidance and update them as they have stated they would prefer.

- You could bring this up by asking: "I can update you on a daily, weekly, or bi-monthly basis. What would work best for you?"

Ask for feedback

Once you have gotten settled into the routine of your job, it's wise to ask for feedback every so often. This could take the form of a quick monthly meeting. Your boss may be juggling many responsibilities, but they will likely be willing to take a few minutes out of their busy schedule to inform you on how they view your progress.

Step 2: On a sheet, each participant lists specific, concrete questions regarding their job that they feel still need to be clarified with your employer – either the position you are currently at if employed, or the job you are hoping to obtain.

Step 3: As a group, discuss do's and don'ts in communicating with your employer.

Step 4: Based on the discussion, make out a list of "best practices" in communicating with an employer.

Optional additional step (NOT required and depending on group and facilitator interest)

One to one Role playing - discussing expectations with employer (20-30 minutes):



Step 1: Group divides into pairs. Hand out to each pair gaps in expectations scenarios listed by the participants in the first section.

Step 2: Using the best practices previously developed for communicating with employer, pairs assume role of either employee or employer. Give students 2-3 minutes to engage in the supervisor-employee dialogue.

Step 3: At the end of scenario dialogue round, ask students the following questions (5-10 minute discussions):

- In this particular scenario, what were the gaps in expectations?
- What “best practices” methods worked best for this scenario?
- What was your strategy going into the meeting?

Depending on time constraints, have participants swap scenarios and roles 2-3 times.

Break and refreshments (15 minutes)



Part 4: IDENTIFYING INFORMAL EXPECTATIONS – WORKPLACE CULTURE

(group, 30 minutes):

Understanding the level of formality in the workplace and its culture allows you to adapt your behavior appropriately and integrate into the workplace more efficiently. This will allow you to further align your expectations and the expectations of employers and colleagues. Observation, examination of workplace behavior, informal meetings and discussions with colleagues can help map out the informal expectations of a workplace.

Step 1: Begin by screening the following video from TV show Brooklyn 99: https://www.youtube.com/watch?v=tXfn_Zqc7Pk

Ask participants – what expectation is being parodied in this clip? What expectation is the employee challenging?

Step 2: CultureWizard developed a list of signs to help recognize the behaviors of Formal and Informal workplace cultures. The signs can assist the employee in determining the workplace culture of their current place of employment.

Review with the participants the following signs of formal and informal workplace cultures:

Signs of Formal Culture:

1. Titles and honorifics are common, especially in a business setting.
2. People adjust their body language to show deference or respect (ergo eye contact, posture, etc.).
3. Language uses formal and informal versions of “you.”
4. Protocol and etiquette are important parts of social and business interactions, such as ensuring that the most senior person enters a room first.
5. People dress more elegantly to show status.
6. Written communication is highly structured or formalized.
7. Business cards are an indicator of status, and a ceremonial exchange of business cards can be important to making a good impression.
8. People find it inappropriate or uncomfortable to discuss private matters at work.
9. Business networking at social events is considered unprofessional.

Signs of an Informal Culture:

1. Titles and honorifics are uncommon, only used in more formal situations.
2. People are quick to move to a first-name basis.
3. People dress more for comfort, and style is often a mode of self-expression.
4. People do not sit in specified positions in a room or enter in rank order.
5. Written communication emphasizes efficiency rather than formality.
6. Social conversation in a work setting is common.
7. People expand their network and discuss business at social gatherings.
8. Exchanging business cards is a pragmatic custom rather than a ceremonial practice.

Step 3: Quiz knowledge. Participants should determine if the following options relate to a formal or informal culture.

Display the following questions on screen and ask group to determine what type of work culture the description belongs to:

1. People consistently adhere to precise, deliberate ways of interacting.
2. Co-workers complain there are too many rules governing workplace interactions.
3. Colleagues take pride in a unique, individualized work style.
4. People often boast about their material possessions.
5. Senior executives sit not in private offices, but in an open office with others.

6. Professionals invest time and effort into the way they introduce and establish credibility for themselves and others.
7. You discover many unwritten or invisible rules of engagement.
8. People unceremoniously hand their business cards to another person or forget to bring them to a business function.

Step 4: Group discussion:

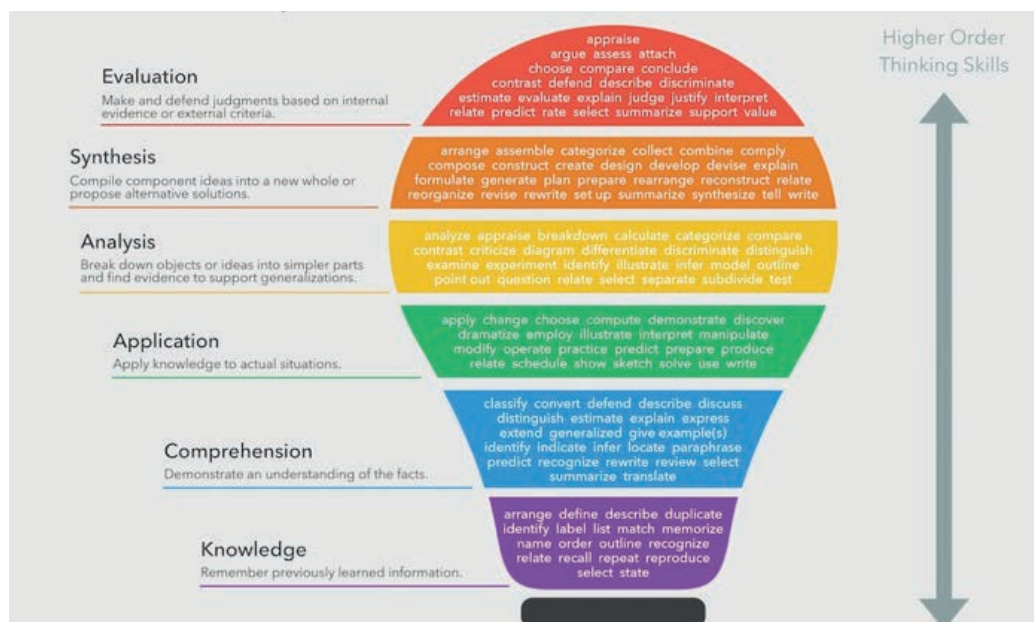
1. Give examples of informal expectations you identified at your workplace/previous workplaces. How were you able to identify these expectations? Was it difficult to adapt to them?
2. Which of these expectations relate to interpersonal behavior and which relate to professional practices?
3. What other ways can you think of for identifying informal expectations at the workplace?
4. List on a board all the ways the participants raised for identifying informal expectations.

Closing questions (group, 10 minutes):



Step 1: If participants' questions they were uncomfortable asking employers were not yet addressed or if role playing was not conducted, take time to go through these at the end of the day and have participants make suggestions how to discuss these issues most effectively with employer.

Step 2: Finally, reviewing the sheet created in the introduction, participants compare once again their expectations with the learning outcomes. As participants - were their expectations met? What gaps remain?



Appendix 1

Motivation Workshop Resources

The session should be delivered within the context of a Youth Work Approach. Youth Work as an educational process that engages with young people in a curriculum that deepens a young person's understanding of themselves, their community and the world in which they live and supports them to proactively bring about positive changes. The purpose of youth work can be adapted across a variety of settings to support a young person's personal, social and educational development:

- To explore their values, beliefs, ideas and issues
- To enable them to develop their voice, influence and place in society
- To acquire a set of practical or technical skills and competencies, to realise their full potential

Motivational theory has to do with "Why does an individual make the choices that they make?" Whatever the behaviour, the drive pushing or pulling the person to act in a particular way is motivation, and most researchers believe motivation as the drive behind human behaviour. Furthermore, people cannot be motivated to do something if there is nothing in it for them. Simple acts such as eating is motivated by hunger, for example. Education is motivated by a desire for knowledge. Motivation is a vital quality that pervades all aspects of teaching and learning – at home, in an educational environment and at work.

Self-motivation is what most people use to define motivation at its highest or the peak of accomplishments. If you are able to motivate yourself and reach your goals, you would have conquered the ability to be disciplined and will accomplish anything you put your mind to. Motivation is very important to all decisions that one makes. In the workplace, motivation is defined by the actions that employees take to improve the company goals as well as their aspirations for career development.

Research on motivation has attracted academic and corporate entities over the last two decades – exploring the dimensions of motivation, having direct and indirect impact on motivation techniques.

- Motivation is naturally conceptualised either as a desire arising from within the human being or as an impulse arising from an attraction arising from an object external to the individual.
- Baron (1991) defines motivation as the internal processes that activate, guide, and maintain behaviour especially goal-directed behaviour.
- Decoene and Bruggeman (2006) in their study developed and illustrated a model of the relationship between strategic alignment, motivation and organisational performance.
- Leaders motivate people to follow a participative design of work in which they are responsible, which makes them responsible for their performance.
- Garg and Rastogi (2006) identified the key issues of job design reach and practice to motivate employees' performance and concluded that a dynamic managerial learning framework is required to enhance employees' performance to meet global challenges.
- Baldwin et al. (1991) indicates that individuals with higher pre-training motivation on the basis of their willingness to attend training have

Major concepts and contributions on motivation theory include:

- Maslow's Hierarchy of Needs <https://www.simplypsychology.org/maslow.html>
- Hygiene Theory by Herzberg:

<https://www.mindtools.com/pages/article/herzberg-motivators-hygiene-factors.htm>

- X and Y Theory by McGregor: https://www.mindtools.com/pages/article/newLDR_74.htm

How Motivated Are You? Resources

Four motivations:

1. Extrinsic motivation: extrinsic motivation comes from outside us.
2. Intrinsic motivation: intrinsic motivation is done for personal interest or pleasure.
3. Introjected motivation: introjected motivation, is internal but tends to be focused on the guilt of incomplete motivation/motivational goals.
4. Identified motivation: identified motivation is where a person knows that something needs to be done but has not yet decided to do anything about it.

Link to the Self-Motivation Quiz:

https://www.mindtools.com/pages/article/newLDR_57.htm

SWOT Analysis:

<https://www.wordtemplatesonline.net/swot-analysis-template/>

Buzz Session:

<http://web.utk.edu/~ewbrewer/pdf/books/13%20proven%20ways/Buzz%20Groups.pdf>

<http://thetrainingworld.com/articles/buzz.htm>

Ideas for Word Prompt cards:

- My motivation in life is to...
- I am motivated by...
- Working motivates me because...
- My best example of being motivated is...
- Motivation means XXXXX to me because...

If the group is finding it difficult to explore motivation, the following could be used to prompt ideas and discussion:

- I find motivation from having to meet deadlines, targets or goals
- I am motivated when given opportunity to create ideas or make something new
- Completing a difficult project or task motivates me.
- I gain motivation from working/playing as part of a team.
- Problem solving and overcoming challenges are both good for my motivation.

Spider chart:

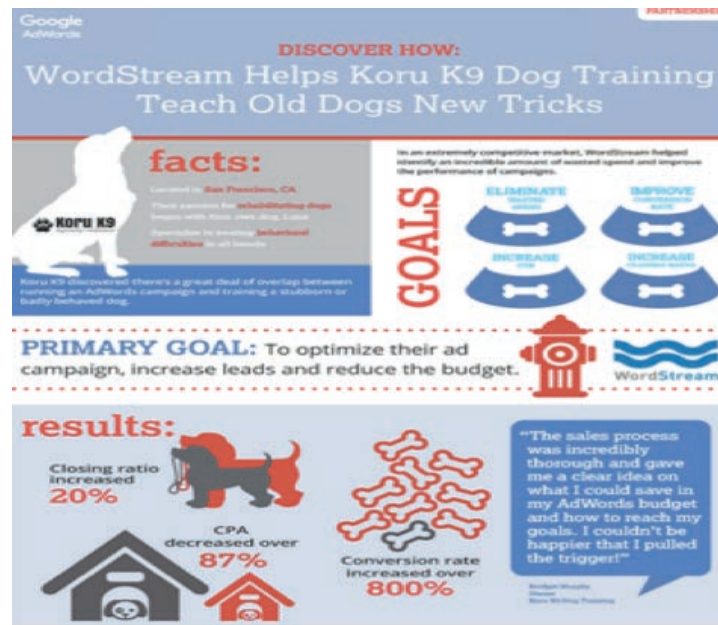
<https://creately.com/diagram-community/popular/t/spider-diagram>

<https://venngage.com/blog/mind-map-templates/>

<https://www.mindmapart.com/motivation-mind-map-paul-foreman/>

Motivational Story:

Although the example given below is for dog training, the simple layout could provide an accessible template for both the Trainer and the Learner as it does not require lengthy narrative, gives examples of how images can be used, and highlights facts and results.



Link to the Elephant and the Rope video: https://www.youtube.com/watch?v=GHhyA_Dkilo

Link to the Obstacle in the Path video:

<https://www.youtube.com/watch?v=xb98qYlfNZ4>

Motivational Mapping Resources

Motivational Maps:

<https://www.motivatedperformance.co.uk/post/motivational-maps-the-underlying-theory>

<https://www.motivationalleadership.co.uk/168/Motivational-Maps-/>

<http://www.findyourmotivation.co.uk/>

Mind Mapping Examples:

<https://www.mindmapart.com/motivation-mind-map-paul-foreman/>

Knowledge Café / World Café activity:

<http://knowledge.cafe/knowledge-cafe-concept/>

<http://www.theworldcafe.com/key-concepts-resources/world-cafe-method/>

Sound Advice Activity Resources

Leapfrog example:

<http://leapfrog.tools/toolbox/working-with-young-people/>

Poster Creation Activity Resources

<https://k12teacherstaffdevelopment.com/tlb/how-can-i-use-poster-making-to-facilitate-learning-in-the-classroom/>

<https://poorvucenter.yale.edu/ImplementingPosters>

Poster Creation Resources:

<https://designshack.net/articles/business-articles/how-to-make-a-poster-in-powerpoint/>

<https://templates.office.com/en-gb/posters>

<https://www.canva.com/create/posters/>

Note: If you are using the materials with a non-English speaking group, similar resources should be sought in the country language.

Appendix 2

Autonomy Module Resources

Young People as 'agents of change'

Within the context of the YEC project, the module and tool development for 'Autonomy' must remain committed to the values of a Youth Work approach's essential features:

- Young people choose to participate
- The work takes place where the young people are
- It recognises that the young person and the youth worker are partners in a learning process that embraces both non-formal and informal learning.

Importantly, the module needs to be shaped and informed by young people, so that, whilst engaging with business, youth organisations and educational institutes, the ambition must be to produce a guiding set of skills that lay in the hands of young people – so that they are recognised as 'agents of change' in the employability skills conversation. Further, there must be a consistent approach and language used, which will allow young people to build confidence in themselves and manage their skills as they transition and grow.

Within the context of the YEC project, the complexity of the 'current situation' that young people face needs to be taken into consideration. Across Europe, there is a tendency for employability activity that is focused on enabling people to increase their skills and find meaningful employment and a relatively simplistic approach to 'getting people working' has been put in place as a result. However, it is widely reported that this approach will not provide a strong foundation for a growing and sustainable employment landscape.

Major concepts and contributions on autonomy theory include:

- Self-determination theory (Deci and Ryan, 2000(b) Niemiec et al): suggests people are motivated to grow and change by three innate and universal psychological needs. This theory suggests that people are able to become self-determined when their need for competence, connection and autonomy are fulfilled.
- Self-determination is a vital piece of psychological well-being; people like to feel in control of their own lives.
- In addition to this idea of controlling one's own destiny, there is a focus on the ability or process of making one's own choices and optimal functioning – both shaping who we are and how we behave.

Applying the Self-determination Theory to educational practice is explored by C.P. Niemiec and R.M. Ryan (University of Rochester, New York, USA) and highlight self-determination as:

- Being curious about one's environment
- Being interested in learning, and
- Developing one's knowledge

Exploring Autonomy Resources

In the learning environment:

- Perspectives are valued
- Have opportunities to share their ideas, thoughts and feelings
- Encouraged to make choices
- Encouraged to exercise self-initiative in learning activities
- Create and engage in flexible tasks
- Encourage learners to take risks

- Encourage reflection

In life:

- Self-governing
- Self-government
- Ability to act on your own values
- Ability to act on your own interests
- Self-worth
- Self-respect
- Independent thoughts
- Independent actions
- Self-determination
- Capacity to decide for yourself
- Follow your own course of action
- Freedom
- Individualism
- Liberty

In the workplace:

- Shape your own work environment so that you can perform to the best of your ability.
- Trust
- Respect
- Dependability
- Integrity
- Encourage learning
- Choice and motivation
- Sense of inclusion and engagement
- Feeling valued
- Motivated to learn new skills

What's your learning style? Resources

Kolb Learning Styles:

<https://www.skillshub.com/what-are-kolbs-learning-styles/>

<http://www.bunbury.wa.gov.au/pdf/environment/u472/Appendix%2019%20U472%20Community%20Facilitator%20Kolb%20Questionnaire%20Final.pdf>

Honey e Mumford:

<https://www2.le.ac.uk/departments/doctorscollege/training/resources/teaching/theories/honey-mumford>

<https://www.eln.io/blog/honey-and-mumford-learning-styles>

Learning Styles Quiz:

<http://www.educationplanner.org/students/self-assessments/learning-styles-quiz.shtml>

<https://www.how-to-study.com/learning-style-assessment/>

Finding your voice Resources

Active Learning:

<https://www.cambridge-community.org.uk/professional-development/gswal/index.html>

How to develop clear and measurable learning goals:

<https://www.bobpikegroup.com/trainer-blog/5-Steps-to-writing-clear-and-measurable-learning-objectives>

Session Plan Template:

<https://www.class-templates.com/lesson-plan-format.html>

Note: if you are using these resources with a non-English speaking group, resources in your own language should be identified and used.

Appendix 3

Discrimination at the Workplace Case Studies

Directions: Read each of the following scenarios. Then answer the questions that follow

In your answers, identify any aspects of inappropriate behavior that are based on:

- Identity
- discrimination and harassment
- stereotyping and assumptions
- power relationships between people
- workplace atmosphere and productivity levels
- the potential losses to business due to conflict
- the impact on the person's job and career opportunities.

Case 1: Ali works in a department store. He was subjected to numerous insults, remarks, and explicit suggestions relating to his sexuality from co-workers. He also said he was called offensive names over the loud-speaker and that he would find items for sale, arranged to mock his sexuality.

Ali also said when he had applied to work in the specialist children's section, he was unsuccessful in gaining the position because he was not a parent. He said he was forced to resign.

The retailer denied the allegations and counter-claimed that the man openly discussed his sexuality in the workplace, which offended some staff and clients, and that the man's work performance had weakened over the three years he was employed. The retailer also denied telling him the other job needed a worker who was a parent.

How would you respond to the employer's defense?

What steps should the employer take to ensure Ali's safety?

Case 2: 22-year-old Adam's family immigrated to the UK when he was 15. He picked up the English language quickly but speaks it with an accent. His coworker often mocks him about his accent. Their employer laughs when she hears this and tells Adam not to worry; he'll soon lose his accent and be able to speak properly.

For now, though, when a promotional opportunity arises, he is told his English is too poor and the promotion is given to somebody else.

What did Adam's employer do wrong?

Is Adam's co-worker also complicit in his experience of workplace discrimination?

Case 3: Celine needs a wheelchair to be mobile. Her department manager, Ronnie, thinks she is a good worker but refuses to install ramps in a section of the department store where they work. This means that there are parts of the store that Celine cannot access, and some types of work that she cannot gain experience in.

What type of discrimination does Celine face here?

What consequences can the employer's refusal to install a ramp have on Celine's career?

Case 4: Ralph, a deputy juvenile corrections officer, was born without fingers on his right hand. Co-workers started an anonymous blog, where they referred to Ralph as the “one handed bandit” and the “rat claw.” The blog became increasingly offensive, and the post language grew stronger. Ralph learned of the blog from a sympathetic coworker. Ralph complained to management, who did little other than asking employees to put the blog to rest. Indeed, the blog continued unabated for eight weeks while management investigated.

What additional steps could the employer have taken?

Can situations occurring outside the office hours still be considered workplace discrimination? Explain.

Case 5: As Eliza started her maternity leave the company began a restructure which put her job at risk. She interviewed for an alternative position in the company. But despite being well qualified for these roles, Eliza was not appointed to a new position.

What rights was Eliza denied at her workplace?

Were Eliza's co-workers fair in their feelings of resentment towards her? Explain.

Caso 6: Carol was repeatedly passed over for promotions in favor of male colleagues who had lower performance reviews. She is now 62 years old and states that in recent years the company has been giving her low-prestige and difficult assignments in an effort to get her to resign. She thinks this is because of her age. When she would not resign, she suddenly started getting poor performance reviews and was terminated, despite the fact that for 29 of her years at the company she had been given very high scores for her performance. She also states that the atmosphere at the company was very much a “boy’s club,” with a lot of joking about the women.

What kind(s) of discrimination did Carol face?

What should the employer have done?

