



LIFE SKILLS | M A N U A L



LIFE SKILL MANUAL

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UNIT 1: PERSONAL COMPETENCIES



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GETTING STARTED

Learning Objectives

Participants will:

- ↘ Identify the topics participants will explore in the project.
- ↘ Learn the names and interests of other participants.
- ↘ Create ground rules to guide the group's behavior during the lessons.

Lesson Preview

Illustrate the purpose for the lessons with a demonstration.

- ↘ Discuss the themes and topics of the project.
- ↘ Identify similar and different interests and characteristics of participants in the group.
- ↘ Learn about one another in structured sharing with a partner.
- ↘ Share self-introductions in the large group.
- ↘ Generate a list of ground rules for participants' behavior during the lessons.
- ↘ Discuss their responses to the lesson.

Funnel Tasks to Complete Before Teaching

1. **For Generating Interest in Topic:** Place the bottle, glass filled with water, and the funnel on a table at the front of the room.
2. **For Information to Share:** Prepare a visual of the themes of the program. Use the following format:
 - ↘ Write each theme as a title.
 - ↘ Leave enough space to write 3-5 topic ideas.
 - ↘ Include the following themes: 1. *Getting a Job*, 2. *Communicating With Others*, 3. *Friendships*, 4. *Staying Healthy*, 5. *Working Out Conflicts*, *Keeping a Job*, *Gaining Self-Confidence*, *Making Good Decisions*, *Respecting Self and Others*
3. **For Group Activity/Practice:** Prepare a visual with a vertical line down the center of the chart paper or white/chalk board. Label the left-hand side “Comfortable and Respected” and the right-hand side “Uncomfortable and Uneasy.”
4. **For Group Activity/Practice:** Prepare a visual with the title “Ground Rules.” The information that is written on this visual should be posted each time the group meets. It may be helpful to use chart paper for this visual

**Material Needed**

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Bottle with a narrow neck
- ✓ Glass filled with water
- ✓ Funnel



Generating Interest In Topic

Leader Input and Demonstration (5 minutes)

1. Welcome participants to the group.
2. Introduce yourself by sharing your name, role with the organization, some of your interests, reasons you want to be a part of this project, and your excitement about working with them.
3. Tell participants you want to begin with an illustration. Point out the bottle with a small opening and the glass filled with water on the table at the front of the room.
4. Explain that you want to get the water from the glass into the bottle. However, if you pour the water very fast it will probably spill and go outside the bottle. If you pour it very slowly, it is likely to dribble down the side of the glass.
5. State that, in order for you to save all of the water and get it into the bottle, you will need skill and tools. You will need a funnel, the tool, and the skill to pour the water at the right speed to allow the funnel to work properly. Again, if you pour too fast or too slow, it will not work. If the bottle isn't big enough and you try to pour all of the water into it, it will spill.
6. Illustrate the concept by pouring the water into the bottle.
7. State that this group/class is designed to give them opportunities to learn skills and tools they will need in life, whether they are in school, working at a job, or have a family. In some ways, the participants are like the bottle and its capacity to hold the water. The number of the tools and skills they learn and use in their life depends on their capacity and willingness to stay interested and attentive in class.



Information To Share

Leader Input (5 minutes)

1. Explain the purpose for the project.
 - This project is designed to help participants gain knowledge and skills to help them be more successful in school or on the job.

2. Display the charts listing the major themes of the project. Ask participants to think about the themes and be ready to share what topics they think might be covered in each theme.
3. After a minute or two, ask for ideas from the participants for each theme. Write their ideas on the chart in the space between each theme.
space between each theme.
4. Display the chart of the lesson titles. Have participants compare their list of ideas with the lesson titles. Note the similarities and differences.
5. Tell participants it will be more fun and easier to learn if they get acquainted with one another and begin to learn one another's names and interests.



Group Activity/Practice

Activity (20 minutes)

1. For the first activity, explain that they will find others in the room who have the same interests or characteristics as they do. You will suggest some common interests and characteristics. When you state an interest or characteristic, they are to get up and move around the room forming groups with others in the room who share the same interest or characteristic as you do. Provide an example.
 - If you, the leader, said, “Find others who like the same favorite fruit,” participants would get up and find others in the room who have the same favorite fruit.
 - Share your favorite fruit and tell participants that, if you were playing the game, you would be trying to find others who have the same favorite fruit. Then, you would stand together.
2. Have participants try the activity using the interest or characteristic you used as the example.
3. When they have formed groups, ask each group to report its favorite fruit or the interest or characteristic you used.
4. Repeat the process with the following interests or characteristics or create your own. Select those that are appropriate for the culture and group with which you are working.
 - Favorite topping on rice
 - Favorite evening activity
 - Favorite musical group or artist

LEADER'S NOTE

If there are many ideas suggested by the students that are not on the list of topics, suggest that you will try to incorporate their interests throughout the course. As you lead discussions during the teaching of the lessons, try to remember their ideas and integrate them as appropriate.

LEADER'S NOTE

If possible, play the game with the participants so they learn about your interests and characteristics, too.

- Favorite breakfast food
5. After conducting the first activity with three or four interests or characteristics, have participants find a partner who was not in their last group and someone they do not know well. Have them find a comfortable place to sit together.
 6. Ask them to decide who is Person “A” and who is Person “B.” Tell them that Person A will be talking with Person B about a topic you will give them. They will have one or two minutes to talk. Person B will listen and learn more about the person. The following are suggested topics. Select those most appropriate for your culture and group or create your own.

Activity (10 minutes)

1. Display the visual with the titles “Comfortable and Respected” and “Uncomfortable and Uneasy.”
2. Ask participants to share with you behaviors that will make them feel comfortable and respected in the group. Write their ideas on the left side of the chart paper or white/chalk board.
3. Ask participants to suggest behaviors that will make them feel uncomfortable and uneasy. Write their ideas on the right side of the chart paper or white/chalk board.
4. Ask participants to look at their ideas. If you have participants who cannot read, review the ideas by stating them.
 - Tell participants they will use their ideas to create a list of ground rules for the group’s behavior during the lessons. Ask them to suggest the ideas that are the most important to them and create a list of five to eight ground rules.
5. Write the ground rules on the visual titled “Ground Rules.” If the following ground rules are not suggested by the participants, offer them as ideas that are important for you, as the leader, to be comfortable in the group.
 - Show up for the lessons.
 - Share your thoughts and opinions.
 - Do not interrupt others when they are talking.
 - Pay attention when others are speaking.
 - Do not make fun of others or put them down.
 - Do your share of the work in small groups.
6. Keep this visual posted whenever the group meets.
7. Tell participants that each group session/class will be 30-45 minutes in length. Be sure they understand the schedule for the lessons and when the next lesson will be taught.



LEADER’S NOTE

If participants have difficulty suggesting rules, offer a few of the examples in the next step to get them started.



Personal Application

Discussion (5 minutes)

Ask participants:

- What is one thing you are looking forward to as you think about attending this group/class?
- Why do you think it is important to have and adhere to the ground rules?
- What is something new you learned about someone in the room?

UNDERSTANDING EMOTIONS

Learning Objectives

Participants will:

- ↘ Name a variety of emotions people experience.
- ↘ Understand that emotions are triggered by situations and people.
- ↘ Describe emotions people might experience in various situations.
- ↘ Understand how recognizing emotions contributes to positive relationships

Definition of Terms

Emotions: The feelings a person experiences.

Lesson Preview

- ↘ Demonstrate a variety of emotions and practice naming them.
- ↘ Generate lists of emotions and words for feelings.
- ↘ Describe physical reactions to emotions.
- ↘ Identify multiple feelings that might result from various situations.
- ↘ Identify feelings resulting from personal experiences.

Tasks to Complete Before Teaching

1. **For Information to Share Option #2:** Post four pieces of chart paper in four locations in the room. They should be far enough apart to allow small groups to sit or stand around them and write. On each piece of chart paper, write one of the following emotions: angry, happy, sad, surprised. If you have participants with low reading and writing abilities, Option #1 may work more successfully.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ For Information to Share Option #1: Paper and pencils (optional)
- ✓ For Information to Share Option #2: Chart paper and markers



LEADER'S NOTE

This lesson provides background information for the lesson on "Managing Strong Emotions." It would be best to teach "Managing Strong Emotions" as soon as possible after teaching this lesson. If possible, save the lists of emotion words the participants generate in Information to Share and post them for the "Managing Strong Emotions" lesson.



Generating Interest In Topic

Leader Input and Demonstration (5 minutes)

1. Tell participants you are going to pantomime the topic for today's session emotions. Ask participants to observe your behaviors, gestures, and facial expressions and name the emotion or feeling being demonstrated.
2. Demonstrate an emotion, such as anger, through your body language and facial expressions. As participants name emotions, record them on chart paper or the white/chalk board. Several different emotions or feelings might be suggested such as angry, upset, and mad.
3. Repeat the procedure with several emotions. Include angry, happy, sad, and surprised.
4. Summarize by stating that everyone has many different emotions every day.



Information To Share

Leader Input and Discussion (15 minutes)

1. Explain what is meant by the word "emotion."
Emotions are the mental and physical reactions people have to situations and people around them
2. Select one of the two optional ways to have participants identify a variety of emotions.
Then, continue with step #3

Option One

- ↘ Divide the participants into small groups by counting off. Each small group should have four or five people in it.
- ↘ Assign group roles within each small group.
 - The person with the largest shoe can be the leader. The leader will keep the group focused on the task.
 - The person to the left of the leader can be the spokesperson. He or she will tell the large group what his or her small group discussed.



LEADER'S NOTE

Not all people have the same emotional response to the same situation. Emotional responses vary depending on many factors, such as age, experiences, attitude, hormonal influence, use of certain medications, and so on.



LEADER'S NOTE

If writing is difficult for many of the participants, ask them to remember the emotions mentioned in their group. If participants can write easily, the person to the right of the leader can be the recorder. He or she will take notes for the small group.

- ↳ Ask the small groups to list on paper (or remember) as many emotions as they can in two minutes.
 - Explain that, if they can use a word in this sentence, “I feel _____,” it is probably a word that describes an emotion.
 - After two minutes, ask the spokesperson from each group to share one word suggested by his or her group that describes an emotion. Rotate from group to group until all of the words are shared. Record the words on the chart you began in the Generating Interest in Topic portion of this lesson.

Option Two

- ↳ Post the four prepared pieces of chart paper with the titles “angry,” “happy,” “sad,” and “surprised,” in different locations in the room.
 - ↳ Divide participants into four groups by counting off and have one group stand at each piece of chart paper.
 - ↳ Within each small group, ask the person with the largest shoe to be the leader. The leader will keep the group focused on the task. Ask the person to the right of the leader to be the recorder. He or she will take notes for the small group.
 - ↳ Ask them to record as many words as possible that mean close to the same thing as the emotion word on their chart. In other words, on the “Happy” chart, they might write “joyful,” “excited,” etc.
 - ↳ Explain that, if they can use a word in this sentence, “I feel _____,” it is probably a word that describes an emotion.
 - ↳ After one or two minutes, ask the groups to rotate to a different chart by moving to the chart on their left. Give them one or two minutes to add emotion words to their second chart. Repeat the procedure until all of the groups have visited all of the charts.
 - ↳ Review the charts by highlighting several words from each chart or have the groups walk from chart to chart reviewing the words.
3. Explain that emotions are normal reactions to situations and people. Everyone experiences these emotions. People experience these emotions at work, at home, with friends, and even when they are alone thinking about situations or events.
 4. Ask participants how they might feel in each of the following situations. Choose three that are appropriate for the culture and group with which you are working. Try to elicit more than one emotion word for each situation.

LEADER’S NOTE

Be sure to only accept words that describe an emotion. If the groups suggest words that do not describe an emotion, clarify by using the word in the sentence, “I feel _____,” and suggest an alternate word that is an emotion.

LEADER’S NOTE

Be sure to only accept words that describe an emotion. If the groups suggest words that do not describe an emotion, clarify by using the word in the sentence, “I feel _____,” and suggest an alternate word that is an emotion.

- You have been assigned a difficult job at school or work.
 - You just heard a friend is very ill.
 - You have a family wedding to attend.
 - Your teacher, parent, or supervisor yells at you.
 - Your teacher, parent, or supervisor tells you he or she noticed what a good job you are doing.
 - Someone says something that embarrasses you.
 - Your cousin has just asked you to help with an important job at his or her wedding.
5. Explain the following points:
- Not everyone responds to the same situation in the same way. Each person's life experiences, education, self-confidence, and family background, help to determine how he or she responds.
 - Sometimes it is easy to identify how you feel. Other times, feelings can be confusing.
 - A person may not always respond emotionally the same way each time he or she experiences similar situations.
 - Recognizing how your body is responding can help a person identify what emotion he or she is experiencing. For example, a person might smile, act friendly and energetic, and walk with a bounce when feeling happy. A person might stomp around and yell when feeling angry.
 - While emotions are normal, they can sometimes be hard to manage. Usually very strong emotions either positive or negative are more difficult to manage.
 - The first step to effectively managing emotions is to recognize and name them. Indicate that their lists of emotion words will help them.



Group Activity/Practice

Small Group Practice and Discussion (20 minutes)

1. Use the same small groups you formed in the previous section of this lesson.

OPTIONAL ACTIVITY IF TIME PERMITS AND YOUR PARTICIPANTS NEED ADDITIONAL PRACTICE PRIOR TO PERFORMING SKITS

If you used Option #2, assign a spokesperson in each small group.

Tell a story with several events or situations that elicit different emotions. See the story below as a sample. Pause as indicated in the sample story after each event or situation that elicits a feeling. Ask the small groups to discuss what happened and the possible emotions the person in the story might have experienced. Then, ask the spokespersons from the groups to name the emotions their group discussed. Possible emotions are listed in brackets for the following sample story. You may choose to use a different story if you wish; however, be sure the story has typical situations that will elicit emotions.

- Aasma wakes up after a good night's sleep. [Pause: happy, rested]
- Then, a family member or someone she lives with tells her she has to help with a difficult cleaning job after school (or work). [Pause: disappointed, unhappy]
- When Aasma arrives at school (or work), she talks to someone who ignores her. [Pause: hurt, angry]
- An hour later, Aasma talks with a special friend who invites her to a party. [Pause: happy, excited]
- Then, Aasma learns from her teacher (or supervisor) she completed a project incorrectly and the work has to be redone. [Pause: ashamed, embarrassed, sad, upset, angry]
- She will need to stay late to redo the project. This means she will be late to help with the difficult cleaning job and will let people down when they depended on her help. [Pause: guilty]
- When Aasma returns home, she is greeted at the door with a smile. [Pause: relieved, accepted, calm]

Summarize by stating that each person experiences many different emotions during one day.

2. Explain that, in order to continue to help one another identify and name emotions, each small group will perform a short skit. The skit will be about a typical situation that might trigger emotions. Each small group must verbally and nonverbally act out the situation and the emotions they think a person would feel in that situation. After each skit, the observers will guess what emotions were displayed in the skit.
3. Assign each small group one of the following situations. Choose those that are appropriate for the culture and group with which you are working.
 - You learn to do a difficult task at school (or work) correctly. You will be better able to do your school work (or job) now.

LEADER'S NOTE

Replace (Name) with a common name from your culture

- Your teacher (or supervisor) asks you to do a special job. He or she tells you he or she thinks you are competent and responsible enough to handle the job.
 - You want to get a job and have asked to be considered. When someone was hired, you were not selected. Your best friend got the job.
 - Your teacher (or supervisor) asks you to show others how to do a difficult task.
 - A family member is sick and needs your help. You have trouble getting to school (or work) on time because of these extra family responsibilities.
 - Someone keeps talking to others about you. You don't like what he or she is saying.
4. After five minutes, call on the first small group to perform their skit. Ask the observers to identify the possible emotions the person might feel. Continue until each small group has presented their skit.
5. Ask participants:
- What are the advantages of being able to identify how you feel?
 - How do you think your relationships with others are affected when you can identify your feelings?



Personal Application

Small Group Discussion and Personal Reflection (5 minutes)

1. Ask participants to think about one or two recent situations that elicited emotions. Encourage them to select situations they will be comfortable sharing with their small group. Have them share the situations and the feelings they identified in their small groups.
2. Encourage participants to notice the emotions they experience and what situations or people trigger the emotions. Explain that identifying emotions and understanding the experiences surrounding the emotions will help them manage emotions more effectively. During another lesson, they will learn more about how to manage strong emotions.

LEADER'S NOTE

If possible, save the lists of emotion words the participants generate in Information to Share and post them for the "Managing Strong Emotions" lesson.

MANAGING STRONG EMOTIONS

Learning Objectives

Participants will:

- ↘ Identify strong emotions.
- ↘ Understand that situations and people sometimes trigger strong emotions.
- ↘ Know ways to manage strong emotions, including anger.
- ↘ Understand how managing strong emotions positively contributes to positive relationships.
- ↘ Identify ways to manage their strong emotions, including anger, in a positive way.

Definition of Terms

Intense feelings such as anger, fear, hatred, overwhelmed and ecstatic.

Lesson Preview

- ↘ Demonstrate a hypothetical strong emotion.
- ↘ Select words that express strong emotions.
- ↘ Identify strong emotions and responses in hypothetical situations.
- ↘ List helpful hints for managing strong emotional situations in a positive way.
- ↘ Describe methods for handling strong emotions, including anger.
- ↘ Discuss the possible consequences when strong emotions are not managed well.
- ↘ Practice identifying emotions and suggesting ways to positively manage a situation with strong emotions.
- ↘ Develop personal plans for managing strong emotions, including anger.

Tasks to Complete Before Teaching

1. **For Generating Interest in Topic:** Think of something that could happen to you at the beginning of class that would elicit strong emotions for you.
2. **For Information to Share:** Post the lists of words identifying emotion from the “Understanding Emotions” lesson if possible.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ If possible, lists of words identifying emotions from the “Understanding Emotions” lesson.
- ✓ Paper and pens or pencils (optional)



Generating Interest In Topic

Leader Input (3 minutes)

1. Think of something that could happen to you at the beginning of class that would elicit strong emotions, such as accidentally spilling hot water on yourself, pinching your finger, spilling water on your papers. Role play it happening without hurting yourself. Respond to the situation with a strong emotional outburst.
2. Tell participants that most situations elicit emotional reactions, such as upset, happy, bad, or affectionate. Some situations elicit very strong emotions. For example, some things might elicit hatred, anger, depression, or being ecstatic.
3. One of the keys to being successful in your relationships with others at home or at work is to recognize your feelings and know what to do to manage them.



LEADER'S NOTE

The purpose is to surprise the students with your outburst as a way of getting their attention and focus on the topic of the lesson.



Information To Share

Leader Input and Discussion (5 minutes)

1. Display the list of words describing emotions that was generated in the lesson "Understanding Emotions."
2. Ask participants which of the words describe strong emotions. As participants suggest words from the list, circle them. If some typical words used to describe strong emotions are missing, ask the group to suggest them and add them to the list.
3. State that recognizing strong emotions is the first step to managing them in a positive way. The second step is deciding on an appropriate response to the situation.

Small Group Work (12 minutes)

1. Direct participants to form small groups of three by counting off.
2. Assign group roles within each small group.
 - The person with the shortest first name can be the leader. The leader will keep the group working on the task.
 - The person with the longest first name can be the spokesperson for the small group and will share the small group's ideas with the large group.



LEADER'S NOTE

If you have participants who are able to write, it may be helpful to assign a recorder to write the responses of the small group.

3. Describe their task:

- Listen to a situation you, the leader, will describe.
- Identify the feelings that might be experienced.
- Identify what might be done that would lead to a positive result.

3. Select one of the situations from the following to describe.

- Someone broke into your home last night when you and your family were away. The intruder stole all of your valuables and ransacked your home.
- You have just learned that you won a contest and will collect a lot of money.
- You were riding a bike or scooter with a good friend as your passenger. You took a risk trying to get between two objects and crashed. Your friend was seriously hurt and is being taken to a clinic/hospital for treatment.
- You have not mentioned this to anyone before. When your father gets angry, he is often quite abusive towards your mother. Last night after your dad got home, you heard your mom yelling, “Stop it,” from the bedroom.
- You passed an important examination and want to celebrate.
- You have been falsely accused of stealing from your job. Even though you are innocent, you could not convince your boss of that fact and consider yourself lucky that you weren’t fired. You don’t know who has been stealing from your employer, but there is one employee of whom you are suspicious.

5. After a few minutes of small group discussion, have each spokesperson share his or her group’s ideas with the class. Clarify as needed.

6. Repeat the procedure with two or three additional scenarios from the list.

Large Group Work (05 minutes)

1. Ask participants to list three or four helpful hints for managing strong emotions. Encourage them to think about ways they manage strong emotions positively or consider others who manage strong emotions in a positive way.
2. Record the list on the board. If the following ideas are not mentioned, be sure to add them:
 - Think before you act.
 - Calm down.
 - Write or draw a picture.
 - Play a sports game.

 **LEADER’S NOTE**

If you have participants who are able to write, it may be helpful to assign a recorder to write the responses of the small group.

- Get involved in a hobby.
 - Listen to music.
 - Pause to take a drink of water.
 - Do yoga exercises.
 - Do deep breathing exercises.
 - Pray (where culturally appropriate).
 - Count from 1 to 10 slowly.
 - Don't overreact.
 - Talk with someone you trust or who has the expertise to help.
3. Ask participants to discuss the possible consequences when strong emotions are not managed well. Use these or similar questions.
- What might happen if someone is very angry and he or she yells at others frequently?
 - What might happen if someone is very sad and he or she withdraws from others?
 - What other strong emotion might be harmful if it isn't managed well?
4. Summarize that people who do not manage their emotions well may experience physical or emotional problems. It may impair their ability to work accurately or quickly in school or



Group Activity/Practice

Small Group Practice and Discussion (15 minutes)

1. In their small groups, have participants think of a time when someone responded inappropriately to a strong emotional situation. Perhaps it is a personal example or something they have seen on television or in the movies.
2. Have participants describe their situations in their small group, identify the emotions, and suggest what could have been done differently to manage it in a positive way.
3. Tell participants that their next task is to role play one of the situations using a positive way to manage strong emotions.
4. Provide planning time.
5. Have each group of three describe their situation and present their skit.
6. As time allows, discuss how they changed the reaction to the situation and their rationale for the changes.



Personal Application

Discussion (5 minutes)

1. Ask participants:
 - What are the advantages to managing strong emotions?
 - Which of the ways to manage strong emotions do you think will work best for you?
What are your reasons for choosing this method?
2. Encourage participants to try the ways to manage strong emotions and see which method works best for them. Also encourage them to try different activities they enjoy to manage strong emotions. Knowing what will work to manage strong emotions will help them know what to do when something happens that elicits strong emotions and will help them maintain positive relationships.

RESPONSIBILITY

Learning Objectives

Participants will:

- ↘ Understand what a responsible person does and says.
- ↘ Identify the benefits of responsible behavior and the consequences of irresponsibility.
- ↘ Understand three ways to demonstrate responsibility.
- ↘ Describe ways to demonstrate responsibility and irresponsibility in a variety of situations.

Definition of Terms

Responsibility: means acting in a reliable, conscientious, and trustworthy manner.

Lesson Preview

Identify examples of responsible and irresponsible responses to situations.

- ↘ Identify the impact of responsibility and irresponsibility.
- ↘ Examine how responsibility affects friendships, relationships at work, and relationships with others, such as family members, youth leaders, and school teachers.
- ↘ Present three ways to demonstrate responsibility.
- ↘ Distinguish between irresponsible and responsible behaviors.
- ↘ Identify reasons for choosing responsible or irresponsible behavior (Personal Application, Option #1).
- ↘ Identify a way to increase personal responsibility (Personal Application, Option #2).

Tasks to Complete Before Teaching

1. **For Generating Interest in Topic:** Prepare to tell participants about a time when someone's lack of responsibility had a negative impact on your life and when someone's responsible behavior had a positive impact on your life.
 - For Generating Interest in Topic: Set up your room so that participants can sit in a semi-circle.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper, or white/chalk board and markers/chalk)
- ✓ Paper and pencils or pens for each student (optional)



Generating Interest In Topic

Leader Input and Discussion (10 minutes)

1. Have participants sit in a semi-circle.
2. Randomly distribute the slips of paper you prepared: half of the slips have an “X” on them and half are plain.
3. Explain that you will be describing a situation to them. If they have an “X” on their slip of paper, they are to think of how an irresponsible person might respond to the situation. If they have a plain slip of paper, they are to think of how a responsible person might respond to the situation.
4. Read the situation below:
 - You are walking down the street and notice someone ahead of you drops a briefcase or purse or valet. You pick it up, look inside, and find some money. The person isn’t too far away.
5. Give participants time to think about their response.
6. Call on three or four participants to share their responses without sharing whether or not it is intended to be responsible or irresponsible. After each person has suggested his or her response, ask the large group if they think the response is responsible or irresponsible. Have the person confirm his or her intentions.
7. Collect the slips of paper and randomly distribute them a second time. Repeat the procedure with the following situation:
 - While you are practicing basketball, cricket, or soccer alone at the playground, you accidentally hit a car with the ball and damage the car door. There is no one nearby to see what happened.
8. Collect the slips of paper and randomly distribute them a third time. Repeat the procedure with the following situation:
 - You work in a store. One day you arrive very tired and make a big mistake. Some money gets lost. Another employee is blamed for your mistake.
9. Tell participants about a time when someone’s lack of responsibility had a negative impact on your life. Ask them how they might have been affected by the situation. Share how you were affected.

10. Tell participants about a time when someone's responsible behavior had a positive impact on your life. Ask them how they might have been affected by the situation. Share how you were affected.
11. Explain that today's topic is responsibility and how participants will benefit if they behave responsibly.



Information To Share

Activity and Discussion (15 minutes)

1. Direct participants to form three small groups by having them count off with each participant saying one of the numbers, "one, two, three." Have the "ones" form one group, the "twos" form a second group, and the "threes" form the third group.
2. Assign group roles within each small group.
 - The person who traveled the longest distance to get to the center or school will be the leader. The leader will keep the group working on the task.
 - The person who traveled the shortest distance to get to the center or school will be the spokesperson for the small group and will share the small group's ideas with the large group.
3. Assign each small group one of the following categories of people.
 - Friends
 - People in the workplace, such as other workers and supervisors.
 - Family members (substitute school teachers or youth workers if more appropriate).
4. Explain that each group will have five minutes to think about the category of people assigned and to discuss the following two questions.
 - What does a responsible person do or say in relationships with friends, at work, or with family members, school teachers, and youth workers?
 - How is being responsible beneficial in relationships with friends, at work, or with family members, school teachers, and youth workers?
5. After five minutes, call on each group's spokesperson to share his or her group's ideas.
6. Record participants' ideas on chart paper or the white/chalk board.



LEADER'S NOTE

If you have participants who are able to write, it may be helpful to assign a recorder to write the ideas suggested by the small group.

7. Summarize participants' ideas into three main ways to demonstrate responsibility:

↳ Do your best.

For example:

- Participate in discussions.
- Finish what you start.
- Don't give up.

↳ Help others.

For example:

- Include others in discussions.
- Be willing to do your share or more.
- Show respect to others by respecting their views.

↳ Accept the consequences of your actions.

For example:

- Admit when you are wrong.
- Don't blame others when things go wrong.
- Repair any damage that you do.

8. Ask participants:

- Who do you know that demonstrates the three qualities of a responsible person? The people could be friends, family members, other peers or adults, or famous people.
- Why do you think people choose to be irresponsible?



Group Activity/Practice

Activity (15 minutes)

1. Tell participants they will continue to work in their small groups.
2. Explain that you will read a situation to the whole group. Then, you will add a different part to the situation for each small group.
3. For each small group's situation, they will discuss:

- What an irresponsible person would do, and
 - What a responsible person would do.
4. Read the following situation to the whole group:
 - A shopkeeper has offered you and another young person a job. If you agree to clean up around the store and the sidewalk, he will pay you (X amount of local money). It will take you two hours today and another hour tomorrow.
 5. Circulate to each small group and tell each group an additional part of the situation. Select from the following:
 - You are halfway through the job when some friends come by and want you to leave with them to do something fun.
 - You finish your half of the job early.
 - The shopkeeper criticizes the two of you for taking too long and not being thorough enough.
 - You accidentally break something while cleaning. You don't think the shopkeeper will notice if you don't say anything.
 - The job is a lot more boring than you thought it would be, and it doesn't seem worth the pay.
 - The other worker quits and leaves.
 6. After three minutes of small group discussion, call on each group's spokesperson to describe to the large group his or her group's situation and what they thought an irresponsible person would do and what a responsible person would do.
 7. After each small group report, ask the large group if they agree or if they have additional ideas.
 8. If you have time, assign each small group another part of the situation from the list and repeat the discussion and reports.



Personal Application

OPTION #1

Have participants:

- Write the initials of five people they know who are not in this group.
- Write their own initials as the sixth person.
- Think about how responsible each person is.

↘ Next to each set of initials, write a number using the following code:

- If the person is responsible most of the time, record a 1.
- If the person is sometimes responsible and sometimes not, record a 2.
- If the person is irresponsible most of the time, record a 3.

↘ Next to each number indicate a reason for their ranking of that person.

Discuss the reasons participants ranked people as responsible. Then discuss the reasons participants ranked people as irresponsible.

OPTION #2

- ↘ Have participants think about one thing they can do to be more responsible.
- ↘ Have them share their ideas with a partner.
- ↘ Call on several participants or ask for volunteers to share their ideas with the large group.



LEADER'S NOTE

This option will work if your participants can write. If your participants have limited writing ability, use OPTION #2.

LISTENING: A KEY TO POSITIVE RELATIONSHIPS

Learning Objectives

Participants will:

- ↘ Identify non-listening behaviors.
- ↘ Understand the impact of listening and non-listening on relationships with others.
- ↘ Name effective listening behaviors.
- ↘ Strengthen their ability to use good listening behaviors.
- ↘ Identify listening behaviors they do well and one they want to improve.

Definition of Terms

Listening: Stopping to hear and try to understand the thoughts, feelings and/or opinions being expressed by another person. .

Lesson Preview

Discuss the impact of not listening to others.

- ↘ Demonstrate and discuss non-listening behaviors.
- ↘ Demonstrate and discuss effective listening behaviors.
- ↘ Practice effective listening behaviors with a partner.
- ↘ Discuss how participants might benefit from listening to others.
- ↘ Identify listening behaviors participants use and one they want to improve

Tasks to Complete Before Teaching

1. **For Information to Share Option #1:** Create a visual of the effective listening behaviors.
2. **For Information to Share:** Ask a participant to role-play with you as you demonstrate non-listening and listening behaviors. Describe what you want him or her to do, what you will be doing in each role-play, and the possible dialogue. With the volunteer, choose an easy topic he or she can talk about in front of the group, such as something they like to do or a favorite food.
3. **For Group Activity/Practice:** Create a visual of possible situations to use when practicing the skill of listening.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)



Generating Interest In Topic

Discussion (5 minutes)

1. Ask participants if either of the situations below has ever happened to them.
 - Situation #1: You are very excited about something that has happened. Perhaps you have a new job, you were given a gift, or your teacher praised your work. You want to tell your best friend about what has happened. However, he or she is more concerned about something else, and you don't feel like he or she is really listening.
 - Situation #2: A friend said you did something you didn't do. He or she is telling lots of people, and you are upset. You want to talk to another friend about it, but he or she doesn't seem to be really listening.
2. Ask participants:
How did you, or would you, feel in these situations?
What do people do or say that make you think they are not listening?
3. Record the non-listening behaviors, such as interrupting, ignoring, and talking about other things, on chart paper or the white/chalk board.
4. State that listening is an important skill to use if we want to have positive relationships with others



Information To Share

Leader Input, Demonstration and Discussion (15 minutes)

1. Tell participants that a volunteer has offered to help you with a demonstration. Ask the volunteer to come to the front of the room. Tell the participants the volunteer will be telling you about an activity he or she enjoys, his or her favorite food, or the volunteer's choice of topic. Be sure to select a topic the volunteer is comfortable talking about in front of the group.
2. Encourage participants to watch what you do and be ready to tell you how well you listened to the volunteer.

3. As the volunteer talks with you, demonstrate non-listening behaviors. For example:
 - Interrupt the volunteer when he or she is speaking.
 - Ignore the volunteer.
 - Talk about other things.
 - Avoid making eye contact with the volunteer.
 - Show impatience, such as move around, get a drink, and fidget.
4. Ask participants to rate your listening skills. Have them hold up one finger if they think you were a good listener and two fingers if they think your listening skills could be improved. Acknowledge that you were demonstrating non-listening behaviors.
5. Ask the volunteer:
 - How did it feel to try to talk with me when I was not listening?
 - What did you want to do?
 - How do you think our relationship might be affected if this was a real situation?
6. Ask the group observing the demonstration for their responses to the last question.
7. Explain the importance of listening to create and maintain positive relationships. Use the following ideas and add your own.
 - ↳ When someone is listened to, he or she feels:
 - the person cares for him or her.
 - understood.
 - supported.
 - less alone.
8. Select one of the two optional ways to explain the effective listening skills. Then, continue with step 9.

OPTION #1

- ↳ Present the effective listening behaviors verbally or use a visual so participants can see the ideas. Modify these behaviors so they are appropriate for the culture in which you are working.
 - Look at the person who is talking.
 - Try to understand the speaker.
 - Give uninterrupted time to the speaker.
 - Don't interrupt or think about other things.

- Ask questions to help the speaker express his or her ideas clearly so that you understand.
- ↘ Tell participants you will demonstrate the listening behaviors in a role-play with the same volunteer. Use the same topic. Ask the observers to watch for the effective listening behaviors.
- ↘ After the role-play, ask the observers which of the effective listening behaviors they noticed.

OPTION #2

- ↘ Tell participants you will demonstrate effective listening behaviors in a role-play with the same volunteer. Use the same topic. Ask the observers to watch what you do as a listener and be ready to share with the group what they noticed as effective listening behaviors.
- ↘ After the role-play, ask the observers which effective listening behaviors they noticed. Record their ideas visually so that participants can see the ideas. Be sure to include appropriate behaviors from the list below.
 - Look at the person who is talking.
 - Try to understand the speaker.
 - Give uninterrupted time to the speaker.
 - Don't interrupt or think about other things.
 - Ask questions to help the speaker say his or her ideas clearly so that you understand.

9. Ask the volunteer:

- How did it feel to try to talk with me when I was listening to you?
- What did you want to do?
- How do you think our relationship might be affected if this was a real situation?

10. Ask participants:

How do you think you might benefit from listening to others?



Group Activity/Practice

Large Group Practice (10 minutes)

1. Tell participants they will have a chance to practice their listening skills using sample situations.

2. Ask participants to suggest situations when they would want someone to listen to them. The situations could involve times when they were pleased or excited about something or times when they were upset or faced a problem. If possible, write a brief description or title for each situation on chart paper or the white/chalk board.
 - You got paid for a job you did and received less money than you expected. You want to talk with a friend about your concern.
 - You are not feeling well and left work early. You are afraid you will be fired. You want to talk to a friend or family member about the situation.
 - Your family wants you to return to school. You do not like school, but feel pressured to go back. You want to talk to your brother or sister about how you are feeling.
 - You want a job, but cannot find anyone to hire you. You want to talk to a friend or youth worker about it.
 - A boy or girl you study with wants to secretly meet you after school/work, you are apprehensive and don't think it's a good idea and want to talk to your sister about it
 - You got a job that pays a very good salary and you want to tell your sister how excited you are.
 - Your family wants you to get married. You are only 15 years old and not ready to take this step. You want to talk to a friend or a youth worker about it.
3. Using one sample situation, ask participants to suggest possible questions a listener might ask to help the speaker clarify his or her ideas. Record their ideas on chart paper or the white/chalk board.
4. Rotate from person to person acting as the speaker in the sample situation. Have each participant demonstrate the listening behaviors and respond with a possible question.

Paired Practice (10 minutes)

1. Have participants find a partner who is wearing clothes of a similar color. Have them decide which one of them is Person "A" and which one is Person "B."
2. Ask the "A's" to practice the five listening behaviors for about two minutes while the "B's" imagine they are in one of the sample situations discussed and are telling "A" about it. Tell the "B's" to notice which of the listening behaviors are being demonstrated.
3. Tell the pairs to begin.
4. After two minutes, have the "B's" tell the "A's" which of the listening behaviors they noticed.
5. Then, have the pairs reverse roles so that the "B's" have a chance to practice listening.
6. Repeat the procedure.

LEADER'S NOTE

If participants are reluctant to suggest situations, suggest some typical situations from your experience with the participants or choose culturally appropriate situations from the following ideas.

LEADER'S NOTE

: If color of clothing is not an appropriate characteristic to use to form pairs, choose another characteristic, such as different height, so participants have a suggestion for how to find a partner.



Personal Application

Discussion (5 minutes)

- 1. Select two or three questions from those listed below to ask participants.
 - Which of the listening behaviors were easy to do? Which behaviors were difficult?
 - How did it feel to be listened to by your partner?
 - What do you think the benefits might be for listening carefully to other people?
 - How might listening to others impact your relationships with them?
 - What might happen to your relationships with others if you don't listen carefully to them especially when they are telling you something that is very important?
 - 2. Ask participants to identify:
 - listening behaviors they think they do frequently, and
 - one listening behavior they want to improve.
 - Ask for volunteers to tell the group their ideas.
3. Encourage participants to think of two individuals they will listen to more carefully during the next three days. Ask them to notice the impact of listening carefully to others. If the group will be reconvening, ask them to be prepared to share their observations with the group.

THE POWER OF POSITIVE ATTITUDE

Learning Objectives

Participants will:

- ↘ Understand the impact of positive and negative experiences on a person.
- ↘ Define “positive attitude” and “negative attitude.”
- ↘ Identify the impact of a person’s attitude on their thoughts and behavior when managing negative experiences and the resulting consequences.
- ↘ Identify, demonstrate, and practice strategies to maintain a positive attitude.
- ↘ Strengthen their ability to maintain a positive attitude.

Definition of Terms

Positive Attitude: Attempting to see the good side in any situation and managing that situation in a constructive way.

Lesson Preview

- ↘ Demonstrate that people have both positive and negative experiences every day.
- ↘ List common negative and positive experiences faced by the group’s peers.
- ↘ Explain that, while people may not have control of what happens, they do have control over their attitude towards the experience.
- ↘ Define “positive attitude” and “negative attitude.”
- ↘ Discuss advantages and disadvantages of thinking and responding positively and negatively.
- ↘ List strategies to maintain a positive attitude.
- ↘ Apply the strategies for maintaining a positive attitude to typical situations.
- ↘ Identify a personal situation that was or could be approached with a positive attitude and apply the concepts in this lesson to everyday life.

Tasks to Complete Before Teaching

- ↘ For Generating Interest in Topic: Create two labels for the bags or buckets. Label one bag or bucket with a “+” symbol and the other with a “-“ symbol.
- ↘ For Generating Interest in Topic: Have ten rocks and ten pieces of newspaper or scrap



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper, or white/chalk board and markers/chalk)
- ✓ Two bags or buckets that are strong enough to hold ten rocks
- ✓ Two pieces of paper to use as labels for the bags or buckets
- ✓ Ten rocks
- ✓ Ten pieces of newspaper or scrap paper
- ✓ Paper and pencils or pens (optional)

paper available at the front of the room. During the exercise, each piece of paper will be crumbled to the size of an apple, orange, or tomato.

- ✎ For Generating Interest in Topic: Create a realistic story describing a typical young person's day in your country. His or her day should contain both positive and negative experiences, with more negative experiences than positive. The story might include experiences similar to those below. Select or describe experiences appropriate for the culture in which you are working. The story should take six or seven minutes to tell.
 - A friend promised to wake the young person. When the friend failed to follow through, the young person was late for school or work.
 - While speaking with a store clerk, the young person casually mentions taking a class. The clerk informs him or her of a job opportunity that pays well for a candidate with the ability to read.
 - The young person falls asleep before going to the market for groceries. He or she goes to school or work hungry.
 - The young person receives a large tip as a reward for directing a driver to a convenient parking space.
 - Unaware of a hole on the back of his pants, the young person is teased by another boy in the group. This boy's comments encourage the mocking laughter of other group members.
 - The young person arrives late to the bus stop and misses the bus that would get him or her to school or work on time.
 - After an outdoor party at home, the young person discovers money under a table.
 - As a group of friends is tossing a ball back and forth, someone accidentally knocks down a bystander. The offended woman begins screaming and calling the young people names.
- ✎ For Generating Interest in Topic: Create a visual with a vertical line down the center. Label the left side with a "+" and the right side with a "-."
- ✎ For Generating Interest in Topic: Ask a volunteer to help by holding two bags or buckets as you tell a story.
- ✎ For information to Share: Create a visual titled, Four Strategies for Maintaining a Positive Attitude, and list the strategies.



Generating Interest In Topic

Demonstration and Discussion (10 minutes)

1. Tell participants you will be describing a day in the life of a young person. As you describe the day, their job is to decide if the experiences the young person has are positive or negative.
2. Ask the volunteer to hold the bag or bucket labeled with a “+” in one hand and the other bag or bucket labeled with a “-“ in his or her other hand. The volunteer should have his or her arms at his or her side.
3. Explain that, as you tell the story, the participants are to raise their hand if something positive or negative happens to the person in the story. When you call on them, they are to identify the positive or negative experience and place a rock in the bag or bucket labeled with a “-“ if the experience is negative and crumble a piece of paper into a ball and place it in the bag or bucket labeled with a “+” if the experience is positive.
4. As you tell the story, keep a written record of the positive and negative experiences on the visual you prepared with the “+” and “-“ symbols.
5. Tell the story you created describing a day in the life of a young person.
6. After concluding the story, ask the volunteer holding the buckets the following questions.
 - Which bucket was easier to hold?
 - What thoughts ran through your mind as you held the negative, heavier side?
7. Thank the volunteer for helping you with the demonstration.
8. Explain:
 - This is an illustration of the impact of positive and negative experiences in a person’s life.
 - The positive experiences boost our spirits and help us feel good about our lives.
 - When a person faces many negative experiences, it’s easy to feel as if life is hard. A person may even feel helpless or hopeless. Without some strategies to handle negative experiences, life can be difficult to enjoy.
 - While events may be beyond our personal control, our attitude toward what happens is within our control.
9. State that today’s lesson will explore the impact of positive and negative experiences and how our attitude can help us manage our lives even when negative experiences occur.



LEADER’S NOTE

Rather than reading a scripted scenario to the group, spontaneously share a description of a day the participants might consider realistic.



Information To Share

Small Group Discussion and Leader Input (15 minutes)

1. Ask participants to suggest three or four positive and negative experiences common to their peers.
2. Explain:
 - While we may have little or no control over some of our experiences, we can control how we respond. Responding with a positive attitude will help manage negative experiences.
3. Explain the following definitions.
 - *Positive Attitude:* the way a person attempts to see the positive side in any situation or a constructive way to manage it.
 - *Negative Attitude:* the way a person sees the negative side in a situation.
4. State that very few experiences in life are all good or all bad. Often a person's attitude about the experience determines whether he or she sees the experience as positive or negative. A person can have a positive attitude about a bad situation and a negative attitude about a good situation.
5. Tell participants you will describe a situation and what the person might think or do if he or she has a negative attitude. They should be ready to share the possible consequences for the person in the situation if he or she has a negative attitude.
 - A person's mother is very ill and needs help. The person does not go to work. His or her employer told him or her that he or she will be fired if it happens again.
Negative attitude: My employer does not understand and is being unfair.
Negative behavior: The person argues with his or her employer.
 - By responding with a negative attitude, what consequences may result?

Suggested ideas:

- The person could lose his or her job.
- If the argument escalates, a physical fight might develop.
- The person might get a negative reputation and have trouble at work or difficulty finding a new job.

LEADER'S NOTE

Change the above situation to the school setting if it is more appropriate for your participants. Continue to use either the school or work setting for step 6.

6. Ask participants:

If the person had a positive attitude, what might he or she think? How might he or she respond?

Suggested ideas:

- Positive attitude: I understand my employer's concern. He or she needs to have employees that he or she can rely on to be at work.
- Positive behavior: The person explains that he or she is sorry about not being able to be at work and will try to avoid missing work.

↘ By responding with a positive attitude, what consequences may result?

Suggested ideas:

- The employer recognizes the person's desire to be reliable.
- The employer appreciates the person's willingness to talk reasonably about the situation.
- The employer is more likely to understand in the future.

7. Continue explaining the concept of a positive or negative attitude using the points below.

- ↘ A positive attitude means a person attempts to see a positive side in any situation or a constructive way to manage it.
 - ↘ A positive attitude doesn't mean ignoring tough situations. It means thinking and managing tough situations from a positive point of view.
 - ↘ A negative attitude can block a person from seeing important information and being able to change the situation.
 - ↘ While it might seem easier to respond to bad situations by thinking negative thoughts, a person with a positive attitude is more likely to solve the problem and create a more positive situation.
 - ↘ Most people would rather have some ideas about what to do when they are in a tough situation than to feel helpless or hopeless.
 - ↘ A person with a positive attitude is more likely to persist in trying to make things better.
8. Explain that having a negative attitude can bring consequences that will not be pleasant or help improve the situation. Knowing how to maintain a positive attitude, even in negative situations, can help a person solve problems and succeed at school, at work, and in his or her relationships with others.

9. Display the visual, Four Strategies for Maintaining a Positive Attitude, and explain each strategy. Identify two or three specific examples for how each strategy could be implemented. After your suggestions, ask participants if they have additional ideas for ways to implement the strategy.

Strategy One: Focus on the positive aspects that exist in any negative situation.

- ↳ Look for the positive qualities of a person, event, or day.
- ↳ Stop complaining.
- ↳ Avoid criticizing or blaming yourself or others.
- ↳ Change negative thoughts to positive thoughts.

Strategy Two: Look for things you can do to change a negative situation into a positive one.

- ↳ Try to understand the problem or issue behind the situation.
- ↳ Talk with the people involved and try to understand their points of views.
- ↳ Calmly and respectfully explain your point of view.

Strategy Three: Take a break from the situation if you need to calm down or if you have trouble thinking about the positive and negative aspects of a situation.

- ↳ Take a deep breath and try to stay calm.
- ↳ Do something active for a few minutes, such as play a sport, walk, or run.
- ↳ Do something enjoyable, such as work with your hands, do a hobby, or visit a friend.
- ↳ Walk away from the situation and come back later.
- ↳ Meditate, pray, and/or focus on any physical sensation that allows you to rest for a few minutes, such as feel the warmth of the sun, listen to the sound of the rain, or notice a pleasurable odor or sight.
- ↳ Use humor to reduce the tension.
- ↳ Do something to help others and come back to the situation later.

Strategy Four: As much as possible, surround yourself with positive people and events.

- ↳ Spend time with friends who have a positive attitude.
- ↳ Look for positive experiences and get involved.
- ↳ When making a friend, consider a person's attitude and choose friends with positive attitudes.
- ↳ Use humor and laughter to create a positive atmosphere.

Demonstration (5 minutes)

1. Demonstrate how to use the strategies in the following situation.
2. A police officer recently alerted area youth to disband and to refrain from congregating at their usual meeting place.
3. Identify appropriate thoughts and behaviors for each of the four strategies for maintaining a positive attitude.

Strategy One: Focus on the positive aspects that exist in any negative situation.

- Suggest to some of your friends that relocating won't be so bad especially if you can find a place with a store nearby for buying snacks.
- Tell your friends that this same thing happened a couple of years ago. Within two weeks, the police didn't care if our group was back in our old place or not. Suggest moving on for a while to see if the same thing happens this time.

Strategy Two: Look for things you can do to change a negative situation into a positive one.

- Calmly approach the police officer and ask him or her why you cannot gather in your usual place. Maybe something you don't know is happening that has nothing to do with your friends meeting there.
- Explain to the police officer that you and your friends always meet there. Ask him or her if there is a possibility that you can continue.
- Ask other people who know you, such as neighbors or your parents, to explain to the officer that you are not disrespectful or do anything wrong when you meet there.

Strategy Three: Take a break from the situation if you need to calm down or if you have trouble thinking about the positive and negative aspects of a situation.

- Stay calm even though you think the police are picking on you and your friends.
- Walk away as instructed so you have some time to think about the policemen's request.
- Suggest your group go to another place to play ball.

Strategy Four: As much as possible, surround yourself with positive people and events.

- If some of your friends are starting to get mad at the officer while others are remaining calm, join the group that is remaining calm.
 - In a teasing manner, ask the members of your group if they think they are being asked to refrain from gathering because the officers don't want so many handsome and or beautiful people in one spot in their city.
3. Explain that maintaining a positive attitude takes practice. They will begin practicing during the next activity.



Group Activity/Practice

Small Group Activity (17 minutes)

1. By counting off, divide participants into small groups with three or four participants in each group.
2. Assign group roles within each small group.
 - The shortest person can be the leader. The leader will keep the group working on the task.
 - The tallest person can be the spokesperson for the small group and will share his or her small group's ideas with the large group.
3. Explain the task.
 - You, the adult leader, will describe a situation.
 - Their small group will discuss the situation and suggest ways to demonstrate the four strategies for maintaining a positive attitude in the situation.
 - The small groups will share their ideas with the large group.
 - After each situation, the large group will discuss the possible consequences when a person responds with a positive attitude, and you will record their ideas on chart paper or the white/chalkboard.
4. Choose from the following situations those that are appropriate for the culture and group with which you are working. You can also create your own situations using some of the negative experiences suggested by participants earlier in this lesson.
 - A shopkeeper has approached you to help sell merchandise. In return, the shopkeeper is willing to pay a wage that you consider unfair.
 - Your friend is harassing you in front of others because you chose to go to work rather than joining them at the cinema.
 - You have gotten lost in the city.
5. After you describe the situation and the small groups have discussed it, ask each spokesperson to share his or her group's ideas for using the strategies.
6. Ask the large group for the possible consequences if the person in the situation has a positive attitude and responds in a positive way. Record the consequences on chart paper or the white/chalkboard.

LEADER'S NOTE

If you have participants who are able to write, it may be helpful to assign a recorder to write the responses of the small group.

LEADER'S NOTE

It is not imperative that the groups suggest ways to demonstrate all four strategies for each situation. Some situations may not lend themselves to all four strategies.

LEADER'S NOTE

You may proceed by describing one situation at a time. Then, ask the small groups to discuss it and share their ideas with the large group. Another option is to assign each small group a different situation and ask them to report to the large group.

7. Review the recorded consequences of having a positive attitude. Add your own ideas to their list if needed. The following are possible consequences.
- The individual's attempt to resolve some aspect of a difficult situation can attract the assistance of other people.
 - Becoming known as a person who "tries" may draw the attention of employers, educators, and other people with the ability to help the individual succeed.
 - By having a positive attitude, solutions may appear more frequently and easily. Life may feel less difficult.
 - The strategy of taking a break increases the likelihood that a person can see the opportunities in a situation.
 - A person with a positive attitude could gain the reputation in a group as a leader.
 - A person with a positive attitude could help a friend.



Personal Application

Discussion (5 minutes)

1. Lead a discussion with the large group by asking participants the following questions.
 - What makes it difficult to maintain a positive attitude?
 - What can you do to help yourself maintain a positive attitude?
2. Invite participants to silently respond to the following question.
 - Are there people in your life who help you maintain a positive attitude? If so, who are they? If not, who could you make friends with who might help you?
3. Have participants turn to someone seated next to them and share a personal situation where they demonstrated a positive attitude or they realize that a positive attitude would have helped.
4. Emphasize the benefit of trying to maintain a positive attitude. Persistent practice, over time, reduces the awkward sense of trying something new.
5. Express your commitment to regularly check back with them to find out how well they are able to maintain a positive attitude.

GOAL SETTING: MAKE IT HAPPEN

Learning Objectives

Participants will:

- ↘ Identify personal goals.
- ↘ Understand the benefits of planning to get what you want.
- ↘ Identify the steps in goal setting.
- ↘ Create a plan to reach a goal.
- ↘ Create a plan to reach a personal goal.

Definition of Terms

Goal Setting: Making a plan to achieve a desired outcome.

Lesson Preview

- ↘ List things participants want to accomplish or own.
- ↘ Discuss the benefits of planning and the consequences of not planning.
- ↘ Describe steps for reaching goals.
- ↘ Practice making a plan for reaching a goal as a group.
- ↘ Make individual plans for reaching a personal goal.

Tasks to Complete Before Teaching

1. **For Generating Interest in Topic:** Identify a goal you have set for yourself. It could be a goal you have already reached, or one you are still working to achieve. You will share your goal in the first part of this lesson.
2. **For Information to Share:** Create a visual of the steps in goal setting.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper, or white/chalk board and markers/chalk)
- ✓ Paper and pencils or pens (optional)



Generating Interest In Topic

Leader Input and Discussion (5 minutes)

1. Ask participants to think about something they want to accomplish or own, and be ready to share their ideas after you tell them a short story.
2. Tell participants about a goal you have or had in the past. Explain what you did or are doing to reach your goal.
3. Ask participants if they think you will reach (or would have reached) your goal if you simply wait (had waited) and hope (hoped) for it.
4. Ask participants to name some of the things they want to accomplish or own. Record their ideas on chart paper or the white/chalk board.
5. Tell participants they have identified possible “goals.” Explain that it is good to have goals, and today they will learn how to work toward achieving their goals.



LEADER'S NOTE

Use a goal your group might share, such as earning money, finishing school, buying a bicycle or scooter, getting a meal or place to sleep, getting a gift for someone's birthday, or learning a new craft.



Information To Share

Discussion (5 minutes)

1. State that some people seem to reach their goals more often and others seem to have trouble reaching their goals. One factor that impacts whether or not a person reaches his or her goals is how he or she plans and works toward achieving the goal.
2. Discuss with participants the consequences of not planning to reach a goal. Ask participants:
 - What do you think might happen if a person doesn't make a plan to reach his or her goals?

Draw from their comments and add your ideas so that you identify the following consequences of not planning.

- You may feel hopeless about ever reaching your goal.
- You waste time, money, and effort on things that don't help you reach your goal.
- You can miss opportunities because you aren't looking for them.
- You lose your focus.
- You might make excuses for not making progress toward your goal.

3. Discuss with participants the benefits of planning. Ask them:
 - What do you think are the benefits when a person makes a plan to reach his or her goals?

Draw from their comments and add your ideas so that you identify the following benefits of planning.

- You can keep your focus on your goal.
 - You can use your time wisely.
 - You can look for people who can help you reach your goal.
 - You can save your time, money, and effort for your goal.
 - You feel encouraged when you see progress toward your goal.
4. Emphasize that planning allows people to “make it happen” instead of “waiting for it to happen.” When people wait for it to happen, they may never reach their goals.

Leader Input (10 minutes)

1. Explain that making a plan to get what you want is also called “goal setting.”
2. Display the visual with the steps in goal setting and describe them.
 - Decide what you want to accomplish or own.
 - List the steps, what you need to do, to get what you want.
 - Put the steps in their proper sequence.
 - Start on the first step.
 - Keep trying.
3. Share the following helpful hints.
 - Think about possible obstacles and what you could do to get around them.
 - If the unexpected happens, don’t be surprised and don’t give up.
 - Think about who might help you reach your goal and talk to them about the steps you will take.
4. Have participants recall the goal you shared earlier in this lesson. Ask them to list the steps you took, or are taking, to reach your goal. You may need to help them identify the steps since you are using a goal you have set as an example and goal setting is a new skill for participants.
5. If possible, also discuss possible obstacles to reaching your goal and what you did/could do to get around them. You might also mention individuals or organizations that did/could help you.



Group Activity/Practice

Small Group Practice (15 minutes)

1. Direct participants to form small groups of three or four. Encourage them to try to form groups so that everyone in the group is wearing a similar color.
2. Assign group roles within each small group.
 - The person with the shortest first name can be the leader. The leader will keep the group working on the task.
 - The person with the longest first name can be the spokesperson for the small group and will share the small group's ideas with the large group.
3. Assign each small group one goal from the list of things they said they wanted at the beginning of the lesson. If you prefer, you could assign them one of the following goals instead.
 - Acquiring a bicycle, scooter, or motorbike
 - Helping a friend who is ill
 - Cleaning the playground of your community in order to make it useful to play football
 - Passing with a good grade the math final exam
 - Earning money to help in the marriage of your sibling
 - Earning money to support your family
 - Getting a gift for your mother's or father's birthday
 - Visiting a friend who is in a different part of the city or country
4. Instruct the small groups to create a plan to reach their assigned goal. Display the visual listing the steps in goal setting and remind them to use the steps they have learned. Encourage them to name possible obstacles and ways to get around them as well as who might help them achieve their goal
5. When the groups are finished, call on the spokesperson from each small group, one at a time, to describe his or her group's plan.
6. After each plan is shared, ask the whole group if they have any additional suggestions to help the small group reach its goal..



LEADER'S NOTE

If you have participants who are able to write, it may be helpful to assign a recorder to write the plan of the small group.



Personal Application

Individual Practice (10 minutes)

1. Ask participants to select a personal goal they would like to achieve.
2. Tell participants to make their own plan for “making it happen.”
3. Select one of the two optional ways to have participants share their plans. Then, continue with steps 4 and 5.

OPTION #1

- Have each participant share his or her plan with the large group

OPTION #2

- Direct participants to form pairs with someone sitting nearby. Have each participant share his or her plan with a partner.
4. As they share in the large group or with a partner, encourage participants to share additional ideas that might help one another reach their goals.
 5. Urge participants to get started on their plans as soon as possible and to keep the group informed about their progress.

HYGIENE & DRESS: PREPARING MY IMAGE

Learning Objectives

Participants will:

- ↘ Understand why good hygiene and appropriate dress are important.
- ↘ Identify the basic elements of good hygiene and appropriate dress.
- ↘ Distinguish between clothing that is and isn't appropriate for work and school.
- ↘ Identify ways to maintain or improve personal hygiene and dress.

Definition of Terms

Hygiene and Dress: The practice of keeping oneself clean and dressed in an appropriate manner.

Lesson Preview

- ↘ Discuss factors that influence clothing choices.
- ↘ List three main reasons good hygiene and appropriate dress are important.
- ↘ Discuss ways to improve hygiene or dress.
- ↘ Understand the difference between hygiene and clothing choices that might be appropriate for the work or school setting versus the home environment.
- ↘ Identify ways to improve or maintain personal hygiene and dress habits.

Tasks to Complete Before Teaching

1. **For Information to Share:** Create a visual of the three main reasons good hygiene and appropriate dress are important.
2. **For Group Activity/Practice:** It may be helpful to obtain school dress codes for your local area or dress code policies for employers who are likely to hire young people. This information can be used to provide examples for the participants.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper, or white/chalk board and markers/chalk)
- ✓ Paper and pencils or pens (optional)



Generating Interest In Topic

Discussion and Leader Input (5 minutes)

1. Ask participants to explain how they decided what to wear today. Record their ideas on chart paper or the white/chalk board.
2. Summarize and supplement their ideas to include the following ideas.
 - Personal mood
 - Temperature and weather
 - Comfort of fit
 - Cleanliness or dirtiness of clothing
 - Activities planned for the day
 - Whether or not they were trying to impress someone
 - Current styles
 - Dress codes, formal or informal, for the location
 - What clothes are available due to economic situation
3. Ask participants:
 - Have you ever gone somewhere and noticed that you or someone else looked out of place?
 - What made you or that person appear out of place?
4. Explain that part of a person's personal freedom is to choose how he or she wants to dress. This is one way a person communicates his or her identity and uniqueness. On the other hand, there are times when a person might benefit from choosing to dress in a way that is expected or more acceptable even if it may not be his or her preference, such as when interviewing for a job, going to a family event, going to work or school, or attending a place of worship.
5. Tell participants they will learn how to prepare themselves with the appropriate hygiene and clothing for work or social settings.



Information To Share

Leader Input (5 minutes)

1. Display the visual with the three main reasons good hygiene and appropriate dress are important. Describe the reasons and give examples for each.

Health

- Dirty hands spread germs and can make the person and other people sick.
- Poor oral hygiene results in cavities and gum disease.
- Dirty, uncovered hair gets in food during preparation.

Safety

- Long, loose hair can get tangled in equipment.
- Bare or sandaled feet can get cuts or caught in equipment.
- Loose, flowing clothing can get caught in machinery.

Relationships

- Unpleasant body or mouth odor alienates people.
- Clothes that reveal too much of the body, are tight, or are dirty may make other people uncomfortable. They may not want to be near the person.
- Ask participants if they can think of any other reasons good hygiene and appropriate dress are important or any examples they have noticed.



LEADER'S NOTE

Make sure participants do not name specific individuals when they share their ideas. It is important not to embarrass anyone.



Group Activity/Practice

Small Group Activity and Discussion (25 minutes)

1. Ask participants to form a line.
2. After forming the line, have participants count off with each person saying one of the numbers, “one,” “two,” or “three.” Direct the “ones” to form one group, the “twos” to form a second group, and the “threes” to form the third group.

3. Assign group roles within each small group.

- The shortest person can be the leader. The leader will keep the group working on the task.
- The tallest person can be the spokesperson for the small group and will share the small group's ideas with the large group.

4. Assign one of the following topics to each small group.

- Health
- Safety
- Relationships

5. Instruct the small groups to make lists of things people can do to improve their hygiene or dress that will impact the quality of their assigned topic: health, safety, or relationships. If needed, provide an example of each topic using the ideas in step 8.

6. When the small groups are finished, call on the spokesperson from each small group, one at a time, to describe his or her group's list.

7. After each list is shared, ask the whole group if they have any additional ideas to add.

8. After each small group's ideas are shared, supplement their list as needed with the following ideas.

Health

- Wash hands to prevent germs from spreading and making people sick.
- Brush teeth and keep the mouth clean to prevent cavities and gum disease.
- Cover hair while cooking to prevent it from getting in food.
- Cover your nose and mouth when coughing or sneezing using a tissue, hankie, or by coughing and sneezing into your hand or arm.

Safety

- Cover or pull back hair to prevent it from getting tangled in equipment.
- Wear shoes to protect feet from injury.
- Wear clothing that isn't very loose and flowing to prevent it from getting caught in machinery.
- Follow any safety rules for dress that are provided by employers.

Relationships

- Wash regularly with soap and water to prevent body odor that can alienate people.



LEADER'S NOTE

If you have participants who are able to write, it may be helpful to assign a recorder to write the responses of the small group.

- Wear clothing that is clean and modest to make it comfortable for others to be near.
 - Brush teeth regularly to prevent mouth odor that can alienate people.
9. After all the groups have shared their ideas, ask participants:
 - How do you think your personal hygiene and clothing choices might be different when you are at work, at school, or at home?
 - Why do you think school officials or employers might be concerned about your clothing choices?
 10. Summarize by stating that, when attending school or going to work, a person may be more successful and life may be easier if he or she complies with the organizations' expectations and rules. At home, a person may have more freedom to dress as he or she chooses.
 11. Explain that you will tell each small group a situation. They are to determine the appropriate hygiene and dress for their assigned situation.
 12. Select three of the four situations and read one of them to each group or create your own situations based on the culture of your participants.
 - Walking during the rainy season to see your sick grandparent
 - Attending your current school or youth center
 - Going to work in a beauty salon where you will be standing all day and interacting with customers
 - Working as a waiter in a local restaurant where the owner wants you to look nice and serve the food in a clean and pleasant manner
 - Working at a bank as a cashier or teller
 13. After a few minutes, have the spokesperson from each group share the ideas generated by his or her group. Augment their ideas if needed.
 14. Ask participants:
 - What barriers might keep you from being able to dress and groom yourself in the ways we've described?
 - How might you deal with these barriers and present yourself in the best possible way at work or school?
 15. Assist participants in finding creative solutions to the challenges they face in achieving the standards of hygiene and dress expected of them at school and work.



LEADER'S NOTE

If possible, explain several dress codes from schools or typical employers and the rationale behind the codes.



Personal Application

Discussion (5 minutes)

1. Instruct participants to think about their current hygiene and dress habits and the expectations of their school, their employer, their friends, and social situations.
2. Have each participant identify one hygiene and dress habit they are doing well; then identify one hygiene and dress habit they would like to improve.
3. Ask for volunteers to share what they are doing well and will continue to do.
4. Encourage participants to investigate the dress codes at their school and/or place of employment and compare their own dress to see how they measure up to their school's and/or employer's expectations.

MAKING A POSITIVE FIRST IMPRESSION

Learning Objectives

Participants will:

- ↘ Identify three types of “first impressions.”
- ↘ Identify what type of first impression is important in different situations.
- ↘ Examine how the four senses should be considered when attempting to make a positive first impression.
- ↘ Understand the importance of being able to adapt behavior and clothing choices to different social and workplace situations.

Definition of Terms

First Impression: An initial opinion developed about a person.

Lesson Preview

- ↘ Demonstrate how to make a negative impression.
- ↘ Identify factors that influence first impressions.
- ↘ Name three types of impressions.
- ↘ Discuss the type of first impression participants want to make in a variety of situations.
- ↘ Identify situations when a wrong impression might be made.
- ↘ Describe how to use four senses to create the type of impression desired.
- ↘ Examine how appropriate behavior and clothing choices change depending on the situation.
- ↘ Practice using four senses to make a positive first impression in a variety of situations.
- ↘ Identify personal changes that will improve the impression participants make on others.

Tasks to Complete Before Teaching

1. **For Generating Interest in Topic:** Wear sloppy clothing to begin teaching this lesson.
2. **For Group Activity/Practice:** Decide which option to use and gather the needed materials.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper, or white/chalk board and markers/chalk)
- ✓ For Group Activity/Practice Option #1: Magazines, paper, pens or pencils or crayons or markers
- ✓ For Group Activity/Practice Option #2: Chart paper and markers

LESSON PLAN

Prerequisite Skill or Lesson
"Hygiene And Dress: Preparing My Image"

Length of Lesson
45 minutes



Generating Interest In Topic

Demonstration (5 minutes)

1. You, the leader, come to this session in sloppy attire. Demonstrate many of the behaviors associated with creating a poor first impression, including the following:
 - Dress sloppily.
 - Sit slumped in your chair.
 - Fumble through papers and act disorganized while trying to begin class.
 - Use very little eye contact with participants.
 - Mumble when you speak.
 - Use inappropriate language for the group setting.
2. Stop and ask participants:
 - What are your impressions of me as your leader today?
 - Since my behavior is different from usual, which impression is stronger, today's behavior or the impression made previously?
 - What might you think if this was the first session we had together and you were meeting me for the first time?
3. Explain that first impressions are made only once, and they last a long time. This lesson will prepare participants to plan ahead to make the kind of impression they want to make.



Information To Share

Discussion (5 minutes)

1. Ask participants what factors influenced their impressions of you today. Supplement their ideas as needed with the following ideas.
 - Dress
 - Proper use of language
 - Personal hygiene
 - Confident and caring behavior
 - Preparedness

2. Remind participants of the three main reasons good hygiene and appropriate dress are important: health, safety, and relationships. Dress and hygiene also impact relationships by affecting first impressions.
3. Ask participants:
 - Do you think dress, proper use of language and personal hygiene are just superficial elements and shouldn't matter among peers? Explain your answer.
 - Do you think some young people are unfairly discriminated against due to their unique dress? Explain your answer.
 - Do you think these factors matter when applying for a job? What are your reasons?
4. List the three types of impressions people can make on others when they first meet. Provide an example for each.

Favorable Impression: If someone new joined our group, and she smiled, used your name when addressing you, and was dressed cleanly and neatly, she would probably make a favorable first impression.

Neutral Impression: If the new person was shy, but polite, and didn't say much, perhaps she would make very little impression on you.

Negative Impression: If the new person refused to greet you, called you by a rude nickname, and smelled bad, she would probably make a negative first impression.

Activity and Discussion (10 minutes)

1. Draw an imaginary line through the group so half the group is on one side and half on the other. Ask participants to find a partner on the opposite side of the line.
2. Explain that you will describe a series of situations. Each pair should decide which type of impression they would like to make. When you ask for the pairs' decisions, they should signal which type of impression they want to make.
 - Point up if they want to make a favorable first impression.
 - Point sideways if they want to make a neutral first impression.
 - Point down if they want to make a negative first impression.
3. Read several of the following situations, selecting those that are culturally appropriate for the group. Allow a minute for the pairs to make their decisions; then, ask participants to signal their decision.
 - Hanging out with friends in the evening
 - Visiting a grandparent

- Staying at home with family
 - Staying at home when visitors are coming
 - Going to school
 - Going to a school when you want to get picked for an event like sports day or annual day
 - Working at a job that demands hard physical labor, such as digging dirt, lifting heavy objects, or washing dishes
 - Applying for a new job
 - Visiting a mosque or sacred place
 - Attending a sporting event
 - Going to friend's home to listen to music
 - Going to a friend's house for dinner for the first time
 - Going to the store to buy groceries
 - Going out to eat
4. After participants have signaled for each situation, ask them to share the reasons for their decisions if they disagree on the same situation. For example, one participant might not care what impression he or she makes when going to school, while other participants might want to create a positive impression.
5. Suggest situations where a person probably wants to make a neutral or positive impression, but creates a negative impression. Share the following examples or choose situations that are appropriate for the culture in which you are working.
- A person visits a sacred place wearing clothing that is too informal. Some people could think that person is dressed inappropriately and is not showing the proper respect.
 - A person goes to school wearing inappropriate clothing.
 - A person uses harsh language in public places. People who hear this person's speech could think she or he is rude or violent.
 - A person runs through the street and accidentally bumps into someone. People who see this behavior could think he or she is careless and inconsiderate.
 - A person wears a type of clothing other young people think is appealing and appropriate, but adults find it offensive. Adults might think this person is obscene or belongs to a gang.



LEADER'S NOTE

Most likely, there will be very few situations in the prior activity where a person wants to create a negative impression.

Leader Input (5 minutes)

1. Inform participants that, when trying to control the type of impression one makes on others, it is important to consider four of the five senses: sight, hearing, smell, and touch. Describe how each sense can affect the impression people have of one another using the ideas below for each sense.

Sight

- Clothing style and neatness
- Hair style and cleanliness
- Cleanliness of face, hands, and clothing
- Biting fingernails
- Picking nose
- Use of bow or hand gestures for greeting and saying good-bye
- Facial expressions, such as smile, frown, or boredom
- Posture
- Eye contact

Hearing

- Words used, such as slang, formal language, or vulgar expressions
- Sounds made, such as burping, belching, or passing gas
- Talking negatively or positively about others

Smell

- Cleanliness of clothes
- Amount of body odor
- Odors that cling, such as smoke
- Perfume or cologne

Touch

- Use of hand shake, special hand clasp or high five, hug, or kiss for greeting and saying good-bye
 - Ongoing, intermittent, or repeated physical contact with others
2. Explain that different situations require specific behavior that may or may not be appropriate in another setting. Share the following examples or choose situations that are appropriate for the culture in which you are working.

- Home versus Restaurant: It might be appropriate to wear the clothes you slept in to eat breakfast at home, but not in a restaurant. If you are meeting someone for the first time at a restaurant, your behavior and appearance will make a first impression.
- School versus On-The-Street: It might be appropriate to raise your hand before speaking in school, but it isn't necessary on the street. Appropriate behavior in school or on-the-street can make a positive, neutral or negative first impression.
- Religious space / mosque versus Grocery Store: It might be appropriate to kneel and pray in a place of worship, but not in a grocery store. Imagine the first impression you would make in the grocery store!
- Friend's House versus Home: It might be appropriate to ask permission to use the bathroom at a friend's house, but it isn't necessary at home. If you are at a friend's house for the first time, your behavior will make a first impression on others in your friend's house



Group Activity/Practice

Activity (15 minutes)

1. Have participants line up according to their height so the shortest person will be on one end of the line and the tallest person will be on the opposite end. Then, ask the participants to count off by five and form five small groups with all the "1's" together in one group, "2's" in another, and so on. For example, if you have 20 participants and count off using the numbers one through five, you will have five groups of four.
2. Assign small group roles.
 - The youngest person will be the leader. It is his or her job to keep the group focused on the task.
 - The person to the left of the leader can be the spokesperson who will describe his or her group's pictures or poster to the large group.
3. Assign each small group one of the following situations.

Visiting a sacred place

Visiting a friend's home

- Applying for work as a laborer, such as a construction worker or dish washer
 - Applying for work in a retail store, such as a grocery or clothing store
 - Visiting a sick grandparent or neighbor
4. Select one of the two optional ways to have each group show how to create a favorable impression in their assigned situation. Then, continue with step 5.

OPTION #1

- Using magazines, have each group select appropriate pictures to indicate how one would dress and present oneself to make a favorable impression in their assigned situation.
- Each group should address all four of the senses.
- Groups may supplement the pictures with drawings as needed.

OPTION #2

- Give each group a sheet of chart paper and markers.
 - Have each group draw a caricature of a young person, showing how one would dress and present oneself to make a favorable impression in their assigned situation
 - Each group should address all four of the senses.
5. Ask each group's spokesperson to share his or her group's pictures or poster with the whole group. Following each presentation, allow participants to suggest additions.



Personal Application

Discussion (5 minutes)

1. Ask participants:
 - Is a person's first impression during a job interview only based on physical appearance? Explain your answer.
 - Do you think real employers rely on first impressions? Why or why not?
 - What is a situation in the near future where you will want to make a positive first impression? For what reasons?
2. Ask participants to think of one thing they can do to improve others' impressions of them. Encourage them to do it.



LEADER'S NOTE

While physical appearance should not be the only criteria for employers, participants need to know that it is important when applying for a job.

DEVELOPING CONFIDENCE IN SELF AND OTHERS

Learning Objectives

Participants will:

- ↘ Identify what is needed for a person to feel confident.
- ↘ Identify ways to build the confidence of self and others.
- ↘ Commit to doing one thing to strengthen their self-confidence.

Definition of Terms

Self-Confidence: Acknowledging personal strengths, such as skills, knowledge or talents.

Lesson Preview

- ↘ Identify that unique characteristics and talents of an individual contribute to his or her self-confidence.
- ↘ Describe two parts of self-confidence.
- ↘ Create lists of ways to build self-confidence.
- ↘ Discuss the role of environment in building confidence.
- ↘ Identify participants' perception of the parts of their personal self-confidence.
- ↘ Identify one way to strengthen their self-confidence.
- ↘ Record ways their self-confidence is built.

Tasks To Complete Before Teaching

1. **For Information to Share:** Draw a simple two-wheeled bicycle on chart paper or the white/chalk board.
2. **For Information to Share:** If you plan to explain concept presented in step #8, draw a second bicycle on another piece of chart paper or the white/chalk board. This bicycle should look stronger and have more trimmings, such as bells, decorations, streamers, etc.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Enough small objects for each person to have one, such as stones or nuts
- ✓ Paper, tape and pencils, pens, or markers



Generating Interest In Topic

Discussion and Demonstration (5 minutes)

1. Give each participant a small object. Each person should have the same type of object, such as all stones or all nuts.
2. Ask participants to look at their object and identify the characteristics that are unique to their object and that make it special.
3. Gather all of the objects and place them in a pile at the front of the room.
4. Have participants come forward and find their own object based on its unique characteristics.
5. After participants have found their object, ask a few of them to comment on what was special about their object. Summarize the activity by indicating that, just as each object is unique, each person is also unique and possesses unique talents and strengths. Recognizing their own talents and strengths can build their self-confidence.



Information To Share

Leader Input and Discussion (15 minutes)

1. Display the picture you have drawn of a two-wheeled bicycle. Explain how the bicycle needs both wheels to be able to move easily.
2. Describe how a person's self-confidence is like a two-wheeled bicycle. Label each wheel with one of the two parts of self-confidence, as you explain the characteristics of a self-confident person.

A self-confident person:

- recognizes or acknowledges his or her strengths, such as skills, knowledge, or talents; and
 - has other people who appreciate his or her strengths (skills, knowledge, or talents).
3. Explain that people need to try to keep these two parts of self-confidence strong so they will be able to move forward with their personal lives. Building self-confidence is a life-long process.

4. Discuss the implications if only one of the tires is full of air and the other tire is flat. The bicycle is no longer as functional as before. People can ride a bicycle with only one tire full of air, but it is very difficult. The same is true with self-confidence. If you have one of the two parts, you can feel confident, but you will feel even more confident with both parts strong. Remember: The two parts of self-confidence are your recognition of your own strengths and the recognition from others of your strengths.
5. With participants, brainstorm two lists on chart paper or the white/chalk board. List:
 - Strengths or skills, knowledge, and talents a person might have at home, school, or work
 - Categories of other people who might appreciate his or her strengths, such as friends, parents, employers, teachers.
6. Explain that one way a person knows someone has appreciated his or her strengths is when he or she receives a compliment or is praised for something. For example, if someone said, “You have cleaned this room thoroughly.” The person who made the statement would be expressing appreciation for the careful way a person did this task. While at times it is embarrassing to receive compliments or praise for things we have done or said, it is our responsibility to accept the praise politely knowing that the person was expressing his or her appreciation.
7. Suggest that one way to improve self-confidence is to learn new skills, improve the skills you have, or gain new knowledge. Ask participants to suggest ways people can gain new skills and knowledge. Suggest the following if not mentioned by the participants:
 - Take a class or join a new course.
 - Find someone who knows what you want to learn and ask for help.
 - Build confidence in reading by reading out loud.
 - Read a book.
 - Build confidence in speaking by practicing in front of a mirror.
 - Use a computer to look up information or resources.
 - Practice something you want to get good at doing.
8. If culturally appropriate, display and explain the second picture of a stronger or fancier two-wheeled bicycle. Explain the visual.
 - Older individuals have had more opportunities to learn skills. As people get older, self-confidence can grow and get stronger. In some cultures, young people are not expected to have a great deal of self confidence. Having strong self-confidence is reserved for elders.

- Indicate the picture with the fancy two-wheeled bicycle represents the self-confidence of an older person. It also represents a goal younger people can have for themselves.
9. Another factor that effects how smooth a person’s bicycle ride will be is the road he or she is riding on. It’s easier to ride the bicycle on a smooth road. When the road is bumpy, it’s more difficult. This is also like life. Sometimes positive things happen in peoples’ lives or the environment they live and work in is positive and life seems easier. During these times, it’s easier for people to feel good about themselves and to build self-confidence. However, when the road is bumpy, and life is bumpy at times, too, it’s harder to feel confident.
- ↘ Ask participants to suggest examples of the problems or situations young people face in their communities that might impact self-confidence negatively. If needed, provide a few culturally appropriate examples of situations. You can select or modify those listed below.
- Someone you interact with frequently criticizes you.
 - Males and females are treated differently.
 - People around you respond harshly to honest mistakes.
- 10 Select two or three situations suggested by participants or ones you have described and ask participants how the situation might impact a person’s self-confidence.
11. State that, while a person cannot control the environment where he or she lives, learns, or works, a person can control how he or she responds.
- A person can accept the fact that others may not know how to make suggestions or give feedback kindly.
 - A person can also know that he or she did his or her best and can try to maintain a positive attitude about himself or herself.
 - Depending on the situation, he or she may be able to express his or her reactions to the situation in order to encourage a more positive response in the future.



Group Activity/Practice

Individual Activity (20 minutes)

1. Ask participants to create their personal self-confidence flag. Have them divide a piece of paper into three columns or use three sheets of paper and tape them together.

- In one column, have participants write or draw the skills, knowledge and talents they recognize in themselves.
 - In the second column, have them list the people who appreciate their strengths.
 - In the third column, have them write or draw strengths people appreciate about them.
2. Have participants walk around the room and share their flags with one another. Explain that they are to:
- Read one another's lists.
 - If you appreciate something about the person, share what you appreciate about him or her.
 - As others share appreciation with you, add their name and list the skill, knowledge or talent they mention.



Personal Application

Large Group and Paired Discussion (5 minutes)

1. Ask participants:
 - Why do you think having self-confidence is important?
2. Ask participants to identify one way they will build their personal self-confidence. Have participants share their ideas with a partner sitting close to them.
3. Encourage participants to act on their ideas for building their personal self-confidence by doing the following:
 - Notice the skills and talents they have. Add these skills and talents to their flag over the next few weeks.
 - Notice when others say they appreciate something about them. Add these comments to their flag as they hear them.
 - Develop a new skill. Add these skills to their flag over the next few weeks.



LEADER'S NOTE

The last step could be done as a homework assignment.

RESPECTING SELF AND OTHERS

Learning Objectives

Participants will:

- ↳ Identify situations that demonstrate respect.
- ↳ Identify ways to show respect for self and others.
- ↳ Discuss what respect is and is not.
- ↳ Identify expressing appreciation as one way to demonstrate respect.
- ↳ Identify the steps for expressing appreciation.
- ↳ Develop assertive statements of appreciation.
- ↳ Understand how respecting one another and expressing appreciation to others contributes to positive relationships.

Lesson Preview

- ↳ Define respect and self-respect.
- ↳ Identify ways to show respect for others and self-respect.
- ↳ Discuss what respect is and is not.
- ↳ Identify the two parts of an assertive statement of appreciation.
- ↳ Develop assertive statements of appreciation as a way to show respect for self and others.
- ↳ Practice expressing appreciation for self and others.
- ↳ Make personal commitments to demonstrate respect and express appreciation to self and others.

Tasks To Complete Before Teaching

1. **For Generating Interest in Topic:** Create two signs: Agree and Disagree. Post them on opposite sides of the room.
2. **For Information to Share:** Create a split-sheet chart with one of these two titles on each side: Respect is..., Respect is not...
3. **For Information to Share:** Create a visual listing the two parts of a statement expressing appreciation.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Paper and pencils or pens for each participant (optional)



Generating Interest In Topic

Large and Small Group Activity (12 minutes)

1. Ask participants how they would define “respect.”
 - Accept three or four ideas and record them on chart paper or the white/chalk board.
2. Post the two signs, Agree and Disagree, on opposite sides of the room. Tell participants that you will be describing some situations to them that involve a person or group of people acting in a way that may or may not show respect. They are to decide if they agree or disagree that the situation demonstrates respect. Then, move to the side of the room with the sign that represents their choice.
3. Describe the first situation. Give participants a moment to think about their response; then, ask them to move.

Agree/Disagree Situation #1: Your group leader/teacher asked you to help carry some things to the office. You are already late for your next class and you tell him or her you can’t.

- When participants have found their places, call on volunteers to explain their reasons for agreeing or disagreeing.
4. Have participants move to the side of the room with the sign that represents their choice, agree or disagree, regarding the next situation. When they have moved, call on volunteers to share their reasoning.

Agree/Disagree Situation #2: An elderly woman who is walking home from the market is struggling with three large bags of groceries. This same woman has been critical to neighbors about how you and your friends dress and talk. You do not offer to help the woman.

5. Have participants move to the side of the room with the sign that represents their choice, agree or disagree, regarding the next situation. When they have moved, call on volunteers to share their reasoning.

Agree/Disagree Situation #3: Your parents tell you to watch your younger sister while they go out for groceries. You had planned on going to the park with a friend. You decide to take your sister along even though she doesn’t want to be there and is bored.

6. Thank participants for sharing their opinions on the issue of respect and indicate that you want to continue exploring this critical topic by thinking about ways to show respect for self and respect for others.
7. Have participants form small groups with others standing near by. Explain that in their

small group they should discuss the situation you will describe and suggest ways to show respect. Designate half of the groups to suggest ways to show respect for others and the other half respect for self.

8. Use the situation below, or create your own based on your culture and participants.

Showing Respect Situation #3: How would you show respect if an employer asks you to work overtime and you have already made plans with friends for after work?

9. After two minutes of discussion, invite three or four suggestions from the small groups.

10. Acknowledge that, in some situations, it is difficult to show respect for self and for others. If needed, ask or suggest ways this might be done in this situation.

11. If time permits, describe a second situation and allow the small groups to suggest ways to show respect for self and others. You may switch the assignment of the groups so that those who suggest ways to show respect for others are now assigned ways to show respect for self.

Showing Respect Situation #4: A police officer asks you to leave the park even though the park doesn't close for another 30 minutes. You don't think you should have to leave because the park hours are posted and the park should be open for another 30 minutes

12. Provide definitions of "respect for others" and "self-respect" that are similar to the following:

- Respect for others is to feel or show honor or regard for the worth of someone.
- Self-respect is when a person believes in his or her personal worth and is willing to stand up for himself or herself.

13. Acknowledge the frequent dilemma of showing respect for self and others at the same time.



Information To Share

Leader Input (3 minutes)

1. Refer to the definitions of respect that they suggested at the beginning of the session. Invite participants to clarify their ideas by listing what respect "is" and "is not." Create a

split-sheet chart on chart paper or the white/chalk board. It should resemble the chart below:

Respect is...	Respect is not...
<ul style="list-style-type: none"> automatically given in some situations and needs to be earned in others 	<ul style="list-style-type: none"> blind obedience
<ul style="list-style-type: none"> valuing oneself and others 	<ul style="list-style-type: none"> tied to whether or not you like someone
<ul style="list-style-type: none"> showing honor for the worth of others 	<ul style="list-style-type: none"> being selfish
<ul style="list-style-type: none"> believing in one's personal worth 	<ul style="list-style-type: none"> mistreating others
<ul style="list-style-type: none"> standing up for one's self 	<ul style="list-style-type: none"> blind respect for elders
	<ul style="list-style-type: none"> automatically earned with age or authority

Leader Input and Demonstration (5 minutes)

1. Tell participants there are many ways to show respect to self and others. State that one of the ways is to use statements of appreciation with others and with self.
2. Display the visual listing the two parts of a statement of appreciation. Explain the two parts:
 - Describe what the person did.
 - Tell why you appreciated what the person did.

Share a simple formula for including the two parts:

- When you ___ (describe what the person did) ___,
 - I appreciated it because ___ (tell why) ___.
3. Demonstrate making a statement of appreciation as a way to show respect for others. Use the following situation or a similar one.
 - A friend noticed you were having trouble with a task you needed to complete. He or she came over to help you.
 - You said, "When you helped me with this difficult job and taught me an easier way to do it, I appreciated it because I was able to finish it."

LEADER'S NOTE

Participants should understand that obedience is different from respect and blind obedience may negatively impact respect for self. Obedience is when someone chooses to follow instructions or behave in accordance with a law, rule, or order. "Blind obedience" is when someone obeys a higher order without thinking and making a clear choice.

LEADER'S NOTE

This visual is also used during the lesson, "Assertiveness: Speaking Directly, Honestly, and Respectfully."

4. Point out the two parts of the statement of appreciation.
5. Demonstrate making a statement of appreciation to yourself as a way to show self-respect. Note that this type of self-appreciation is made privately in your mind or in a personal journal. When making a statement of appreciation to yourself, you describe what you did and why it helped you build your self-respect. Use one of the following situations or a similar one.
 - The youth leader is looking for people to act or dance in a local celebration. You like to dance and would like to join the group, but fear you will be rejected. You decided to tell the youth leader that you are interested in joining.
 - Your statement of self-appreciation might be, “I asked to join the dancing group, even though I was afraid I might not be included. It took courage, but next time it will be easier for me to speak up.”
 - Without being asked, you stayed and helped clean up the room after one of your classes or group meetings.
- ↘ Your statement of self-appreciation might be, “I stayed after and helped clean up the room without being asked. It was helpful to the teacher/leader and the right thing to do.”
6. Point out the two parts of the statement of appreciation.



Group Activity/Practice

Small Group Practice (10 minutes)

1. Divide the large group into small groups with three or four participants in each group by asking them to find two or three participants they have not worked with or spoken with recently. Encourage them to find participants who are not sitting on either side of them.
2. Assign group roles:
 - The person with the longest last name in each small group will be the leader. It is his or her job to help the group stay focused on the task.
 - The person sitting to the left of the leader will be the spokesperson and will share his or her group’s ideas with the large group.



LEADER’S NOTE

If you have participants who are able to write, it may be helpful to assign a recorder to write the responses of the small group.

3. Ask the small groups to think of someone in the room that they respect and to whom they could express appreciation for something he or she has done or said. Have each group develop an assertive appreciation statement. Display the visual listing the two parts of an assertive statement that communicates appreciation.
 4. Ask each spokesperson from the small groups to share his or her group's statement in the large group. As each statement is shared, ask other groups to listen for the two parts of the statement of appreciation.
 5. Provide feedback and guidance if the small groups need help including both parts of the appreciation statement.
- ↳ What might be the advantages of expressing appreciation even if it seems uncomfortable?
- A person acknowledges a strength, talent, or something admired about another person.
 - It can enhance or improve the relationship.
 - It lets others know what they have done or said is valued.
6. Ask participants:
 - What makes it easy or difficult to express appreciation to others?
 - When people express appreciation to others, how are their relationships affected?

Individual Practice and Large Group Discussion (5 minutes)

1. Ask participants to think of something they appreciate about themselves.
2. Have each individual develop an assertive appreciation statement to tell himself or herself privately. Display the visual listing the two parts of an assertive statement that communicates appreciation.
3. Ask participants:
 - What makes it easy or difficult to express appreciation to yourself?
 - When people express appreciation to themselves, how are they affected?
 - Do you think it is easier to express appreciation to someone else or to yourself? Explain your reasons.



LEADER'S NOTE

Directly expressing words of appreciation may be uncomfortable for the participants. If so, discuss with them the advantages of such expression. Include in the discussion any cultural norms that apply. The following question and possible responses may help to guide the discussion.



Personal Application

Discussion (5 minutes)

1. Ask participants:
 - What makes it easy or difficult to show respect for others?
 - When people show respect for others, how are their relationships affected?
 - When people show respect for themselves, how are their relationships with others affected?
 - How does having self-respect benefit a person?
2. Encourage participants to show respect for themselves or for others during the next few days.

Individual Activity (5 minutes)

1. Ask participants to think of two individuals to whom they want to express appreciation during the next week. Encourage them to think of one person at school or work, and one friend or family member. Ask them to plan what they will say and when they will speak to the people they appreciate. Ask them to notice the impact of their appreciation on others. If the group will be reconvening, ask them to be prepared to share their observations with the group.
2. Encourage participants to begin a journal or diary of self-appreciation. Ask them to write or draw one message to themselves each day. The message should be something they did well or something they appreciate about themselves.

ASSERTIVENESS: SPEAKING DIRECTLY, HONESTLY, AND RESPECTFULLY

Learning Objectives

Participants will:

- ↘ Identify the difference among passive, aggressive, and assertive communication and behaviors.
- ↘ Understand the impact of passive, aggressive, and assertive communication and behavior on self, others, and a group's ability to work well together.
- ↘ Express annoyance in a direct, honest, and respectful way.
- ↘ Improve their ability to make assertive statements to express annoyance.
- ↘ Express appreciation in a direct, honest, and respectful way. (optional)
- ↘ Improve their ability to make assertive statements to express appreciation. (optional)
- ↘ Identify a personal situation where they can use an assertive statement.

Definition of Term

Assertiveness: Expressing opinions in a direct, honest and respectful manner.

Lesson Preview

- ↘ Demonstrate aggressive communication and discuss its characteristics and the impact it has on self and others.
- ↘ Demonstrate passive communication and discuss its characteristics and the impact it has on self and others.
- ↘ Describe assertive communication, its characteristics, and the impact it has on self and others.
- ↘ Identify the three steps of assertive communication for expressing hurt or annoyance.
- ↘ Identify the two steps of assertive communication for expressing appreciation. (optional)
- ↘ Practice using assertive communication to express annoyance.
- ↘ Practice using assertive communication to express appreciation. (optional)
- ↘ Identify personal situations where assertive communication can be useful.

Tasks To Complete Before Teaching

1. **For Information to Share:** Create a visual listing the three parts to an assertive statement for expressing annoyance.
2. **For Information to Share (optional):** Create a visual listing the two parts to an assertive statement for expressing appreciation.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Paper and pencils or pens for each participant (optional)



Generating Interest In Topic

Demonstration and Discussion (10 minutes)

1. Ask participants to think of a time when someone did something that hurt their feelings or made them angry. Ask them to raise their hand if they had one of these two responses:
 - They didn't do anything, but felt badly.
 - They did something to get back at the person, such as shouted or threatened the person.
2. Bring two chairs to the front of the room. Sit in one chair and tell participants to imagine someone sitting in the other chair. Explain that you are going to demonstrate one form of communication with the imaginary person in the empty chair. Describe the situation.
 - A friend of yours has borrowed some money from you. You have asked your friend to return the money without success. You really need the money back. He or she has just entered the room and you can tell he/she does not have your money.
3. Demonstrate being aggressive toward the imaginary person in the chair by yelling, calling the person derogative names, pounding your fist into your hand, stamping your foot, and stating, and "You idiot! Go get my money! I'm never letting you borrow anything again."
4. Ask participants how they would feel if they were the imaginary person.
5. Tell participants this type of communication is called "aggressive." When someone speaks or acts as if he or she is dominant, more powerful, or superior to other people, or when he or she does something to get back at the person, he or she is being aggressive.
6. Ask participants what "aggressive" communication might look or sound like. Record their ideas on chart paper or the white/chalk board. Encourage them to include verbal and nonverbal characteristics. Augment their ideas with the following as culturally appropriate:

Verbal

- Yells
- Threatens
- Gives orders
- Asks questions to pressure
- Uses the word "I" often because of self-centered focus
- Calls people "mean" names

LEADER'S NOTE

The two parts of an appreciation statement are also taught in the "Respecting Self and Others" lesson.

LEADER'S NOTE

If it is more appropriate, substitute an item of clothing in the situation above.

Nonverbal

- Glares
- Uses aggressive hand gestures
- Face looks angry
- Stomps foot
- Bangs fist on table

7. Ask participants:

- What might happen to your relationship with a person if either you or the other person responds aggressively when your feelings are hurt or you are angry?

Add the following points if participants don't mention them:

- Builds resentment
- Shows lack of respect
- Shows lack of cooperation
- Loses confidence

8. Explain that you are going to demonstrate another form of communication. Sit in one chair, and remind the students to imagine someone sitting in the empty chair. Ask participants to watch your response to the same situation.

- A friend of yours has borrowed some money from you. You have asked your friend to return the money without success. You really need the money back. He or she has just entered the room and you can tell he/she does not have your money.

9. Demonstrate being passive toward the imaginary person in the chair by avoiding eye contact, acting nervous or anxious, and mumbling, "I'd like my money back some day if you have it. If you don't, I'm sure I will be okay without it."

10. Ask participants how they might feel in this situation.

11. Tell participants that this type of communication is called "passive." When someone doesn't stand up for him or herself, feels he or she is inferior or unimportant, or does nothing even when he or she feels badly, he or she is being passive.

12. Ask participants what "passive" communication might look or sound like. Record their ideas on chart paper or the white/chalk board. Encourage them to include verbal and nonverbal characteristics. Augment their ideas with the following as culturally appropriate:

- Verbal
- Doesn't say exactly what they want
- Apologizes for self
- Does not give opinions
- Does not disagree
- Gives in easily

Nonverbal

- Speaks softly or mumbles
 - Eyes look down (in cultures where making direct eye contact is appropriate)
 - Looks away (in cultures where making direct eye contact is appropriate)
 - Makes nervous gestures with hands
13. Ask participants:
- What might happen to your relationship with a person if either you or the other person responds passively when your feelings are hurt or you are angry?
14. Add the following points if participants don't mention them:
- Makes it difficult to build a good relationship
 - Builds resentment
 - Shows lack of respect for self and/or the other person
15. Tell participants there is a more effective way to communicate than being aggressive or passive. It is called "assertive communication."



Information To Share

Leader Input, Demonstration and Discussion (15 minutes)

1. Describe the verbal and nonverbal behaviors of "assertive" communication. Use culturally appropriate characteristics. Create a visual listing the characteristics of assertive communication as you describe them:

Verbal

- Gives opinions without forcing people to accept them
- Uses a calm voice

- Asks questions to understand

Nonverbal

- Listens as well as talks
 - Maintains comfortable eye contact as culturally appropriate
 - Justifies ideas with facts
2. Tell participants there are three parts to an assertive statement when you want to tell someone he or she has hurt your feelings or annoyed you. Display the visual listing the three parts to an assertive statement. Explain the three parts.
- Describe what the person did.
 - Tell why it is a problem or annoying you.
 - Tell what you wish the person would do.

Share a simple formula for including the three parts:

- When you (describe what the person did) ,
- It is bothersome because (tell why) ,
- I wish you would (tell what to do instead) .

3. Demonstrate the skill using the situation from Generating Interest in Topic.

“When you borrow money and don’t return it, it is bothersome because I need money for food and other things. I wish you would return it by the end of the day.”

4. Discuss with participants the impact of assertive communication on the relationship. Include the following points:

- Builds a positive relationship
- Promotes respect for self and others
- Builds teamwork and cooperation

5. Display the visual listing the three parts to an assertive statement. With the large group, create an assertive statement that contains all three parts. Use the following situation.

- You find out that one of your friends has been spreading a negative rumor about your family. You feel angry that people are saying bad things about your family, and you feel betrayed by your friend’s behavior.

↘ If participants need help, use these three parts:

- When you say things that aren’t true about my family,
- it is bothersome because people believe the lies they hear, and I don’t think I can trust you as my friend.
- I wish you would stop spreading rumors about my family.

6. Explain that using the three parts to an assertive statement allows you to communicate your feelings in a polite manner even if it feels like you are “talking back” to the person. Having the three parts of the statement in mind will help you keep your communication positive.
7. Lead a discussion by asking participants:
 - What situations can you think of where using an assertive statement might not be appropriate?
 - Add the following situations if participants haven’t named them. Choose those that are appropriate for the culture and situation in which you are training.
 - Someone is in a position of power. For example, an employee may not be able to speak directly to a supervisor in this way without permission.
 - The person is older or elderly.
 - Someone is threatening you.

OPTIONAL ACTIVITY IF TIME PERMITS

- ↘ Indicate that the first two parts of the assertive statement can be used to share our opinions and feelings when someone does something we appreciate.
- ↘ Display the visual listing the two parts of an assertive statement to use when expressing appreciation. Explain the two parts:
 - Describe what the person did.
 - Tell why you appreciated what the person did.
- ↘ Share a simple formula for including the two parts:
- ↘ When you (describe what the person did) ,
- ↘ I appreciated it because (tell why) .
- ↘ Demonstrate with the large group using the situation below.
 - A friend noticed you were having trouble with a task you needed to complete. He or she came over to help you.
 - You say, “When you helped me with this difficult job and taught me an easier way to do it, I appreciated it because I was able to finish it.”

8. Tell participants it is their turn to practice assertive communication.

LEADER’S NOTE

Carefully discuss the first situation listed above: Someone is in a position of power. Provide examples of situations when responding assertively might be appropriate. For example, if a supervisor criticizes a person for talking to a co-worker when the person was trying to help the co-worker with his or her job, it may be appropriate to use assertive communication to clarify the circumstances.



Group Activity/Practice

Paired Practice (15 minutes)

1. Divide the group into two groups of equal size. Then, ask participants to find a partner in the opposite group. Ask each pair to decide which person will be the spokesperson and tell the large group their assertive statements.
2. Display the visual listing the three parts of an assertive communication statement. Ask the pairs to develop an assertive statement for the situation below.
 - You have told your friend that you like someone and would like to find out if he or she feels the same way about you. Later, you see your friend flirting with the person you like.
3. After the pairs have developed their assertive statements, ask for volunteers to tell their statements. Ask the other participants to listen for the three parts of an assertive statement. Clarify or correct any of the statements as needed.
4. Ask participants:
 - Why do you think this situation is important to address or discuss?
- ↘ Summarize by stating that this type of situation can impact how people get along. If conflicts are not resolved or managed, individuals may feel angry toward one another, and their anger will hinder their friendship and their ability to work together.
5. Have the pairs develop another assertive statement for the following situation. Use the wording of the statement that most applies to the participants. Tell the pairs that you will call on some of them to hear their statements.
 - Your teacher (or supervisor) criticizes you for talking when you were supposed to be working. Actually, you were helping a new student understand the assignment (or a new worker understand his or her job).
6. Call on a few pairs to hear their statements. Ask the large group to help you check for the three parts of an assertive statement. Clarify as needed.



LEADER'S NOTE

: If you have participants who are able to write, it may be helpful for them to record their responses before sharing ideas.

OPTIONAL ACTIVITY IF TIME PERMITS/YOU HAVE CONDUCTED THE OPTIONAL ACTIVITY ON USING ASSERTIVE STATEMENTS TO EXPRESS APPRECIATION

- Display the visual listing the two parts of an assertive communication statement for expressing appreciation. Ask the pairs to create a statement of appreciation using the two-part assertive statement for one of the following situation.
- You wanted to take a few days off to go to a family wedding. Your teacher (or supervisor) gave his or her approval even though it was a busy time at school (or work), because he or she knew it was important to you.
- You asked to turn in an assignment two days late. Your teacher approved your request.
- Call on a few pairs to hear their statements. Ask the large group to help you check for the two parts of an assertive statement. Clarify as needed.
- Explain that, at times, it might seem embarrassing to hear statements of appreciation about things we have done or said, or to receive compliments. It is our responsibility to accept the appreciation politely, knowing that the person was expressing his or her appreciation.



Personal Application

Paired Practice and Discussion (5 minutes)

1. Have participants think about someone who has annoyed them and what he or she did. Ask them to develop an assertive statement they might use with this person and share it with their partner.
2. Encourage participants to practice assertive communication with as many classmates, co-workers, supervisors, friends, and family members as possible in situations where something is bothering them.

ASKING QUESTIONS TO CLARIFY THE SITUATION

Learning Objectives

Participants will:

- ↘ Identify the benefits of asking questions when clarification is needed to understand a task or situation.
- ↘ Identify helpful types of questions to ask for clarification.
- ↘ Review the importance of listening to understand.
- ↘ Develop skills in asking questions.

Lesson Preview

Experience the frustration of following unclear directions.

- ↘ Discuss the benefits of asking questions and the reasons people don't ask questions.
- ↘ Describe six categories of questions.
- ↘ Demonstrate using the six categories of questions to clarify directions.
- ↘ Practice asking questions to understand a task or situation.
- ↘ Assess how asking questions has been used or avoided in past personal situations.
- ↘ Encourage participants to ask questions in future situations.

Tasks To Complete Before Teaching

1. **For Information to Share:** Prepare to tell a personal story about a time when you (the leader) were not clear about something but didn't ask questions, and, as a result, you made a mistake. Prepare to share the consequences of making the mistake, including your embarrassment and/or loss of self-respect.
2. **For Information to Share:** Create a visual of the six categories of questions.
3. **For Group Activity/Practice:** Create a visual of the situations you select to use when participants practice asking questions.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Paper and pens or pencils for each participant (optional)



Generating Interest In Topic

Demonstration (5 minutes)

1. Tell participants to form a line. As participants form a line, do not give any additional instructions and refuse to answer questions.
2. After a moment, stop the activity and ask participants:
 - How did you feel about this task?
 - Are you sure this is the way I wanted your line to look?
 - What questions would have been helpful for me to answer before you formed the line?
3. Tell participants you want them to line up again. This time you are willing to answer any of their questions first.
4. Answer the group's questions with the following desired outcome in mind. You would like to have them:
 - Line up two by two, with the tallest people at the back of the room and the shortest people at the front of the room.
 - Face the door.
5. Once participants are in line, ask them:
 - How did you feel this time?
 - What was different this time?
 - How did the questions you asked help to make this activity more successful?
6. Instruct participants to return to their seats and be prepared to discuss the importance of asking questions for clarity.



Information To Share

Leader Input and Large Group Practice (15 minutes)

1. Tell a personal story about a time when you (the leader) were not clear about something and didn't ask questions. As a result, you made a mistake. Share the consequences of making the mistake, including your embarrassment and/or loss of self-respect.

- For example:
 - You were unclear about how to get to a specific location in another village or across town. You did not ask questions to get accurate directions and got lost. You were late for your appointment and were embarrassed.
 - Someone asked you to help with a job. You agreed and thought the job would take one hour. The job was bigger than you imagined and you were unable to help finish the job because it would take four hours. You were embarrassed to have to tell your friend.
2. Draw from your story the rationale for asking questions. Share the following advantages.

When a person asks questions:

- He or she understands issues, problems, tasks, and directions more thoroughly and is able to be a better friend, worker, and family member.
 - He or she makes fewer mistakes and the quality of work is improved.
 - He or she stands up for him or herself and builds his or her self-respect when he or she believes “I deserve to understand,” and “It doesn’t reflect negatively on me if I don’t understand.”
 - He or she may not embarrass himself or herself as often.
3. Discuss the following question with participants and supplement their ideas as needed with the responses below.
- ↘ Why do you think some people don’t ask questions?
- People feel embarrassed
 - People fear embarrassing others.
 - People are afraid of looking dumb.
 - People view questioning as challenging others.
4. Indicate that, since asking questions is beneficial, knowing different types of possible questions will help us know what to ask. Display the visual with the six questions. Explain that questions can be categorized into six groups: How, What, Where, Why, When, How Much.
5. Tell participants to imagine an adult, perhaps a teacher or group leader, has just asked them to help another young person. Explain that you will demonstrate asking the six types of questions in this situation:
- How would you like me to help her? [How]

- With what part of her assignment does she need help? What kind of help would you like me to provide? [What]
 - Where would you like us to meet? [Where]
 - Why do you think she needs help? [Why]
 - When would you like me to start helping her? [When]
 - How much time would you like me to spend with her? [How much]
6. Note that, when a person needs clarification, he or she doesn't have to ask one or more questions from all six of the categories. The categories are suggested to stimulate their thinking about possible questions.
7. Tell the group you will give them the directions for a task they might be assigned. Their job is to think of clarifying questions that might be appropriate to ask so they are sure they understand. Select one task from the following sample tasks:
- Prepare dinner
 - Take care of your brother or sister this weekend
 - Help clean up the center or school (place where this class is being taught)
 - Talk to a person who is crying
 - Write a paper on a special holiday or historical event
 - Organize a celebration for the end of class

Encourage them to consider the six categories and decide which questions might be appropriate to ask. Gather sample questions from the group and record their ideas on chart paper or the white/chalk board. Following are sample questions for some of the tasks.

Prepare Dinner

- How do you want me to prepare the vegetables? [How]
- What would you like me to prepare? [What]
- Where are the ingredients? [Where]
- Why do you want me to cook today? [Why]
- When would you like to eat? [When]
- How much food should I make? [How much]

Care for Brother or Sister

- How should I prepare the meals for them? [How]
- What should I do if I need additional help during the weekend to manage them? [What]
- Where will we be able to go during the weekend? [Where]
- Why do I have to do take care of them again? I looked after them two weeks ago also. Why can't my other brothers and sisters look after them? [Why]
- When will you return? [When]
- How much money will you leave for food? [How much]

Help Clean Up the Center or School

- How will we clean up the school? [How]
 - What tools will be available? [What]
 - Where will we start cleaning? [Where]
 - Why do we have to do it this weekend? [Why]
 - When will we start and when will we be done? [When]
 - How many rooms do we have to clean? [How much]
9. Have participants ask the questions while you role play being the person who gave the direction. Answer the questions as if it was a real situation.
10. Ask participants:
- During what situations might it be important to ask questions?
 - Include the following if not suggested by participants:
 - Someone is unclear about directions for a task
 - Someone is uncertain what another person meant by something he or she said
 - Something happened that is confusing
 - Someone is lost
11. Emphasize the importance of listening carefully to the answers they receive when asking questions. By listening carefully, they will know how to complete a task or understand a situation. It is also possible that they will need to ask more questions. Once a thorough understanding is achieved, they can complete the task or respond to a situation.



LEADER'S NOTE

If you have taught the lesson, "Listening: A Key to Positive Relationships," take time to review the listening skills.



Group Activity/Practice

Small Group Practice (20 minutes)

1. Have participants line up according to height so the tallest will be on one end of the line and the shortest will be on the opposite end. Then, ask the participants to count off to form small groups with three to five participants in each group. For example, if you have 20 participants and count off using the numbers one through four, you will have four groups of five.
2. Assign small group roles:
 - The tallest person will be the leader. It is his or her job to keep the group focused on the task.
 - The person to the left of the leader will be the spokesperson who will tell the large group what his or her small group discussed.
3. Display the visual listing the practice situations you chose. Select three or four culturally appropriate situations from the following or create your own:
 - You and a fellow student (or worker) are having trouble with an assignment. You don't think the directions are clear.
 - Your employer tells you to work overtime this Saturday.
 - Your teacher says, "You had better start improving your schoolwork."
 - Your friend asks you to watch his or her little brother.
 - Your mother or father tells you to go next door to help the neighbor.
 - Your younger brother or sister asks, "Will you help me with my assignment for school?"
4. Display the visual with the six categories of questions. Ask the small groups to develop two or three questions for each of the practice situations.
5. In the large group, ask for a question from each group's spokesperson for each situation. Be sure all six categories of questions are asked at some point during the discussion.
6. **OPTIONAL:** If some situations seem particularly interesting or difficult for the group, role play the situation. You assume the role of the person asking questions.

LEADER'S NOTE

If you have participants who are able to write, it may be helpful to assign a recorder to write the responses of the small group. You might assign the person to the right of the leader.



Personal Application

Discussion (5 minutes)

1. Have participants think of situations in the past when it would have helped to ask questions. Ask them:
 - What stopped you from asking questions?
 - How would asking questions have helped you?
 - What can you do to make it easier to ask questions the next time?
 - How does asking questions help people work together well?
2. Tell participants to watch for situations when they are not clear about a task or situation and practice asking one or two questions. Notice how they feel about themselves and the response they receive from others. If the group will be reconvening, ask them to be prepared to share their observations with the group.

DEALING EFFECTIVELY WITH CRITICISM

Learning Objectives

Participants will:

- ↳ Understand the meaning of criticism.
- ↳ Recognize that criticism can be constructive.
- ↳ Identify and apply effective ways to respond to criticism.
- ↳ Identify how they plan to handle criticism more effectively in the future.

Definition of Terms

Criticism: Spoken or written opinions intended to point out a person's mistakes or faults.

Lesson Preview

Recognize everyone receives criticism.

- ↳ Discuss how criticism affects us.
- ↳ Demonstrate and discuss ways to respond to criticism more effectively.
- ↳ Practice responding to criticism with a partner.
- ↳ Identify situations where responding to criticism can be challenging.
- ↳ Identify specific ways participants will try when responding to criticism.

Tasks To Complete Before Teaching

1. **For Information to Share:** Create a visual listing the discussion questions for the small group activity.
2. **For Information to Share:** Create a visual listing the three ways to respond to criticism.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Paper and pens or pencils (optional)



Generating Interest In Topic

Leader Input and Discussion (5 minutes)

1. Tell participants you are going to share with them a few comments you received in the past two or three days. Be prepared to mention comments similar to those below.
 - “You don’t look so great this morning.”
 - “Your clothes look too tight.”
 - “Your hair is cool.”
 - “I like that t-shirt.”
2. Ask participants:
 - Which of these comments do you think are criticisms?
3. Explain that criticism is a person’s point of view about something you are, do, say, or believe. Criticism tends to be negative. Sometimes it is based in fact and other times it is simply an opinion.
4. Ask participants to raise their hands if they have received any critical comments about any of the following aspects of their life in the past two or three days.
 - Appearance
 - Attitude
 - Ability to get along with others
 - Work habits (either at school or on the job)
 - Taste in music
5. Ask participants to raise their hands if they have criticized anyone in their family, neighborhood, or school in the past two or three days.
6. State:
 - Everyone has been criticized and has probably criticized others.
 - Criticism is a part of life and can sometimes be very unpleasant.
 - We are going to look into how criticism makes us feel and how we can respond more constructively when we receive it.



LEADER’S NOTE

“Feedback” is another person’s point of view about another person, such as what they do or say or believe. Feedback can be positive or negative. “Criticism” is a form of feedback and tends to be negative.



Information To Share

Discussion, Group Activity, and Leader Input (25 minutes)

1. Ask participants:
 - How might a person feel when they are criticized?
 - For what reasons do you think people feel this way?
 - Can criticism ever be helpful? If so, when?
2. Ask participants to join with two people each of whom wears a larger or smaller shoe and form small groups with three participants in each group.
3. Assign a spokesperson in each group. It is his or her job to tell the large group a summary of his or her small group's discussion.
4. Tell participants you are going to describe a situation and you want them to listen very carefully. After your description, they will discuss several questions.
5. Slowly read the following situation.
 - As (name #1) is walking to the bus stop to go to work, he runs into his friend, (name #2). She asks him if he has a minute to talk. He says he does, wondering what she wants to discuss. (Name #2) tells him he may not like what she has to say but, as his friend, she wants to tell him something. (Name #2) tells him that she and some of their other friends think he's anti-social. They think he believes he's better than everyone else because he has a job. (Name #1) is surprised at first; then, raises his voice to (name #2) saying, "Do you think I have time for this stuff? I'm going to be late!" He walks away.
6. Display the visual with the discussion questions and read them to the group. Ask the small groups to discuss the questions for five minutes.
 - Why do you think (name #2) said what she did to (name #1)?
 - Was (name #1's) reaction appropriate?
 - What else could (name #1) have done?
7. After five minutes, ask one group to share its response to the first question with the whole group. Ask other groups if they had different answers. Ask two different groups to share their responses to the second and third questions. After each response, ask if other small groups had different thoughts.
8. If needed, summarize by giving the following information.



LEADER'S NOTE

If you have participants who are able to write, it may be helpful for them to record responses for their group before sharing ideas.

- (Name #2) wants (name #1) to know what other people are saying so he won't lose friends or be criticized and talked about behind his back.
 - When we are criticized, we often react by being angry, just like (name #1).
 - Instead of being angry with (name #2), he could have tried to understand why she was sharing the information with him.
 - Name #1) could have asked her what he was doing that irritated their friends.
9. Explain that they are going to look at some ways to respond to criticism effectively. Display the visual listing the three ways to respond to criticism.
10. Read aloud each item on the list and provide the following explanations.
- ↘ **Listen carefully** to what the person is saying to you.
- Do not interrupt them.
 - Make sure you understand what they said; if not, ask for more details.
 - Do not get angry, defensive, or walk away from the conversation.
- ↘ **Think about what was said.** Ask yourself if what the person said has any truth to it. Try to be honest with yourself and not defensive.
- ↘ **Respond** based on what you heard and thought about the comments. Include the following ideas as ways to respond.
- Agree with the criticism. If appropriate, state what you will do about the criticism.
 - You might say, "I see what you mean," or "I was not aware I came across this way," or "Yes, you have a point," or "In the future, I'll try to..."
 - Acknowledge the criticism even if you do not agree or are unsure if you agree.
 - You might say, "I'm not sure I agree. Why do you think this?" or "Well, this is the way I see things," or "I'll think about what you have said."
 - Disagree in a respectful way without losing your temper. You might say, "I'm sorry you feel this way, but I just don't agree."
 - If you cannot stay calm, walk away. When criticism is unfair or harsh and you get very angry, the best response may be to walk away.
11. As a large group discuss things (name #1) could have said or done if he had known these three ways to respond to criticism.
- ↘ Ask for examples of how (name #1) could have listened and asked for more details. Look for ideas such as the following.

- (Name #1) could ask (name #2) if she agreed.
 - (Name #1) could ask (name #2) if she felt people only started criticizing him since he got his new job.
 - (Name #1) could ask (name #2) what he had done or how he had behaved that irritated their friends.
- ↘ Ask what (name #1) could have asked himself as he thought about (name #2's) comments. Look for ideas such as the following.
- He could ask himself if he was feeling a little superior since he got his job.
 - He might reflect on whether he had less time to talk with people now that he is busier.
- ↘ Ask how (name #1) could have responded after he listened and thought about the criticism. Look for ideas such as the following.
- He could tell (name #2) he was on his way to work and would like to talk with her another time.
 - He could tell (name #2) he knew she wanted to help and was not trying to be mean or gossiping about him.
 - He could explain that, since he started working, he has not had time for anybody and will try to be more sociable.



Group Activity/Practice

Paired Practice and Discussion (10 minutes)

1. Tell participants you will give them another opportunity to practice the three ways to respond to criticism.
2. Form pairs by having participants find a partner who is a different height than they are.
3. Ask each pair to decide who is Person “A” and who is Person “B.” Explain that you will give each person a character to play in an imaginary situation. Person “A” will play an adult and Person “B” will be a young person in the first situation.
4. Describe the situation.
 - The adult tells the young person that his or her bad language is offensive and against her religious principles. The adult says the young person uses foul language when with

friends in the neighborhood. The younger kids hear it and are using it.

5. Explain that Person “B” needs to listen to the adult voice his or her criticism and then respond selecting from the three ways of responding. Person “A” should observe how Person “B” responds to criticism and be prepared to tell Person “B” which of the ways he or she demonstrated.
6. After one or two minutes, have the pairs switch roles. Have Person “A” practice responding and have Person “B” act as the person expressing a criticism. Person “B” should observe how Person “A” responds to criticism and be prepared to tell him or her which of the three ways he or she demonstrated.
7. Describe the situation.
 - Person “A” and Person “B” are 18-year-old friends. At a gathering, Person “B” asks Person “A” if he or she did something new with his or her hair. Then, Person “B” tells Person “A” the new style makes his or her face look fatter.
8. When both partners have practiced responding to criticism, ask several participants to share what they did or said in the role play. Point out how they have demonstrated the three ways for responding.
9. Ask the whole group:
 - Which of the three ways to respond was the most difficult? For what reasons?
 - Which of the three ways to respond was the easiest? For what reasons?
 - In the first situation, why do you think it might be important for the young person to respect this adult’s opinion?
10. Summarize by stating:
 - It is important to know how to respond to criticism in a constructive way. This is especially true if it comes from people we care about, our family, or someone we interact with often such as a teacher, boss, or neighbor.
 - Sometimes criticism is meant to help a person or to correct a problem as in the case of (name #2) or the adult. It is not meant to attack you although sometimes it feels that way.
 - Even if you do not agree with the criticism, you should listen carefully and find a way to respond without getting angry or making the situation worse.
 - Sometimes walking away is the only option. This is especially true if the person is being mean and wants to pick a fight.



Personal Application

Personal Reflection and Discussion (5 minutes)

1. Ask participants to think of someone who has criticized them in the past and how they responded. Have them tell their partner if they were satisfied with their response and how they might respond differently the next time.
2. Ask for volunteers to share their ideas with the large group.
3. Thank the participants for their good work and remind them that they leave with new ideas for how to respond the next time they have to handle criticism.

REFUSAL SKILLS: STANDING UP FOR YOURSELF

Learning Objectives

Participants will:

- ↘ Identify ways to stand up for themselves when asked to do something they think is wrong or when asked by a peer or friend to do something they don't want to do.
- ↘ Commit to asking questions and refusing to comply if asked to do something they think is wrong or when asked by a peer or friend to do something they don't want to do.

Definition of Terms

Refusal Skills - Declining to do something that is wrong or something that a person does not want to do.

Lesson Preview

- ↘ Discuss reasons a person might not do something someone asks him or her to do.
- ↘ Describe four ways a person can respond when asked to do something that is wrong or something he or she doesn't want to do.
- ↘ Practice asking questions as a way a person can respond to someone who asks him or her to do something.
- ↘ Role play using the four ways to respond when asked to do something that is wrong or something a person doesn't want to do.
- ↘ Reflect upon times they could have responded to someone's request using the four ways.
- ↘ Plan to apply the four ways to respond the next time they are asked to do something that is wrong or something they don't want to do.

Tasks To Complete Before Teaching

1. **For Information to Share:** Create a visual of the four ways to stand up for yourself.
2. **For Information to Share:** Use the visual of the six categories of questions created for the lesson "Asking Questions Respectfully."
3. **For Information to Share:** Ask someone to role play with you to demonstrate refusal skills. Prior to the lesson, describe the situation you will use and review possible dialogue with the volunteer.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)

**Generating Interest In Topic****Discussion (5 minutes)**

1. Begin the session by asking participants to turn around in their chairs and look at the back wall. Then, ask them to turn around in their chairs and face the front of the room. Ask them once again to turn around in their chairs and look at the back wall. Again, have them turn around and face the front of the room. Continue doing this until the participants become frustrated and refuse. If they continue many times, stop the activity and ask them how many times they would turn in their chairs before they would refuse.
2. State that this lesson will help them say no when they are asked to do something they don't want to do.
3. Ask participants to raise their hands if someone has ever asked them to do something they don't want to do.
4. Ask participants for reasons why they may not want to do something someone asks them to do. Augment their ideas if needed.
 - It violates the rules of the school or workplace or the laws of the government.
 - You think it is wrong.
 - It might hurt someone's feelings or disappoint family members or friends.
 - It is dangerous.
 - It goes against your religious beliefs.
 - You simply don't want to do it.
5. Explain that everyone can stand up for him or herself and refuse to do something he or she thinks is wrong or something he or she doesn't want to do.
6. Discuss situations when it might be appropriate to do something, even if they don't want to, as long as it isn't wrong to do. Some examples are listed below.
 - Your school or job requires it.
 - A respected authority requires it.
 - It would be helpful to someone in need.



Information To Share

Leader Input and Role Play (10 minutes)

1. Display the visual of the four ways to respond when asked to do something you are uncomfortable doing because you think it is wrong or you don't want to do it. Name the four ways.

Ask questions to be sure you understand what is being asked.

- Stand up for yourself and tell the person “no” if what is being asked is not required by your school or job, or you think it is wrong.
 - If the person keeps pressuring you, leave the situation walk away.
 - If you want, suggest something else the person could do or the two of you could do together.
2. Display the chart of the six categories of questions taught in the “Asking Questions Respectfully” lesson. Explain that asking questions is one way to respond. Review the six types of questions: How, What, Where, Why, When, How Much.
 3. Reinforce the skill of asking questions by describing a situation and asking participants to suggest possible questions. Select one of the three situations below or choose a situation that is appropriate for the culture in which you are teaching. Use the sample questions as needed to begin the discussion.
- ↘ Someone asks you to leave school (or work) early so that you can go to a friend's house together. You think it is wrong.
 - What will we do at the friend's house?
 - Why do we need to leave school (or work) early?
 - Why can't we go to the friend's house after school (or work)?
 - ↘ A friend asks you to do his or her school assignment (or work) for him or her.
 - What do you want me to do on the project?
 - Why aren't you going to do it?
 - ↘ Your supervisor asks you to go out on a date with a friend of his or hers and suggests that you might get favors at work if you go.
 - Who is your friend?

- Why would going on a date get me favors at work?
 - What kind of date did he or she have in mind?
4. Explain the second way as you display the chart of the four ways to respond. Have participants imagine that, as a result of asking the questions, they think the person is asking them to do something wrong or something they don't want to do. If so, they must refuse in a clear and direct way. Saying a firm, polite "no" is the best way.
 5. Explain the third and fourth ways to respond if the person continues to pressure them.
 - Walk away and leave the situation.
 - Suggest something else to do. For example, in the first situation above, you could suggest going to a friend's house later in the day or when you are not in school or scheduled to work.
 6. Point out that it is not necessary to use all four ways in each situation. You can use one or more ways to stand up for yourself. Remind them that saying a firm, polite "no" is the best way.
 7. Ask the volunteer to come to the front of the room. Explain to the group that the volunteer has agreed to role play a situation with you. You will demonstrate how to use the four ways to stand up for yourself. Ask the observers to watch for the four ways. Use one of the situations suggested in Step #3.
 8. Ask observers which of the four ways they noticed you use.

Discussion (5 minutes)

1. Ask participants why they think it can be difficult to refuse to do something requested by a friend. Augment their ideas, if needed, with the ideas below.
 - Fear of being rejected by the friend or a group of friends
 - Fear an argument could result
 - Fear the friend or a group of friends might tease you or put you down
 - Fear you will be alone while others are doing something together
 - Difficulty of making a choice between two options that are important to you, such as doing something with friends and being loyal to your family



Group Activity/Practice

Paired Practice (15 minutes)

1. Have participants find a partner whose clothing is a similar color and who is not sitting next to them. Have each pair determine which one of them is “A” and which one is “B.”
2. Explain that you will read a situation. The “A’s” will ask the “B’s” to do what is suggested in the situation. The “B’s” will practice the four ways to stand up for themselves and refuse to do it.
3. Select two situations from the following examples. Choose those which are appropriate for the culture and situation in which you are teaching.
 - Someone at work asks you to go to the doctor with him or her so that the two of you can get out of work for a few hours.
 - Your friend asks you to tell your parents that he or she spent the night at your house, but he or she didn’t.
 - Your friend found a jacket. You know it belongs to another friend, but the person who found it asks you not to tell the owner it has been found.
 - One of your friends asks you to tell your teacher he or she is ill and will not be at school today. She or he is not sick, but wanted to take the day off.
 - A friend asks you to come to a party, but you have already told your mother you would help her with a task. Your friend suggests you tell your mother that you are needed to help with an emergency of some sort.
 - Your friend has to go to the store to get something for his or her mother. He or she asks you to go along. You don’t feel like going.
4. Read one situation and give the “B’s” time to respond. After a minute or two, ask the “A’s” to tell the “B’s” which of the four ways they noticed.
5. Reverse the roles so that the “A’s” have an opportunity to practice. Repeat the procedure using a different situation.



Personal Application

Discussion (10 minutes)

1. Have participants tell their partner one situation where they could have used one or more of the four ways to stand up for themselves.
2. Ask participants:
 - Which of the four ways seem easiest and for what reasons?
 - Is it easier to stand up for yourself with some people than others? Friends? Family members? Teachers? Employers? Why do you think this might be the case?
 - How can standing up for yourself help you have better relationships?
3. Encourage participants to notice times when they do things they don't want to do or are uncomfortable doing. Have them identify which of the four ways they can use to stand up for themselves in these situations. Encourage them to try these strategies the next time a similar situation occurs. Ask them to notice the impact these strategies have on others and on themselves. If the group will be reconvening, ask them to be prepared to share their observations with the group.

RESPONDING TO STRESSFUL SOCIAL SITUATIONS

Learning Objectives

Participants will:

- ↘ Identify stressful social situations.
- ↘ List criteria for responding to stressful social situations.
- ↘ Develop options for responding to stressful social situations.
- ↘ Apply criteria for responding to stressful social situations.

Lesson Preview

- ↘ Discuss how it feels to be in a stressful social situation.
- ↘ Identify relevant stressful social situations.
- ↘ Create possible responses to stressful social situations.
- ↘ Use criteria for choosing the best responses to stressful social situations.
- ↘ Describe the benefits and barriers to using the criteria.

Tasks To Complete Before Teaching

1. **For Generating Interest in Topic:** Identify which stressful social situation to use as an example in the opening discussion.
2. **For Generating Interest in Topic:** Elicit the help of one or two participants if you are going to role play the situations rather than describe them.
3. **For Information to Share:** Create a visual of the list of criteria for responding to stressful social situations.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper, or white/chalk board and markers/chalk)
- ✓ Paper and pencils or pens (optional)

**Generating Interest In Topic****Discussion (5 minutes)**

1. Select one or two of the following stressful social situations or similar situations that participants may have experienced. Describe the situations or conduct a role play demonstrating the selected situations.
 - An adult asks you about your friend's cheating, use of drugs, vulgar language or other inappropriate behavior.
 - A friend asks you if you are going to the party on Friday, but you haven't been invited.
 - A friend wants you to pay back some money you borrowed. You don't have any money to pay back the loan.
 - You saw your boyfriend/girlfriend talking with another boy/girl. It looked like they were flirting with one another.
 - Someone just told you that he or she saw your boyfriend/girlfriend with his or her previous boyfriend/girlfriend.
 - Three young people who do not like you are walking toward you on the street. No one else is around. You think they might attack you.
2. Ask participants how they might feel in the situation.
3. Explain that some situations cause people to feel a high level of discomfort, nervousness, or anxiety. We call these situations "stressful."
4. Ask participants to describe some other social situations that have been stressful.
List participants' ideas on chart paper or the white/chalk board.
 6. Explain:
 - Awkward social situations happen to everyone, and they can create stress if we don't know what to do.
 - Today, we will learn how to manage stressful social situations so that we feel less stressed and maintain good relationships with others.
7. Have participants think about their own lives and identify a social situation that is stressful for them. They do not need to share it with the group. However, encourage them to consider this situation as they progress through the lesson.



Information To Share

Leader Input and Activity (15 minutes)

1. Ask participants to form small groups of three or four participants. Encourage them to try to form groups so that everyone in the group is a different height.
 2. Assign group roles within each small group.
 - The shortest participant can be the leader. The leader will keep the group working on the task.
 - The tallest participant can be the spokesperson for the small group and will share the small group's ideas with the large group.
 3. Assign each small group one situation from the list of stressful social situations they described.
 4. Invite participants to create three possible ways to respond to their assigned social situation.
 5. When the small groups are finished, ask participants if they think all of their ideas would be acceptable responses.
 6. State that there are many optional ways to respond to stressful situations. Some ways of responding are acceptable and will lower stress and maintain good relationships with others. Other ways of responding may not. Explain that it can be very useful for them and others around them to identify criteria that will help them decide what might be the best way for them to respond.
 7. Display the visual you have prepared and present the criteria for responding to stressful social situations. Explain that it is important to choose a response by asking the following questions:
 - Is it illegal?
 - Is it against your beliefs and values (cultural, religious, individual)?
 - Is it hurtful?
 - To self
 - To others
- State that a response meets the criteria if they can answer “no” to all of the questions.



LEADER'S NOTE

If you have participants who are able to write, it may be helpful to assign a recorder to write the responses of the small group.



LEADER'S NOTE

It is not necessary to discuss or evaluate their responses at this point in the lesson. You want them to think about their options and whether or not they believe they are acceptable.

A response that meets the criteria is acceptable and will help to build positive relationships with others.

- Ask them if they can think of other criteria that could be useful when responding to stressful social situations. Record their ideas on the visual you prepared listing the criteria.
8. Demonstrate use of the criteria by applying it to the situation you used to introduce the lesson.
- For example, explain:
 - An adult asks you about your friend’s use of vulgar language or inappropriate behavior. You might respond by saying, “I’m not sure what you mean, madam (or sir, miss, etc). I didn’t hear my friend, so maybe you could ask him about what you heard.”
 - This response isn’t illegal, against personal beliefs and values, or hurtful, so it meets the criteria.



Group Activity/Practice

Small Group Practice and Discussion (15 minutes)

1. Ask each small group to review the three responses they created for their assigned stressful situation and select the best option using the criteria.
2. Have each small group create a skit to demonstrate their selected response to the stressful situation.
3. After a few minutes of planning, instruct each small group’s spokesperson to explain their assigned stressful social situation and have the group role play their chosen response to the large group.
4. After each group presents, ask the whole group to discuss:
 - How the chosen response meets the criteria for responding to stressful social situations.
 - How the response might be modified to better meet the criteria.



LEADER’S NOTE

Remind participants of ways to manage strong emotions during stressful situations. This was taught in the lesson “Managing Strong Emotions.”



Personal Application

1. Ask participants to discuss the following question in their small groups.
How might using the criteria for managing stressful social situations help you improve your relations with other people and avoid trouble?
2. Call on one person from each small group to share his or her group's ideas.
3. Ask the whole group what might make it difficult to use the criteria. Discuss the potential barriers suggested by the participants and offer ideas that might make it easier to use the criteria.
4. Challenge participants to use the criteria the next time they find themselves in a stressful social situation. Invite them to tell the group at a subsequent group meeting/class what happened when they used the criteria.

STRESS MANAGEMENT

Learning Objectives

Participants will:

- ↘ Understand what is meant by “stress.”
- ↘ Identify common stressors for young people.
- ↘ Identify signs and symptoms of stress in people.
- ↘ Identify ways to reduce stress.
- ↘ Understand the consequences of living with too much stress for too long.
- ↘ Develop stress management plans for themselves.

Definition of Term

Stress Management: Attempting to handle times of mental, emotional or physical strain to avoid unnecessary and unwanted anxiety.

Lesson Preview

Participate in a stressful situation to identify the feelings associated with stress.

- ↘ Define “stress” and “stressor” and give examples.
- ↘ List typical stressors for young people.
- ↘ List signs and symptoms of stress.
- ↘ Suggest negative and positive stress management strategies.
- ↘ Identify resources available to help those facing stress.
- ↘ Create personal stress management plans.
- ↘ Discuss the benefits of using positive stress management strategies.

Tasks To Complete Before Teaching

1. **For Generating Interest in Topic:** If you have participants who are unable to write their names, write each participant’s name on a slip of paper.
2. **For Information to Share:** Prepare two visuals on two pieces of chart paper by titling one “Negative Stress Management” and the other “Positive Stress Management.” You may use two different areas of a white/chalk board if necessary.
3. **For Information to Share:** Prepare a list of resources and places where help is available to share with the participants.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Paper and pencils or pens for each participant (optional)
- ✓ Small pieces of paper
- ✓ Small container, such as a box, bag, bowl or basket



Generating Interest In Topic

Large Group Activity (5 minutes)

1. Have each participant write her or his name on a slip of paper. Collect all the slips in a small container.
2. Tell participants they need to improve their ability to perform in front of a group. Explain that you will draw two names out of the container. The two people whose names are drawn must each sing a song in front of the group. The person who does the best will get a reward, but the other person will be required to sing a song in front of the group each time the group convenes.
3. Tell participants they have one minute to decide what song to sing; then, you will draw the names.
4. After one minute, ask participants to form a circle and tell them you will select the two people by drawing their names from the container. Put your hand in the container and take out two papers, but do not read the names.
5. Ask participants how they are feeling about the possibility of having their name drawn to sing a solo. Call on several people to describe how they feel.
6. Explain that this activity demonstrates how it feels to be anxious and under “stress.” The remainder of this lesson will help participants learn how to recognize and manage stress. Assure participants they will not have to sing.



LEADER'S NOTE

If you have participants who are unable to write their names, prepare the slips of paper with the participants' names prior to the lesson. Explain what is written on the papers and place them in a small container.



LEADER'S NOTE

Some people may enjoy the competition and not feel stressed. If you think this might be true for your young people, think of another activity that could produce stress.



Information To Share

Leader Input (5 minutes)

1. Provide a definition of “stress” and give examples.
 - Stress is the way our body reacts, physically and emotionally, when extra demands are made on our minds, our feelings, or our bodies.
 - For example, when you thought you might have to sing in front of the class, your body may have gotten tense and stiff. You might have felt nervous or scared.

2. Provide a definition of “stressor” and give examples.

↳ A stressor is the stressful event, situation, or thought that causes stress.

↳ A stressor might be:

- Something difficult that happens in your life or in your surroundings, such as the death of a friend or family member, or pressure to do something you don’t want to do.
- Positive results from a major accomplishment, personal achievement, or anticipated enjoyable event.
- Something you worry or think about that makes your mind and body work harder than usual, such as not knowing where you are going to sleep at night or get your next meal.

Small Group Activities (10 minutes)

1. Direct participants to form small groups of three or four participants. Encourage them to form groups so that everyone in the group is wearing a different color.
2. Assign group roles within each small group.
 - The person with the smallest feet can be the leader. The leader will keep the group working on the task.
 - The person with the biggest feet can be the spokesperson for the small group and will share the small group’s ideas with the large group.
3. In their small groups, have participants list causes of stress for young people like themselves. If recorders are not writing the ideas, encourage the participants to remember as many of the ideas as possible because they will be sharing the information with the large group.
4. Call on each small group’s spokesperson to state one of the causes of stress his or her group suggested. Create a list of stresses on chart paper or the white/chalk board.
5. Continue from group to group until all ideas have been shared. Augment their ideas with the following as culturally appropriate.
 - Too many things happening all at once
 - Being too hard on myself
 - Expecting too much of myself
 - Others expecting too much of me
 - Major life changes, such as a move, death of family member, marriage, accident, or illness
 - Too little money to meet basic needs
 - Can’t find a job

LEADER’S NOTE

If you have participants who are able to write, it may be helpful to assign a recorder to write the responses of the small group or have everyone write the ideas.

- Recurring life hassles or chronic life conditions, such as illness in the family, personal illness, financial problems, parents fighting, being hit by a parent, or not getting along with a brother or sister
 - Having a close friend or family member who is experiencing stress
 - Family responsibilities
 - Friendship changes or problems
 - Grades
 - Doing well in sports or the arts
 - Losing something
 - Taking a test
 - Going to a party
 - Giving a speech
 - Being afraid for your safety
 - Being lonely or bored
 - Being teased or bullied
 - Repeated harassment by police
 - Being away from family
 - Not having a place to live
6. Tell participants there are many causes of stress. Different people may feel stress by different things. What stresses one person may not stress someone else.
7. Explain that there are also many ways that stress affects individuals. Define the signs and symptoms of stress as the ways a person can tell if he or she is feeling stressed.
- Signs are visible ways the body reacts when it isn't feeling healthy. Sweating and paleness may be signs of stress.
 - Symptoms are reactions that can't be seen; only the person experiencing them can tell they are occurring. Feeling nauseated and feeling anxious may be symptoms of stress.
8. In small groups, have participants list signs and symptoms of stress. Tell each group to select three to five signs or symptoms to pantomime so the large group can guess what they are.
9. Call on each small group to pantomime three to five signs or symptoms of stress. After each pantomime, call on observers to guess what signs and symptoms are being demonstrated.

10. Create a list of signs and symptoms of stress on chart paper or the white/chalk board. Augment their ideas with the following as culturally appropriate.

Physical Signs	Emotional Signs	
<ul style="list-style-type: none"> ▪ Pale skin or flushed skin ▪ Cold hands ▪ Clenched teeth ▪ Trembling ▪ Dilated eyes ▪ Clenched fingers ▪ Pounding heart ▪ Tense muscles ▪ Short of breath ▪ Knot in stomach ▪ Dry mouth ▪ Aches and pains ▪ Withdraw from others ▪ Can't concentrate ▪ Can't sleep ▪ Very tired ▪ Not hungry ▪ Over-eating 	<ul style="list-style-type: none"> ▪ Tearful ▪ Upset ▪ Angry ▪ Feeling hopeless ▪ Unable to make decisions ▪ Worried ▪ Full of anticipation ▪ Excited ▪ Charged up ▪ Hurt ▪ Challenged ▪ Nervous ▪ Tense 	
	<th data-bbox="644 1025 1105 1065">Mental Signs</th>	Mental Signs
	<ul style="list-style-type: none"> ▪ Negative thoughts ▪ Seeing things as totally right or totally wrong (or totally good or totally bad) ▪ Thoughts about hurting yourself 	

Summarize and highlight the following points.

- Being under a lot of stress or under stress for a long time may lead to physical and emotional problems.
- Knowing what causes stress and how to recognize when we are feeling stress are the first two steps to dealing with stress constructively.
- Knowing ways to manage stress is the next step.

Discussion (10 minutes)

1. Ask participants to think about ways people deal with stress. Explain that some of the ways people try to manage stress are negative; others are positive.
2. Have participants suggest negative stress management approaches they have seen others use. List their ideas on the visual titled “Negative Stress Management.” Augment their ideas with the following as culturally appropriate.

- | | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">▪ Deny the situation▪ Run away from the situation▪ Stay in a destructive situation▪ Overeat▪ Do not eat▪ Smoke cigarettes or use drugs▪ Give up▪ Hide | <ul style="list-style-type: none">▪ Fight▪ Destroy property▪ Sabotage someone’s effort▪ Take feelings out on things or people▪ Call people names▪ Blame self or others |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

3. Have participants suggest positive approaches they have seen others use. List their ideas on the visual titled “Positive Stress Management.” Augment their ideas with the following as culturally appropriate.

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">▪ Relax▪ Take a walk▪ Exercise, such as jog or play sports▪ Write in a journal▪ Do a hobby▪ Read a book▪ Find comfort in one’s religious beliefs▪ Laugh▪ Listen to music▪ Talk to a friend, a parent, or another caring adult▪ Look for information to use to help with the situation | <ul style="list-style-type: none">▪ Brainstorm other solutions to the problem▪ Think ahead and make a plan▪ Learn to recognize stress before it builds▪ Practice relaxation strategies, for example yoga or Tai Chi▪ Eat properly▪ Get enough sleep▪ Do some hard work to burn up the excess energy from the stress▪ Take some quiet time for yourself▪ Stop and take a deep breath▪ Try to solve the problem |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

4. Summarize by encouraging participants to think of positive stress management strategies whenever they feel stress. Explain that negative stress management strategies only add more stress, so they should discard any negative strategies.
5. If you created the list of negative stress management strategies on chart paper, wad up the paper listing negative strategies and throw it away as symbolic of avoiding negative stress management strategies.
6. Ask participants where they might go for help if they are under stress and don't know what to do. Gather their ideas and add additional resources along with contact information, such as community resources, web sites, family members, and churches, synagogues, temples, or mosques.
7. Ask participants to suggest ways to help others who are under stress. Augment their ideas with the following as culturally appropriate.
 - Listen
 - Suggest resources
 - Go for a walk together
 - Join them in brainstorming other solutions
 - Invite them to join you in exercising
 - Share information related to their stressor
 - Be available when they want to talk



Group Activity/Practice

Individual Practice (10 minutes)

1. Display the list of stressors, the list of signs and symptoms of stress, and the “Positive Stress Management” visuals.
2. Have each participant develop a personal stress management plan that lists the following four parts.
 - Personal causes of stress, or stressors
 - Individual signs and symptoms of stress
 - Preferred positive strategies for managing stress
 - People or places to go to for help
3. Participants can write, draw, or think and remember their plans.
4. After five minutes, have participants share their personal stress management plans with a partner in their small group.



LEADER'S NOTE

It would be helpful if you participate in this activity and share your personal stress management plan with the participants.



Personal Application

1. Ask participants to discuss the following question in their small groups.
 - How might it benefit you to use positive stress management strategies?
2. Call on one person from each small group to share his or her group's ideas.
3. Challenge participants to use their stress management plan the next time they find themselves feeling stressed. Encourage them to tell the group when they have an opportunity to try using positive stress management strategies.

PROJECT OF LIFE

Learning Objectives

Participants will:

- ↘ Identify past and current interests and achievements.
- ↘ Identify future goals.
- ↘ Create plans for reaching goals.
- ↘ Identify possible ways to adjust plans due to unanticipated events. (optional)

Lesson Preview

- ↘ Imagine life at 25 years of age.
- ↘ Complete the handout, Project of Life, identifying past and current interests and achievements plus future dreams.
- ↘ With a partner, complete the handout, Action Plan, creating a plan for reaching goals.
- ↘ Discuss the unanticipated events that occur in life and their impact on life plans. (optional)
- ↘ Discuss the advantages for planning to achieve future goals.

Tasks To Complete Before Teaching

1. **For Information to Share:** Duplicate enough copies of the two-page handout, Project of Life, so each participant can have one copy.
2. **For Information to Share:** Create a visual of the handout, Project of Life, on chart paper or the white/chalk board.
3. **For Group Activity/Practice:** Duplicate enough copies of the handout, Action Plan, so each participant can have one copy.
4. **For Group Activity/Practice:** Create a visual of the handout, Action Plan, on chart paper or the white/chalk board.

**Material Needed**

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Handout: Project of Life
- ✓ Handout: Action Plan
- ✓ A pencil or pen for each participant

LESSON PLAN

Prerequisite Skill or Lesson
"Goal Setting: Make it Happen"

Length of Lesson
45 minutes: with an
additional 10 minutes
if conducting the
optional activity



Generating Interest In Topic

Individual Activity and Discussion (5 minutes)

1. Invite participants to find a comfortable position in the room, relax, and close their eyes. Ask participants to imagine being 25 years old and feeling satisfied with life. Use the following statements as culturally appropriate to help direct participants' thinking about their future life at age 25.
 - You are now 25 years old.
 - You have struggled at times, but now seem satisfied with what you have accomplished.
 - At age 25, what is your relationship with your parents?
 - At age 25, what kind of job do you have?
 - At age 25, are you single, married, have children?
 - At age 25, what do you do for fun?
2. Invite participants to share their future predictions with the rest of the group.
3. Share with participants that today's lesson addresses the questions of "What do you want to accomplish in the future?" and "What needs to be done to make some of your dreams come true?"



Information To Share

Individual Activity (15 minutes)

1. Distribute and explain the two-page handout, Project of Life.
 - ↳ Listed on the top of each page are topics addressed throughout life.
 - School or Job Training
 - Jobs
 - Romance
 - Transportation

- Entertainment and Hobbies
 - Spiritual Life
 - Family and Friends
 - (A blank column where participants can add their own topic)
- ↘ Listed on the left-hand side of each page are time periods representing four years of life.
- 9-13 years old
 - 14-18 years old
 - 19-23 years old
 - 24-28 years old
 - 29-33 years old
- ↘ The rows for the age groups 9-13, 14-18, and 19-23 are wider than the other two since we will be focusing on these three time periods during today's lesson.
- The row for the age group 9-13 will contain information about your recent past.
 - The row for the age group 14-18 will contain information about the present.
 - The row for the age group 19-23 will contain information about the next phase of your life.

Participants are welcome to fill in the rows for the age groups 24-28 and 29-33 after completing this lesson.

2. Display the visual you have prepared of the handout and demonstrate how to complete it. Use your own life experiences to fill in some of the squares on the visual.
 3. Invite participants to fill in the squares using words, pictures, or symbols. Tell them to fill in the squares of most interest or concern to them. If there is a topic of interest to them that is not listed on the handout, encourage participants to title the final, untitled column and complete the handout. Use some of the following questions, statements, and phrases to stimulate participants' thoughts while completing this task. Select the questions and statements most appropriate for your culture and group.
- ↘ **School or Job Training**
- Were you in school when you were 9-13 years old? If so, where? What grades did you attend/complete?
 - What grades have you attended and/or completed in the current time period, ages 14-18? What other grades or types of schools will you still attend in this time period?
 - What types of schooling or training do you think you will receive when you are 19-23

LEADER'S NOTE

Do not feel obligated to fill in all of the squares in the first three rows. Participants will pick and choose the squares they want to complete and you should do the same.

LEADER'S NOTE

If all of your participants can write, then model using written words. If none of your participants can write, then model using simple drawings. If you have a combination of writers and non-writers, include both words and drawings. Some examples follow.

Transportation

- *Bicycle in the box for 9-13 years of age*
- *Bicycle in the box for 14-18 years of age*
- *Motor scooter in the box for 19-23 years of age*

School or Job Training

- *Primary school in the box for 9-13 years of age*
- *Secondary school in the box for 14-18 years of age*
- *College in the box for 19-23 years of age*

Entertainment and Hobbies

- *Basketball and soccer in the box for 9-13 years of age*
- *Soccer in the box for 14-18 years of age*
- *Soccer and dancing in the box for 19-23 years of age*

years old? Do you think you will attend night classes or get extra training for your job?
Do you see yourself attending a college? If so, indicate it in the square.

↳ **Jobs**

- What types of jobs did you have when you were 9-13 years old?
- What jobs have you had during the current time period, ages 14-18? Include part-time jobs.
- What jobs do you see yourself doing from now until you are 19 years old?
- What jobs do you hope to have when you are 19-23 years old? Do you think you will have just one job or many?
- Indicate all the different jobs you might have by the time you are 23 years old.

↳ **Transportation**

- How did you get around when you were 9-13 years old? Did you walk long distances?
- What are the different ways you transport yourself now (14-18 years old)? Has the way you transport yourself changed over the years?
- Do you see yourself owning a bicycle, scooter, motorcycle, car, truck, or some other type of vehicle when you are 19-23 years old?

↳ **Entertainment and Hobbies**

- How did you entertain yourself when you were 9-13 years old?
- What sports or hobbies do you do now (14-18 years old)? Are there other sports, hobbies, or types of entertainment in which you might participate before you are 19 years old?
- Do you see yourself participating in the same activities when you are 24 years old as you participate in now?

↳ **Spiritual Life**

- Did you practice any spiritual teachings when you were 9-13 years old? Did you find it meaningful and/or fulfilling?
- What is your spiritual life like now (14-18 years old)?
- Do you see your spiritual life changing by the time you are 23 years old? If so, how will it be different?

↘ **Family and Friends**

- What was your family life like when you were 9-13 years old?
- Who were your friends and what did you do together when you were 9-13 years old?
- Do you see your parents now (14-18 years old)? What is your relationship with them like?
- Who are your friends now and what do you do together (14-18 years old)?
- When you think of the next 5 years, what type of relationship do you want to have with your parents?
- Do you think you will have the same friends when you are 23 years old? What type of friends do you think you will have when you are 23 years old?

Give the participants 10-15 minutes to fill in the squares they select on their handouts.



Group Activity/Practice

Paired Discussion (20 minutes)

1. Tell participants that creating an image of your life in five to ten years is the first step in making your wishes come true. Remind participants that the second step in the goal setting process is to make a plan for accomplishing each goal.
2. Ask participants to review their handout, Project of Life, and select three squares from the age group 19-23 that they would like to plan to accomplish.
3. Explain that an action plan is a tool used to prepare a person for accomplishing a goal.
4. Distribute the handout, Action Plan. Display the prepared visual of the handout and demonstrate the process for using it. In your demonstration, use examples from your life or the examples below. As you describe each step in the process, provide an example.

↘ **Description of Process**

- They will select one of the three squares from the age group 19-23 that they chose in step #2 above and notice the topic of its column. Write the name of that topic or draw a symbol representing that topic on the “topic” line on the Action Plan handout.
- Then, copy the contents of that topic’s square for the age group 14-18 into the Current Situation box.



LEADER’S NOTE

If participants are taking longer than 15 minutes to complete their handouts, consider reducing the task to filling in just the squares for the age groups 14-18 and 19-23.



LEADER’S NOTE

The goal setting process was taught in the lesson, “Goal Setting: Make It Happen.”

- Next, copy the contents of that topic’s square for the age group 19-23 into the Desired Situation box.
- Finally, with a partner, they will decide what they will do to increase their chances of having the desired situation become a reality. Enter the appropriate words, pictures, or symbols into the Actions to Be Taken box

↳ **Topic: Family and Friends**

Current Situation: Visit parents two times a year OR have dinner with parents once every two weeks

Desired Situation: Visit parents once a month OR have dinner with parents twice a week

Actions to Be Taken: Start visiting parents once every other month; Save money for transportation to parents’ house OR Start having dinner with parents once a week; Schedule specific evenings to be home with parents

↳ **Topic: Transportation**

Current Situation: Walk or use bus

Desired Situation: Buy used motor scooter

Actions to Be Taken: Save money when I get a job; Begin shopping for scooters to know about good prices.

5. Ask participants if they need clarification on how to use the Action Plan.
6. Have participants find a partner who has selected a similar topic to address in his or her action plan. Ask the shortest partner to be the planner and the tallest partner to be his or her advisor. Explain how the pairs will work together.
 - The planner will select one topic.
 - The planner will fill in the two outside boxes, Current Situation and Desired Situation, for the specified topic on the Action Plan.
 - The planner and advisor will work together to discuss what the planner could do to make the desired situation attainable.
 - The planner will fill in the Actions to Be Taken box with a word, phrase, symbol, or picture indicating the actions he or she decides are best.
 - The partners will switch roles and repeat the process.
 - The partners will continue switching roles and repeating the process until each partner has completed all three of his or her plans.

 **LEADER’S NOTE**

Limit the pairs to one or two plans per partner if time is limited.

7. Ask if any clarification is needed before allowing the first planner to start filling out his or her Action Plan.
8. Monitor pairs as they complete their Action Plans. Note those pairs that are doing an exceptional job. You will be asking one or two pairs to share one of their plans with the large group.
9. Stop the planning process. Ask one or two of the pairs you observed doing an exceptional job to share one of their plans with the large group.

Large Group Discussion Optional (10 minutes)

1. Tell participants, while it is important to plan for the future, there are usually unanticipated events that affect their plans. Learning to accept these events and adjust their plans accordingly is an important skill to learn.
2. Explain that they are going to work with a couple of the plans presented during the last step in the Paired Discussion activity. However, you are going to add an unanticipated event to the situation. The group will then decide what steps the planner should take to adjust to this new event.
3. Ask one of the participants who presented his or her plan of action earlier to the large group to share it again. Select an appropriate unanticipated event from the following list or create one of your own. Share it with the large group.
 - You get fired from your job.
 - Your parent (s) need to you to move back home for one year due to one parent's illness.
 - You are robbed of all of your savings.
 - All of your current friends have moved to other cities to find work.
 - You discover your wife, husband, girlfriend, or boyfriend has been cheating on you.
 - Whatever type of transportation you purchased broke and cannot be fixed. The mechanic says the vehicle is not even worth selling.
 - You break your leg and cannot work or move comfortably around the city for three months.

Ask the large group to discuss how they would manage this unanticipated event and the adjustments they would suggest to the planner.

4. Ask a second planner to share his or her plan of action. Add another unanticipated event to the situation for the large group to discuss.

LEADER'S NOTE

In order to have time to conduct this discussion, you will have to shorten the time and amount of work assigned in the Activity and Paired Discussion above or plan for a longer lesson than 45 minutes.



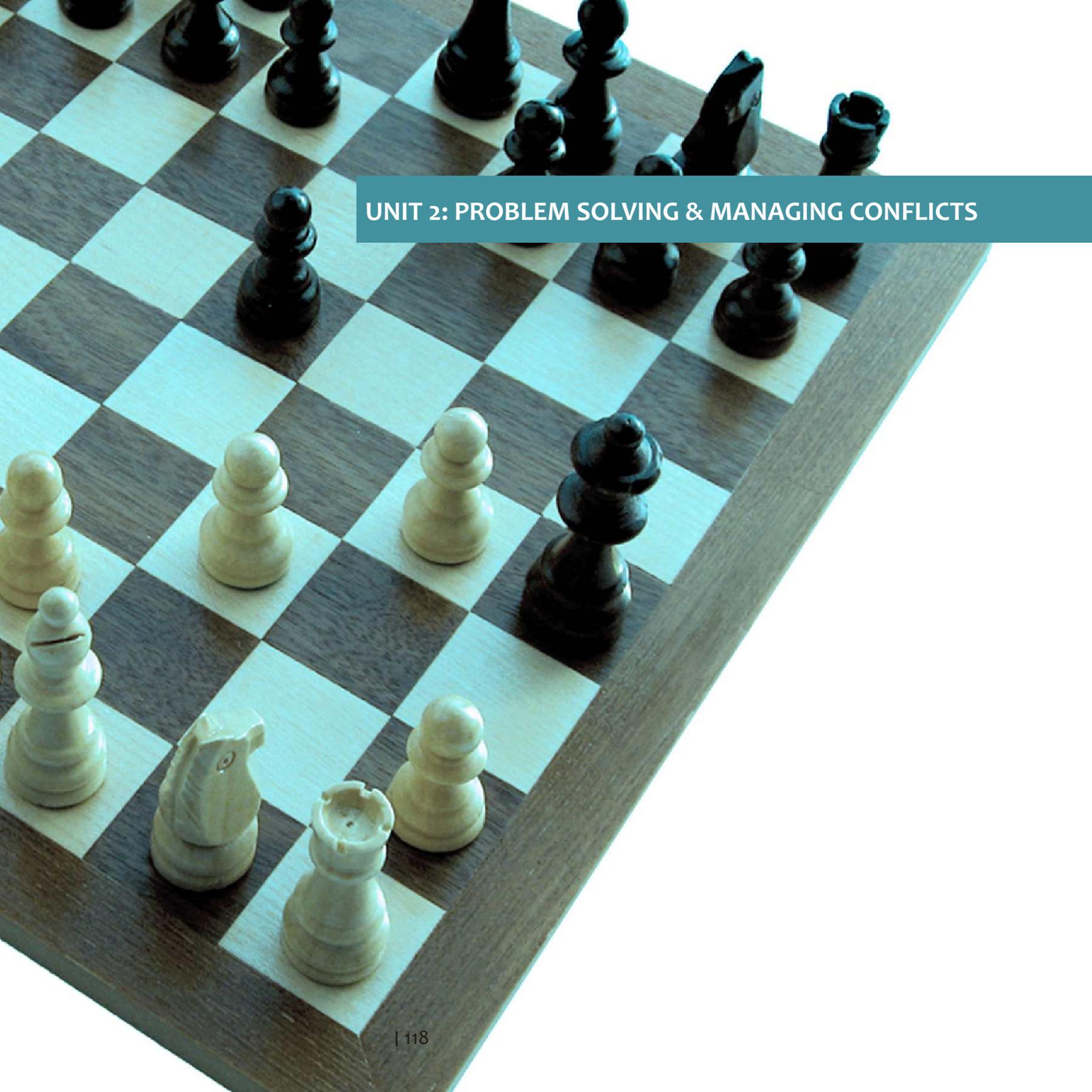
Personal Application

Discussion (5 minutes)

1. Ask participants to think about and share their responses to the following question(s) with the large group.
 - What are some of the advantages for trying to imagine what you want to happen in the future and making plans for achieving that goal?

If you conducted the Optional Activity:

- What are some of the reasons it is difficult to adjust to unanticipated events that arise? Who would be good “advisors” to seek when facing unanticipated events?
2. Tell participants that life can be full of unexpected positive and negative situations. Having goals and a plan for achieving them will help them make the best of both the positive and negative unexpected situations without losing their way.

A high-angle, close-up photograph of a wooden chessboard. The board is made of light and dark wood squares. Several chess pieces are visible: white pawns, a white knight, a white king, and a white queen; and black pawns, a black knight, a black king, and a black queen. The pieces are arranged in a way that suggests a game in progress. A teal-colored banner is overlaid on the right side of the board.

UNIT 2: PROBLEM SOLVING & MANAGING CONFLICTS



19. Solving Problems	120
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SOLVING PROBLEMS

Learning Objectives

Participants will:

- ↘ Understand the benefits of addressing problems directly and thoughtfully working to solve them.
- ↘ Understand the steps for solving problems and making decisions.
- ↘ Apply the steps for solving problems and making decisions.
- ↘ Identify ways to solve problems when working in a group. (optional)
- ↘ Develop skill in solving problems.

Lesson Preview

- ↘ Conduct a team problem solving activity.
- ↘ Identify factors that make problem solving difficult or easy.
- ↘ Describe and demonstrate the steps to use when solving a problem.
- ↘ Practice using the problem-solving steps.
- ↘ Describe ways to solve problems and select solutions when solving problems as a group member. (optional)
- ↘ Identify personal problems that can be used to practice the problem-solving process.

Tasks To Complete Before Teaching

1. **For Generating Interest in Topic:** Make four copies of Handout #1: Nine Dots, six or seven copies of Handout #2: Nine Dots, and one copy of Handout #3: Nine Dots.
2. **For Information to Share:** Create a visual with the title, Problem Solving Steps, on a piece of chart paper or on the white/chalk board. Underneath the title, list the steps in the problem-solving process. Display the visual at the front of the room. Cover it with a piece of paper so only the title of the visual showing.
3. **For Group Activity/Practice (Optional Activity):** Create a visual that lists how a person can contribute to solving problems as a group member.
4. **For Group Activity/Practice (Optional Activity):** Create a visual that lists the methods for selecting solutions as a group.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Handout #1: Nine Dots
- ✓ Handout #2: Nine Dots
- ✓ Handout #3: Nine Dots
- ✓ Handout #4: Nine Dots (answer for solving the puzzle)
- ✓ Five or six pens or pencils
- ✓ Four copies of handout #1, six copies of handout #2, and one copy of handout #3
- ✓ Paper and pencils or pens for each participant (optional)

LESSON PLAN

Prerequisite Skill or Lesson
None

Length of Lesson
45 minutes, with an additional 5 minutes if conducting the optional activity



Generating Interest In Topic

Small Group Activity (10 minutes)

1. Divide the large group into two smaller groups by asking participants to count off “one,” “two,” “one,” “two,” and so on. Separate the two groups asking the “ones” to form a circle at one side of the room and the “twos” to form a circle at the opposite side of the room.
2. Tell participants they are going to participate in a group competition. The first group to finish the task will be the winner.
3. Show a copy of Handout #1: Nine Dots to the participants. Explain the task.
 - Each group needs to connect all nine dots using four straight lines.
 - However, the four lines must be drawn without lifting the pencil from the paper. In other words, all four lines will be connected.
4. Without giving any additional explanation, give the “ones” three or four copies of Handout # 1: Nine Dots and one pencil. Without the “ones” knowledge, give the “twos” three or four copies of Handout #2: Nine Dots and three or four pencils. Handout # 2 has an additional list of helpful hints.
5. While the groups attempt to complete the task, treat each group in the following manner.

Group One

- Be critical of their work.
- Pressure them to work faster.
- Avoid answering any questions.
- Tell them the task may be too difficult for them to solve.

Group Two

- Be supportive and encouraging of their work.
- Express your confidence in their ability to find the correct solution.
- Answer any questions they ask.
- If after two or three minutes they have not discovered the correct way to connect the dots, ask the group if they would like a hint on how to complete the task. If they agree, give them a copy of Handout #3: Nine Dots. This handout shows the group which line should be drawn first and how far outside the box the three lines need to be drawn.



LEADER'S NOTE

It is important to physically separate the groups as much as possible. You will be treating the two groups differently and it is best if the groups do not know.



LEADER'S NOTE

Explain the helpful hints to the “twos” if no one in the group can read.



LEADER'S NOTE

Handout #4: Nine Dots shows how the task can be completed. This is for the leaders use only.

6. When either group successfully completes the assignment, stop the activity and announce the winner.
7. Bring both groups back together and state that you treated each group differently. Then, discuss the following questions.
 - Group One: What made it difficult for you to solve the problem?
 - Group Two: What made it easier for you to solve the problem?
8. Summarize the participants' ideas to highlight what makes problem solving easy and difficult. Add to their suggestions any of the following ideas not mentioned by the participants.

Factors that can make a problem difficult to solve.

- The problem is one you haven't faced before.
- You are afraid of the consequences if you are unable to solve the problem.
- You do not have any ideas for how to solve the problem.
- Other people are involved in the problem.

Factors that can make a problem easy to solve.

- You have experience solving this type of problem.
 - You feel confident that you can find a positive solution.
 - You know you have good information to use to solve the problem.
 - You have the support of others.
9. Tell participants this lesson is designed to help them become better problem solvers. Remind them that problems are a part of life. Therefore, learning how to become more skilled in resolving problems is essential. The process they will learn can be applied to problems at work, at school, and at home.



Information To Share

Leader Input and Discussion (20 minutes)

1. Explain to participants that you will present a step-by-step process for problem solving. To do this, you will describe a situation and then work through the problem-solving process with them.

2. Describe one of the situations below or a similar situation that may be more appropriate for the setting in which you are teaching.
 - Saira is called over by her teacher. Her teacher looks annoyed and Saira knows that something is not right. The teacher points to the assignment that Saira had turned in and says, “Saira , what’s happening with your paper? These math problems are done incorrectly.”
 - Saima is enrolled in a local skills training program in cutting and tailoring. Saima has submitted an assignment that has not been done correctly. The instructor calls her and tells her that she has created the item incorrectly.
3. Turn to the Problem Solving Steps visual on the wall and uncover each step as you present it to the group.
4. Uncover and read Step 1, State the Problem. Explain that the first step in solving a problem is to identify and state the problem.
5. Ask two or three participants to share with the whole group how they would state the problem in Saira’s situation.
 - The teacher/instructor is not satisfied with the quality of Saima’s work.
 - The teacher/instructor is upset.
 - The math problems are/assignment is not right.
 - Saira has not done what the teacher/instructor wanted.
6. Select one of their problem statements to use for the remainder of the demonstration. Tell participants you will use this problem statement to proceed with the problem solving process.
7. Uncover and read step 2, **Think of Many Ways to Solve the Problem.**
8. Explain that the next step is to think of many different ways to solve the problem. During this step, all ideas are welcome. Participants should avoid commenting on the quality or appropriateness of any idea. The goal is to think of as many ideas as possible. Tell them they will evaluate the ideas later.
9. Ask participants to form pairs with someone sitting next to them. They will work together to think of as many ways as possible to solve the problem. Encourage the group members to remember the ideas so that they can share them with the large group. Give them three minutes.
10. After three minutes, ask volunteers to suggest ideas as you write them on chart paper or white/chalk board. Label this list “Our Ideas for Solving the Problem.”

 **LEADER’S NOTE**

If you have participants in each group who can write, have him or her write the ideas on paper.

11. Uncover and read step 3, **Evaluate the Ideas**.
12. Explain to participants that this is the time to look more carefully at each idea so they can choose the one that offers the best solution. When they are deciding how to solve a problem, it is important to identify their reasons or criteria for picking one idea or alternative over another.
13. To clarify this concept, use the following situation as an example.
 - You must decide what to wear to go shopping, visiting relatives, or to the local fair on your day off.
 - Ask participants to raise their hands if they would solve this problem by closing their eyes and grabbing the first piece of clothing they touch.
 - Ask them to name the factors they consider in deciding what to wear, such as the weather, where they are going to shop, what is clean, and who they will be seeing.
14. Explain that when they make decisions on how to solve a problem, they should have some reasons for picking one idea over another. Write the following criteria for selecting the best idea on chart paper or white/chalk board as you present each point.
 - The idea for solving the problem can be done. In other words, it is realistic, will not take too much time or cost too much money, etc.
 - The idea will solve the problem.
 - The idea for solving the problem won't hurt or offend anyone.
15. Go back to the list of ideas they suggested for how to solve (Saira's) problem. Read each idea and ask the whole group whether each idea meets the criteria. Eliminate any ideas that do not meet the criteria.
16. Uncover and read step 4, **Choose Your Solution**. Explain to participants that after they evaluate their options to see if they meet the criteria, they need to decide which idea they will choose from those that meet the criteria.
17. State that, if they are solving a problem that only involves them as individuals, they select the idea that meets the criteria and seems like the best one to try.
18. Ask participants which idea they would try if they were Saima in this situation.
19. Select the idea that seems most popular to continue the demonstration of the problem-solving process.
20. Uncover and read step 5, **Do It**. Explain that after selecting an idea to try, they need to make a plan for how to put their idea into action or they won't solve the problem.

21. Ask several participants to share with the whole group some examples of logical action steps they might take based on the idea chosen.
22. Uncover and read step 6, Evaluate. Tell participants this is the final step and one that is often forgotten. Explain that, after they act on their idea, it is good to check whether or not it solved the problem. The reason we evaluate is to find out whether our solutions are working and to become better problem solvers in the future. If our solution is not working as well as we want, we can repeat the problem-solving process and look for a better solution.
23. Share with participants this problem solving process can seem very long and complicated. However, they use this process everyday when solving problems. Provide an example of an everyday problem they might experience and how they use the process without thinking about it. For example, briefly go through the steps as if they were solving the problem of what to do after school or work. State that, when they are facing problems new to them, thinking through the steps in the process can be helpful.



Group Activity/Practice

Small Group Practice (10 minutes)

1. Form groups of four by combining two pairs into one group. Assign group roles within each small group.
 - The tallest can be the leader. The leader will keep the group working on the task.
 - The person to the leader's right can be the spokesperson for the small group and will share the small group's ideas with the large group.
2. Tell participants that you will describe a situation, and you want them to work through steps one through three of the problem-solving process in their groups. Point to steps one through three on the Problem Solving Steps visual. Remind participants to use the criteria to complete step three.
3. Read the following situation.

Three teenagers have noticed that the community park is looking neglected, dirty, and overgrown. They think it is because the city does not have the money to keep it neat. They want to figure out a solution to the problem.

LEADER'S NOTE

: If you have participants who are able to write, it may be helpful to assign a recorder to write the ideas of the small group.

LEADER'S NOTE

Rather than use the example below, you may want to have each team select a problem they have observed in their community, at their school, or with family or friends. However, if you have different groups working on different problems, it will be more difficult to check to be sure they are applying the problem-solving process accurately.

4. Tell them they have six minutes to complete steps one through three of the problem-solving process.
5. Stop the groups after six minutes and ask one group to share its statement of the problem. Check to see if other groups have different statements.
6. Select one of the problem statements and ask another group with the same problem statement to share its possible solutions. Record the ideas on chart paper or the white/chalk board. Ask the other participants if they have thought of any other ideas for solving the stated problem. Add any additional ideas to the recorded list.
7. Review the ideas to see if they meet the criteria.
8. Take a moment to ask whether any of the groups had trouble completing steps one through three and/or have any questions. Clarify the steps if needed.
9. Give the groups a final task. Tell them they have two or three minutes to select an idea they would try.
10. Ask each group to share with the whole group their final selection.

Leader's Input and Discussion Optional (5 minutes)

1. Explain that, oftentimes when a problem comes up in the community or at school or work, more than one person is involved in selecting the solution to the problem. In fact, helping to solve the problem involves working together with others on problems that impact the whole group.
2. Display the visual listing the ways a member of a group can contribute to solving problems. A group member will:
 - Think carefully about the problem and possible solutions.
 - Suggest ideas for solving the problem.
 - Listen carefully to the ideas others suggest and consider them seriously.
3. Explain that it is important for the people involved in solving the problem to agree on how they will select an idea to try. Display the visual listing the three main methods for selecting a solution as a group.
 - Consensus
 - Voting by majority
 - Someone in authority, such as a teacher, parent, or employer, makes the final decision
4. Explain that **consensus** means everyone in the group can accept the solution, even if it is not his or her first choice. It sometimes takes time to reach consensus. However, it can be important for everyone to feel comfortable with the final decision.

5. Explain that **voting by majority** means each person votes, and the idea that has the most votes is selected.
6. There may be situations in which the final selection of which idea to use to solve the problem needs to be made by someone of higher **authority**. In that case, the group helps by providing good ideas to the person of authority for him or her to consider before he or she makes the final decision on which idea to try.
7. Ask participants:
 - Which method would you use and why for selecting an idea to solve the problem of the community park if you were working as a group to find a solution?
8. Summarize, if needed, by stating:
 - If you are solving a problem as a group, it is important to follow the problem-solving steps presented in this lesson and to contribute to a solution by making suggestions and listening to others. You also need to agree on how you will make your final selection of which idea to try to solve the problem.



Personal Application

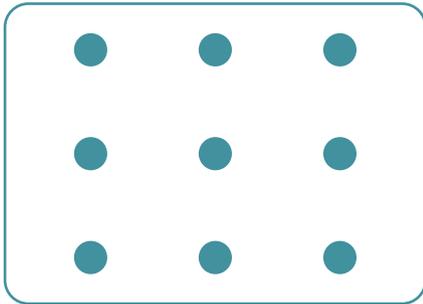
Discussion (5 minutes)

1. Congratulate participants on their hard work during the lesson. Acknowledge that problem solving is a complex and difficult skill to learn.
2. Ask participants:
 - Which of the steps in problem solving are difficult?
 - Which of the steps are easy?

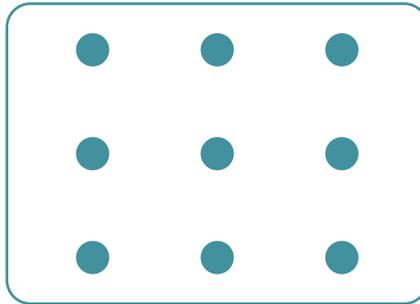
If you have conducted the Optional Activity:

- Is it easier or more difficult to use the steps alone or with a group? Explain your answer.
 - How can using the problem-solving steps help a group work together more effectively?
3. Ask participants to list two or three problem situations they experience.
 4. Tell them it is important to practice this new method of problem solving so they become better and more confident in following the steps.
 5. Encourage participants to use the problem solving steps during the next week on one or more of the problem situations they listed.

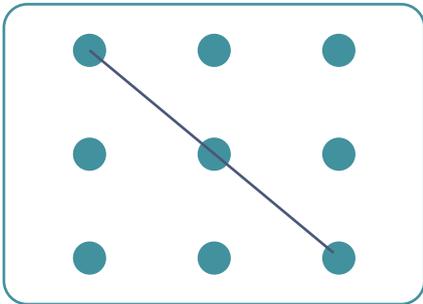
Hand Out # 01: Nine Dots



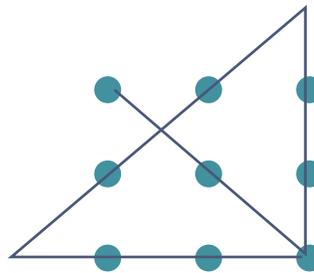
Hand Out # 02: Nine Dots



Hand Out # 03: Nine Dots



Hand Out # 04: Nine Dots



Helpful Hints

1. Ask me if you have any questions or concerns about the task.
2. Work cooperatively and try lots of different ideas.
3. If you need additional handouts, let me know and I will supply you with more.
4. Your lines will need to extend outside of the box formed by the nine dots.

Helpful Hints

1. Ask me if you have any questions or concerns about the task.
2. Work cooperatively and try lots of different ideas.
3. If you need additional handouts, let me know and I will supply you with more.
4. Your lines will need to extend outside of the box formed by the nine dots. Your next line will touch the box drawn around the nine dots.

CONFLICT MANAGEMENT-PART ONE

Learning Objectives

Participants will:

- ↘ Understand conflicts as normal occurrences in daily life.
- ↘ Name the emotions that often accompany conflicts.
- ↘ Recognize various ways people respond to conflict.
- ↘ Understand and implement the four-step conflict resolution process.
- ↘ Understand how managing conflicts positively will benefit them.

Definition of Term

Managing Conflicts: Finding a solution to a situation when two or more people have opposing points of view.

Lesson Preview

Identify typical conflict situations.

- ↘ Characterize typical personal responses to conflict.
- ↘ List three main ways people approach conflict management.
- ↘ Describe the four steps to conflict resolution.
- ↘ Practice using the four-step conflict resolution process.
- ↘ Consider how use of the four-step conflict resolution process might have impacted a recent personal conflict.

Tasks To Complete Before Teaching

1. **For Information to Share:** Create a visual listing the three approaches to conflict management.
2. **For Information to Share:** Create a visual listing the four steps to conflict resolution.
3. **For Information to Share:** Ask a participant to role play with you as you demonstrate the four-step conflict resolution process. Prior to the lesson, describe the situation you will use and review possible dialogue with the volunteer.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)

LESSON PLAN

Prerequisite Skill or Lesson
"Listening: A Key To A Positive Relationship"
"Understanding Emotions"
"Assertiveness: Speaking Directly, Honestly and Respectfully"

Length of Lesson
45 minutes



Generating Interest In Topic

Leader Input and Discussion (15 minutes)

1. Ask participants to listen as you describe several different situations. Quickly describe several common conflict situations at home, school, and work. Choose those that are appropriate for the culture and group with which you are working. Sample situations are listed below.
 - You cleaned the house (or center where classes are held). When your mother (or the leader) came home (or back), she thanked your sister or brother (or another person) instead of you. Your sister or brother (or the other person) made it look as if she or he had cleaned instead of you.
 - A friend who borrows your clothes never cleans them before returning them. They are always a mess, and you must clean them before you can wear them again.
 - A friend asked you to lie to your teacher about a missing book. He or she doesn't want the teacher to know he or she took it without asking.
 - You asked your teacher for time away from class because your mother is very ill. He or she didn't believe you and said you would fail your class.
 - You noticed your friend was having symptoms that might indicate she was pregnant. You asked her, and she said she was three months pregnant. However, she asked you not to tell anyone.
 - Your parents have asked you to take care of your younger siblings again, while your older brother or sister never has to do it.

Ask participants to raise their hands if they have experienced any of these situations or similar situations.

2. Explain to participants:
 - Each situation describes a conflict between two people.
 - Conflicts are normal occurrences for everyone.
 - Conflicts can be very disturbing and lead to bigger problems.
 - They can also be managed effectively and provide a good way to learn more about yourself and others.



LEADER'S NOTE

This lesson is designed as the first of two consecutive lessons. "Managing Conflicts Part Two" should be taught as soon as possible after this lesson.

- Any group works together more successfully if the members of the group manage conflicts with others in a positive way.
3. Ask participants to think about a recent conflict they had with someone. Reassure them that they do not need to share the details of the conflict with the group. Have them think about:
- how they responded to, or managed, the conflict,
 - how they felt when the conflict occurred and as they tried to resolve it, and
 - what impact their method of resolving the conflict had on others with whom they work or live.
4. Tell them there are many ways to respond to conflicts. Provide a few examples.
- Some people get angry and yell at others.
 - Other people say or do nothing, but are angry internally.
 - Some people try to talk with the person.
5. Select one of the following two options to complete this part of the lesson.

OPTION #1

- Tell participants you are going to suggest two words or phrases that represent different ways to approach and solve a problem or conflict. They are to decide which of the alternate words most closely illustrates how they choose to resolve conflicts. When they have chosen, they should move to a designated area of the room to gather with others who have chosen the same word or phrase.
- Demonstrate the process.
- Suggest one pair of phrases such as, a fast train and a drifting boat.
- Designate opposite sides of the room as the location for each word or phrase by saying, “Move to the right side of the room for “a fast train” and left side of the room for “a drifting boat.”
- Once participants have formed two groups, ask the groups to discuss why they selected that descriptor.

- Ask for volunteers to share with the large group their reasons for selecting the descriptor.
- Continue this process using several different pairs of words or phrases. After each pair of words or phrases and discussion, draw from participants' comments various approaches to resolving conflicts and the emotions conflicts elicit.
- Use the following suggested pairs of words or phrases or select others which are appropriate for the culture and group with which you are working.
- When you try to resolve a conflict, are you more like:

▪ a fast train	or	a drifting boat?
▪ a gentle breeze	or	a stormy wind?
▪ a mouse	or	a monster (gorilla?)?
▪ a hard stone or	or	a soft cloth?

OPTION #2

- Form small groups with three or four participants in each group. Ask them to share how they typically respond to conflicts.
- Ask for volunteers to share with the large group how they respond to conflicts. Draw from their comments various approaches to resolving conflicts and the emotions conflicts elicit



Information To Share

Leader Input, Demonstration, and Discussion (15 minutes)

1. Summarize participants' comments and explain the three major ways people respond to conflicts. Display the visual listing the three approaches to conflict management.
 - Try to find a solution that works for everyone.
 - Avoid or ignore the conflict.
 - Bully or intimidate someone into solving the conflict a certain way.

2. Indicate the best conflict resolution approach in most situations is to find a solution that is okay with both individuals involved in the conflict. You will be teaching them a four-step process that will help them take this approach.
3. Display the visual of the four steps to conflict resolution. Explain the four-step process.
 - Step 1: Agree on a problem statement that represents the conflict.
 - Step 2: List possible solutions.
 - Step 3: Discuss possible solutions and their likelihood for success.
 - Step 4: Select a solution that is okay with both people involved.
4. Demonstrate the four steps by talking through the steps using a simple situation.
 - A friend who borrowed some money has not paid it back. You need the money. You decide you will try to work out the conflict with him or her.
5. Ask the volunteer who agreed to role play with you to come to the front of the room. Demonstrate the four-step process with the volunteer as if you were the two individuals in the situation. Leave the visual of the four steps displayed as you role play. Keep the conversation short and simple. Encourage the observing participants to notice the four steps.

↳ **Step 1:**

- Agree on a problem statement that represents the conflict.
- Person #1: "I loaned you some money, and now I need it back."
- Person #2: "Yes, but I don't have it to give back right now."

↳ **Step 2:**

- List possible solutions.
- Person #1: "Maybe you could do some extra jobs to make the money you owe me, and pay me back in a couple days."
- Person #2: "Or maybe you could borrow the money from someone else."
- Person #1: "Maybe you could borrow it from someone else so you can pay me back."

↳ **Step 3:**

- Discuss possible solutions and their likelihood for success.
- Person #1: "If you can do some jobs, you could pay me back. I'm not sure how quickly you could get enough work to earn the money you need to pay me."

- Person #2: “If you borrowed the money from someone else, you would have the money you need.”
- Person #1: “If I borrowed the money, I’d be in debt, too. I don’t want to be in debt to anyone.”
- Person #2: “If I borrow the money to pay you back, I’m still going to owe someone the money.”
- Person #1: “That’s true, but at least I will be able to have my money back now that I need it.”

↳ **Step 4:**

- Select a solution that is okay with both people involved.
- Person #2: “I’m willing to try to find some jobs in the next couple days.”
- Person #1: “Okay. I’ll wait a couple days, but if you can’t find jobs in a couple days, I still need my money back.”
- Person #2: “Okay. I’ll try. If that doesn’t work, I’ll ask another friend for a loan.”

6. After the role play, ask the observing group what was said during each of the four steps.

7. Ask participants:

- What clarification do you need or want about the use of the four steps?
- Do you think the steps would be easier or more difficult to use with family, friends or people at school or work? Explain your reasons.
- How do you think the four-step process would impact a group working together on a project?
- Each person shows respect for the other person.
- You can understand the conflict more fully if you listen carefully.
- You can directly state what you want.
- You are more likely to understand what the other person wants if you use assertive communication.



LEADER’S NOTE

Emphasize the importance of demonstrating listening and assertive communication skills as they use the four-step process for resolving conflicts. Point out the advantages.



Group Activity/Practice

Paired Practice (10 minutes)

1. Ask participants to form pairs with someone sitting nearby.
2. Describe the following conflict.
 - You cleaned the house (or center where classes are held). When your mother (or the leader) came home (or back), she thanked your sister or brother (or another person) instead of you. Your sister or brother (or the other person) made it look as if she or he had cleaned instead of you.
3. Have each pair discuss and complete the first step in resolving this conflict: Agree on a problem statement that represents the conflict.
4. Call on a couple pairs to share their ideas.
5. Have the pairs discuss and complete the second step: List possible solutions.
6. Again, call on two pairs to share their solutions.
7. Have the pairs discuss and complete the third step: Discuss possible solutions and their likelihood for success.
8. Call on two pairs to share their ideas.
9. Have the pairs discuss and complete the fourth step: Select a solution that is okay with both people involved.
10. Call on two pairs to share the solution they agreed upon.



Personal Application

Discussion (5 minutes)

1. Ask participants to think again about the recent conflict they identified during “Generating Interest in Topic.” Reassure them that they do not need to share the details of the conflict with the group.
2. Have them discuss the following questions in the large group.
 - How might this conflict have turned out differently if they had known this four-step method of resolving conflicts?
 - What positive impact will the use of the four steps to conflict resolution have on others with whom they live, study, or work?



LEADER'S NOTE

Save the visuals used during Information to Share. You will use them during “Managing Conflict Part Two.”

Additional Information For Leaders Regarding Conflict Resolution

Conflict resolution is a very complex skill. In the two lessons on conflict resolution, we have tried to simplify the skill so the steps will be understood and remembered by the young people experiencing these lessons. In the simplification, several concepts were not addressed completely. However, the young people you teach may raise these concepts or you may think it appropriate to raise them based on the groups' discussion. The following points may help you address their comments and questions.

Acknowledge Feelings: A critical aspect of defining problems and selecting solutions is recognizing your feelings and the feelings of the person with whom you are in conflict.

Empathy: The ability to put yourself in the other person's position and see the conflict through his or her perspective will help a person understand the conflict more fully and will likely help the person to work towards a mutually acceptable resolution.

Resistant Partner: At times people are hesitant or resistant to resolving a conflict. They prefer to ignore, withdraw from, or be stubborn about the issue. Dealing with this situation can be challenging and stressful.

- Using skills of listening, assertiveness, and managing strong emotions can be very helpful.
- If someone is not willing to engage in conflict resolution, the other person involved has few alternatives. He or she can ignore the situation, but that may not be satisfactory. An alternative is for him or her to analyze the situation in terms of their feelings and role in the conflict and the other person's feelings and role. Then, suggest a resolution to the conflict without engaging the person in the process.

Multiple Players: Dealing with a conflict where more than one person is involved in one side of the conflict adds a new dimension to conflict resolution. If the people are collaborative, the same process will work. If not, a third party, or mediator, may need to become involved to help resolve the conflict in a mutually satisfying manner.

CONFLICT MANAGEMENT-PART TWO

Learning Objectives

Participants will:

- ↘ Review the three ways to respond to conflicts.
- ↘ Understand how ignoring conflicts may not resolve them and identify situations where this way of responding may be appropriate.
- ↘ Understand that using bullying and intimidation to managing conflicts is disrespectful of others and might lead to more problems.
- ↘ Implement the four-step conflict resolution process.
- ↘ Understand how managing conflicts positively will benefit them.
- ↘ Commit to using the four-step process for conflict resolution when appropriate.

Definition of Term

Managing Conflicts: Finding a solution to a situation when two or more people have opposing points of view.

Lesson Preview

- ↘ Review the four steps to conflict resolution.
- ↘ Compare the advantages and disadvantages of avoiding or ignoring a conflict and using bullying or intimidation to respond to a conflict.
- ↘ Practice the four steps to conflict resolution.
- ↘ Demonstrate use of the four-step conflict resolution process. (optional)
- ↘ Apply the four-step conflict resolution process to a recent personal conflict.

Tasks To Complete Before Teaching

1. **For Generating Interest in Topic:** Reuse the visual listing the four steps to conflict resolution from “Managing Conflicts Part One.”
2. **For Information to Share:** Reuse the visual listing the three approaches to conflict management from “Managing Conflicts Part One.”
3. **For Information to Share:** Think of a small conflict you have faced and are willing to share.
4. **For Group Activity/Practice:** Select one of the two situations described on the “Four Steps to Conflict Resolution” handouts or use a conflict situation common for the culture and group with which you are working.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Handout: Four Steps to Conflict (two situations, optional)

5. **For Group Activity/Practice:** Create a visual describing your selected conflict situation.
6. **For Group Activity/Practice:** If your participants can read and you plan to use one of the handouts, duplicate the one you have selected and cut each handout into two parts. Half of your group will need a copy of Person A's role and the other half Person B's. Since you are cutting the handout in two with each participant getting one half, you will need enough copies for half the number of participants in your group. Another option is to create visuals of each role description and ask those who are playing Person A to gather around the visual describing their role and those playing Person B to gather around their visual.

 **LEADER'S NOTE**

The handout will only be helpful if your participants can read.

LESSON PLAN

Prerequisite Skill or Lesson
"Managing Conflict-Part One"

Length of Lesson
45 minutes, with an additional 5 minutes if conducting the optional activity.



Generating Interest In Topic

Demonstration (5 minutes)

1. Ask participants to listen as you describe a conflict situation. Share a small conflict you have faced and are willing to share, or use one of the following situations.
 - I live next door to a very nice family. Their children like to play in my yard, and I like to see them having fun. The other day, I stepped outside and nearly fell when I tripped on a toy they left in my yard. I don't like it when there are toys left in my yard.
 - When I was your age, I wanted to stay out late at night. The rules were to be in by 10:00 p.m. I thought I was old enough to stay out later.
 - When I was your age, my parents insisted that I do a lot of chores. I thought it was unfair because my friends didn't have to do as many. My chores would take a long time. I knew I had to help out at home, but thought it was unfair that my parents gave me so many.
2. Ask participants to suggest the steps you should follow to resolve this conflict.
3. Display the visual of the four steps to conflict resolution. Review the four-step process.
 - Step 1: Agree on a problem statement that represents the conflict.
 - Step 2: List possible solutions.
 - Step 3: Discuss possible solutions and their likelihood for success.
 - Step 4: Select a solution that is okay with both people involved.



LEADER'S NOTE

This lesson is designed as the first of two consecutive lessons. "Managing Conflicts Part Two" should be taught as soon as possible after this lesson.



Information To Share

Leader Input and Discussion (15 minutes)

1. Display the visual listing the three approaches to conflict management from "Managing Conflicts Part One." Remind participants that there are two other ways to manage conflicts.
 - Avoid or ignore the conflict.
 - Bully or intimidate someone into solving the conflict a certain way.

2. Explain that avoiding or ignoring conflicts is not likely to get a resolution that is okay with both individuals. However, in some situations, avoiding the conflict might be the best option.
3. Ask participants when they think this option would be best. Be sure to include the following ideas if they are not suggested by participants.
 - ↳ Avoiding a conflict might be best when:
 - the conflict is small or trivial.
 - the situation is dangerous.
 - someone has a lot of power over you and is not likely to listen.
4. Ask participants:
 - How might someone feel if he or she avoids or ignores a conflict that is important to him or her? How might he or she feel if this approach is used frequently?
 - What do you think will happen to the relationship between two individuals when one person usually avoids or ignores conflicts?
5. Summarize by stating that, while avoiding or ignoring a conflict may be the best choice at certain times, it is not helpful if a person repeatedly uses this strategy.
6. Explain that the third way of managing conflicts is destructive and should not be used. Bullying or intimidating someone into solving a conflict your way is disrespectful and likely to ruin relationships with other people. If needed, clarify the meaning of bullying or intimidation as behaviors that frighten someone into doing what the person wants.
7. Ask participants to raise their hands if they have ever been intimidated into solving a problem in a way they did not support. Lead a discussion selecting from the following questions.
 - How does someone feel when another person intimidates him or her into doing something he or she doesn't want to do?
 - How does a person feel about the individual intimidating him or her?
 - Do you think it resolves the conflict? Explain your answer.
 - What do you think will happen to the relationship between the two individuals?



Group Activity/Practice

Paired Practice and Large Group Discussion (20 minutes)

1. Have participants form pairs by asking them to find a partner who has a different number of siblings. Have the pairs decide which one of them is Person “A” and which one is Person “B.”
2. Explain that you want each pair to work on solving a conflict you will describe to them. Each person in the pair will assume the role of one of the two people in the conflict. They will use the four-step process for solving the conflict with their partner.
3. Display the visual with the sample situation you have selected. Use one of the following situations or a conflict situation that is common for the culture and group with which you are working. Read the situation to the group.

Missing Book

A friend asked you to lie to your teacher about a missing book. He or she doesn’t want the teacher to know he or she took it without asking.

Lazy Co-Worker

You are working at a store. The store owner gives you and your co-worker a list of tasks that need to be completed. Whenever the store owner is not around, your co-worker quits working leaving you with all the work.

4. Define the specific roles for Person A and Person B. If possible, provide the specific information for Person A only to the individuals in that role and the same for Person B. You can do this in one of two ways.
 - Use the handouts describing the sample situations and the roles included at the end of this lesson. The selected handout can be duplicated and cut into two parts.
 - Create visuals of each role description and ask those who are playing Person A to gather around the visual describing their role and those playing Person B to gather around their visual.



LEADER’S NOTE

If you have participants who do not read, you will need to describe the roles to each group separately.

Missing Book

Person A: You are working very hard to get a good grade in your class. The teacher is very nice and has been very helpful to you. The teacher has allowed you to borrow his books to learn more about the topics that interest you. The teacher expects his students to ask before taking a book. Today, the teacher asked you if you borrowed a book he can't find. You know your friend has been reading it.

Person B: You have been struggling in your class. Your friend studies with you every week to help you understand the work. Last week, you took a book off the teacher's shelf and took it home to study it. You didn't ask the teacher before taking it, because you were in a hurry. The teacher asked the class where the book is, and you didn't answer. Since your friend borrows books frequently, the teacher asked him or her if he or she had taken it. Now you are afraid the teacher will be mad if you admit you took it without asking.

Lazy Co-Worker

Person A: You are really happy that you have this job and want to work hard to satisfy your boss. Whenever your boss gives you an assignment, you think it is unfair that you have to do all the work in order to satisfy him or her. You're getting tired of this happening.

Person B: You don't think you are getting paid enough for the tasks the boss is giving you. You have to work very hard when the boss is there and think it is okay to relax when he or she isn't around. Since you aren't getting paid very much, it's okay.

5. When the situation and roles are clear, have the pairs begin using the four-step process to resolve the conflict.
6. When the pairs have agreed on a solution, have two pairs join together to form a small group of four. Have them compare how they resolved the problem. Monitor the pairs as they work together.

OPTIONAL ACTIVITY:

Role play Solutions in Pairs

Select one pair to role play their solution. Be sure to select a pair who will demonstrate appropriate use of the four steps.

7. Ask participants:

What was the easiest step for you and your partner?

What were the similarities or differences between how you and your partner solved the conflict and how the pair you met with solved the conflict?

8. Summarize their comments. Be sure to mention there are usually many different ways to resolve the same conflict. The key is to find a way that is okay with both individuals involved in the conflict.



Personal Application

Discussion (5 minutes)

1. Ask participants:

↳ Which conflict resolution strategy do you think would be best to use at home, school, and work? Explain your answer.

- Avoid or ignore
- Bully or intimidate
- Four-step conflict resolution process
- How do you think you will benefit if you use the four-step conflict resolution process at home? at school? at work?

2. Have participants think about a conflict they are having or have recently had with a family member, friend, or co-worker. Have them go through the four-step process in their minds as they think about resolving the conflict. Ask participants if anyone needs clarification or would like to share their conflict and resolution with the group.

3. Encourage participants to keep a journal or log of the conflicts they experience and how they choose to respond to them. If writing is difficult for participants, have them make a mental note or draw pictures or symbols of their conflicts and how they respond. Have them look for patterns in their approach to conflict resolution. Ask them to consider whether or not they are pleased with how they manage conflicts.

4. Ask participants to practice the four-step process with current conflicts at work, school, and/or at home.

Four Steps To Conflict Resolution

- Duplicate this handout and cut it in half, separating Person A's and Person B's roles.
- Give Person A the half describing his or her role.
- Give Person B the half describing his or her role.

LEADER'S NOTE

Another option is to create visuals of each role description and ask those who are playing Person A to gather around the visual describing their role and those playing Person B to gather around their visual.

Person A

Situation: A friend asked you to lie to your teacher about a missing book. He or she doesn't want the teacher to know he or she took it without asking.

Person A: You are working very hard to get a good grade in your class. The teacher is very nice and has been very helpful to you. The teacher has allowed you to borrow his books to learn more about the topics that interest you. The teacher expects his students to ask before taking a book. Today, the teacher asked you if you borrowed a book he can't find. You know your friend has been reading it.

Person B

Situation: A friend asked you to lie to your teacher about a missing book. He or she doesn't want the teacher to know he or she took it without asking.

Person B: You have been struggling in your class. Your friend studies with you every week to help you understand the work. Last week, you took a book off the teacher's shelf and took it home to study it. You didn't ask the teacher before taking it, because you were in a hurry. The teacher asked the class where the book is, and you didn't answer. Since your friend borrows books frequently, the teacher asked him or her if he or she had taken it. Now you are afraid the teacher will be

Four Steps To Conflict Resolution

Directions:

- Duplicate this handout and cut it in half, separating Person A's and Person B's roles.
- Give Person A the half describing his or her role.
- Give Person B the half describing his or her role.

Person A

Situation: You are working at a store. The store owner gives you and your co-worker a list of tasks that need to be completed. Whenever the store owner is not around, your co-worker quits working leaving you with all the work.

Person A: You are really happy that you have this job and want to work hard to satisfy your boss. Whenever your boss gives you an assignment, you think it is unfair that you have to do all the work in order to satisfy him or her. You're getting tired of this happening.

Person B

Situation: You are working at a store. The store owner gives you and your co-worker a list of tasks that need to be completed. Whenever the store owner is not around, your co-worker quits working leaving you with all the work.

Person B: You don't think you are getting paid enough for the tasks the boss is giving you. You have to work very hard when the boss is there and think it is okay to relax when he or she isn't around. Since you aren't getting paid very much, it's okay.



LEADER'S NOTE

Another option is to create visuals of each role description and ask those who are playing Person A to gather around the visual describing their role and those playing Person B to gather around their visual.

REDUCING INTIMIDATION & BULLYING

Learning Objectives

Participants will:

- ↘ Recognize intimidating and bullying behaviors.
- ↘ Recognize that intimidating and bullying behaviors are disrespectful to others and damage relationships.
- ↘ Identify ways to respond to intimidating and bullying behaviors.

Definition of Term

Intimidation and Bullying: Ridiculing a person or trying to persuade someone to do something through fear or the threat of violence.

Lesson Preview

- ↘ Identify typical intimidating and bullying behaviors and how these behaviors impact relationships.
- ↘ List four ways to respond to intimidation and bullying.
- ↘ Demonstrate ways to respond to intimidation and bullying.
- ↘ Suggest the best way to respond in a variety of situations involving intimidating and bullying behaviors.
- ↘ Practice identifying ways to respond to typical intimidating and bullying behaviors.
- ↘ Encourage participants to use the four ways to respond to intimidation and bullying directed at self and others.

Tasks To Complete Before Teaching

- 1. For Generating Interest in Topic:** Create a visual listing typical intimidating or bullying behaviors.
- 2. For Information to Share:** Create a visual listing the four ways to respond to an intimidator or bully.
- 3. For Information to Share:** Ask two individuals to role play with you. They will demonstrate how to respond to an intimidator or bully. One volunteer will demonstrate saying, “stop” and leaving the area; the second volunteer will demonstrate ignoring the person and leaving the area. Prior to the lesson, describe the situations you will use and review possible dialogue with each volunteer. In both situations, you will play the intimidator and the volunteer will demonstrate the suggested behavior.
- 4. For Group Activity/Practice:** If participants do not create their own examples of practice situations, create a visual of the intimidating situations given in the lesson. These situations will be used when participants practice responding to an intimidator.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Paper and pencils or pens (optional)
- ✓ Slips of colored paper approximately 3 inches by 5 inches (enough different colors so that each group of three or four participants can have a different color than other groups)



Generating Interest In Topic

Large Group Discussion (5 minutes)

1. Tell participants you will describe some situations. They are to count how many of the situations have happened to them at home, at school, on the street, or at work. They can keep track on paper if they wish. Display the visual listing typical intimidating and bullying behaviors as you read and describe them. Choose those that are appropriate for the culture and group with which you are working.
 - Someone has threatened you into doing something.
 - Someone has teased you.
 - Someone has pushed you.
 - Someone has made fun of you.
 - Someone has told rumors about you that weren't true.
 - Someone has forced you to do something.
 - Someone has written notes about you that aren't true.
 - Someone has frightened you into doing something.
2. Ask participants to raise their hands if two or three of the situations have happened to them. Have them raise their hands if four or five of the situations have happened to them. Then, ask for a show of hands for those who have had six to eight of the situations happen.
3. State that these situations illustrate different types of intimidation or bullying. These behaviors are disrespectful and will not build positive relationships with other people.
4. Ask participants how they feel when they are treated this way.
5. Draw from their comments and summarize. Indicate that people who are intimidated often feel negative about themselves and lack self-confidence. They may also feel angry toward the person who intimidates them



Information To Share

Leader Input and Demonstration (10 minutes)

1. Clarify the definition of intimidation and bullying.
 - Intimidation or bullying occurs when someone behaves in a manner that frightens or threatens someone emotionally or physically.
2. Explain that friends, family members, teachers, co-workers, and employers can demonstrate these behaviors. It doesn't matter who is doing the behavior. It is still intimidation and is disrespectful and harmful to the relationship.
3. Display the visual listing the four ways to respond to an intimidator. Describe the four ways and emphasize that these responses encourage the intimidator to stop his or her behavior.
 - **Tell the intimidator to stop.** Intimidators like to know that the people they intimidate are frightened. If you firmly tell them to stop, you will represent yourself as strong and not afraid.
 - **Ignore the intimidator.** Intimidators like to get a reaction from the person they are intimidating. If you don't react, they will not get the reaction they want. However, if you ignore intimidators and they do not stop intimidating you, choose another of the four responses.
 - **Leave the area.**
 - **Tell a teacher, employer, or someone in authority about the situation if it occurs at school or work.** You do not have to put up with intimidation. It is the responsibility of a teacher, employer, police officer or other person in authority to provide a safe environment, one that is free from intimidation, in which to learn or work.
4. State that there are two more things you can do if you are intimidated.
 - Stay calm. The intimidator wants to know he or she is making you uncomfortable. If you act calm, he or she may stop.
 - Ask for support from others.
 - Talk with supportive friends, family, and co-workers about the situation and how you feel.
 - Stay with friends, family, and co-workers at times when the intimidation might occur if possible.

5. Emphasize that there is also something a bystander can do in an intimidating situation. He or she can tell the intimidator to stop and tell the employer, supervisor, teacher or youth leader what he or she saw.
6. Ask the first volunteer to come to the front of the room. Describe the situation below to the group. Tell the participants you will be the intimidator and the volunteer will demonstrate how to tell the intimidator to stop and leave the area.
 - Each morning when you leave your house, a man is sitting outside. He calls to you to ask for food or money and stares at you until you turn the corner. You feel uncomfortable with this situation.
7. After the role play, ask participants:
 - Do you think you could stand up to the man in this way? Explain your answer.
 - Would it be easier to ignore this situation?
 - What else could you do if the man did not change his behavior?
8. Ask the second volunteer to come to the front of the room. Describe the situation below to the group. Tell the participants that you will be the intimidator and the volunteer will be demonstrating how to ignore the intimidator and leave the area.
 - Every time you go to the store (or classroom), a group of workers (or peers) whisper together and point at you. They have been doing this for several weeks.
9. After the role play, ask participants:
 - How easy do you think it would be to ignore this situation? Explain your answer.
 - What else could you do if the store employees (or peers) did not change their behavior?
10. Review the last of the four ways to respond to intimidation tell a teacher, employer, or someone in authority. Remind them that it is the responsibility of teachers and employers to provide a safe learning or working environment which includes being treated respectfully. Intimidation and bullying is disrespectful behavior.
11. Remind participants that, while they cannot control how someone acts towards them, they can control how they respond and can maintain a positive attitude towards themselves. Using these four ways to respond to an intimidator will help to keep a person's self-confidence strong. Stopping intimidation also helps people feel safe and respected so that positive relationships can be built.

 **LEADER'S NOTE**

If your group attends a school or is employed, share the school's or workplace's reporting policy and procedure regarding intimidation. Mention that different teachers and employers may react differently to your request for help with acts of intimidation. Be sure participants understand they should not have to handle school-related or employment acts of intimidation alone.



Group Activity/Practice

Small Group Activity (15 minutes)

1. Have participants form small groups by counting off. Each small group should have three or four members. Give each small group enough slips of the same color paper so that each person will have one. While the members of each group should have the same color, each group should have a different color.
2. Tell the small groups to think of one or two situations where a person, or a group of people, was bullying or intimidating someone. Have them describe their situations on their slip of paper, in words or pictures, or remember the situation so that they can tell someone from another group.
 - Someone you barely know keeps asking you for money.
 - A student makes fun of you during lunch. He or she wants you to eat in a different area.
 - A friend has been telling rumors about you that aren't true. Now, other people are ignoring you because of what has been said.
 - Another young person keeps poking you in the arm or messing with your hair.
 - An older boy keeps asking you, a younger girl, to go out with him even though you have told him a couple times you are not interested in dating him.
3. Have the small groups decide what they would do to respond to the intimidation in each of their situations. Display the visual with the list of four ways to respond.
4. Have the participants form pairs with a person from a different small group. Each person in the pair must have a different colored slip of paper.
5. Taking turns, have each partner read or describe the intimidating situation without telling how their group decided to respond. After describing the situation, the partner listening to the situation should tell which of the four ways he or she would respond. Then, reverse roles so that both partners have a chance to share their situations and respond to their partner's situations.
6. After a few minutes, ask volunteers to describe their situation and how they or their partner responded.



Personal Application

Discussion (5 minutes)

1. Ask participants:
 - Which of the four ways to respond to bullying and intimidation seem the easiest? Most difficult? Most effective? Explain your answers.
 - What do you think you will do if you are intimidated or bullied in the future?
 - What do you think you should do if you see someone else being bullied or intimidated?
 - How do you think a person's relationships might be affected if he or she bullies others?
2. Encourage participants to stand up for themselves by using one or more of the four ways to respond to intimidating or bullying situations at home, school, or work.
3. Ask participants to notice when others are being intimidated or bullied. Encourage them to help others stand up for themselves or to report the incident to a teacher, employer, or someone in authority.

UNIT 3: EFFECTIVE WORK HABITS





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CAREER ASSESSMENT TOOLS - PART ONE

WHAT WOULD YOU LIKE TO DO?

Learning Objectives

Participants will:

- ↘ Identify jobs they find interesting and those they do not find interesting.
- ↘ Explore their talents, interests, and appealing job characteristics to identify possible work settings.
- ↘ Identify the jobs of people they know and admire to gather information on possible careers.

Lesson Preview

- ↘ Share your career development path.
- ↘ Generate lists of jobs participants consider interesting and those they consider not interesting.
- ↘ Complete the handout, What Does the World Around You Say About Jobs You Might Find Interesting?
- ↘ Discuss the handout with a partner.
- ↘ Summarize the data and ideas explored to identify possible jobs.

Tasks To Complete Before Teaching

1. **For Information to Share:** Duplicate enough copies of the handout, What Does the World Around You Say About Jobs You Might Find Interesting? so each participant can have one copy.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Handout: What Does the World Around You Say About Jobs You Might Find Interesting?
- ✓ A pencil or pen for each participant

LESSON PLAN

Prerequisite Skill or Lesson
"Listening A Key to A Positive Relationship"

Length of Lesson
45 minutes



Generating Interest In Topic

Leader Input and Discussion (10 minutes)

1. Explain your career development path by describing the following aspects.
 - Your first job
 - How you found your first job
 - The most interesting jobs you have had
 - The worst jobs you have had
 - Any patterns you noticed as you moved from one job to another or from one set of jobs to another set of jobs

For example, if your list of jobs included babysitting, youth worker at human service agency, a mechanic in a car garage, and now counselor at this school or center, the pattern would be an interest in working with young people.

- Jobs you had that were similar to jobs your family or friends had earlier in their lives and how they were similar
 - How your current job fits your interests and needs for meaningful employment
2. Encourage participants to ask questions about your prior jobs and pathway to your current position.
 3. Draw a line down the middle of a piece of chart paper or the white/chalk board. Title one side "More Interesting Jobs" and the other side "Less Interesting Jobs."
 4. Ask participants to suggest jobs they might find interesting to do at some time in their lives. Record their ideas under the title "More Interesting Jobs." Ask participants to share their reasons for finding specific jobs interesting.
 5. Ask participants if there are any jobs they would not like to have during their lifetime. Record their ideas under the title "Less Interesting Jobs." Ask participants to share their objections to the listed jobs.

LEADER'S NOTE

This lesson is the first of two lessons on career assessment. It should be taught immediately prior to the lesson "Career Assessment Tools Part Two: An Interest Survey."

LEADER'S NOTE

If this is your first job or you haven't had a long career path, you can use your parents or someone you know as an example. It is also important to let participants know that your career path is just an example. They will face a different reality and different challenges.

LEADER'S NOTE

It may happen that the same job is added at both lists.



Information To Share

Activity (15 minutes)

1. Distribute the handout, What Does the World Around You Say About Jobs You Might Find Interesting?
2. Invite participants to fill in the handout, Questions 1-9, as you read through it with them. They can use words, symbols, or pictures to describe their responses. Use the following comments to help participants think about their answers to the questions.
 - #2. What do you do well?
 - What talents or skills do you have, such as drawing, riding a bicycle, creative writing, or fixing machines?
 - #3. What do you enjoy doing?
 - This could be different from or the same as what you do well. For example, you may be very good at riding a bicycle but would not like to have a job making deliveries on a bicycle. Or, you may not be very good at fixing machines but enjoy fixing machines whenever you get a chance.
 - #5. Have you ever stopped and watched someone do a job that seemed interesting to you?
 - Sometimes people become fascinated by a job they never knew existed before. They see someone doing something and think to themselves, “That is a job I think I would really like and at which I would be good.”
 - #8. Who are some people you admire? What do they do for work?
 - Ask some of the following questions to help participants identify people they admire or have admired.
 - Are there people other than relatives you admire?
 - Were there people you admired when you were younger?
 - Are there people you admire who are your same age, a little older, a lot older?
 - Are there types of people you admire, such as policemen or policewomen, nurses, a pleasant shopkeeper?
 - #9. Where are some of your favorite places? What jobs do you see when you are there?
 - If you enjoy spending time at a park, you might enjoy selling snacks at the park or being a person who takes care of the grounds.
 - If you enjoy shopping for clothes, you might enjoy working in a clothes store, being a tailor, or creating fashion design.



Group Activity/Practice

Paired Discussion (15 minutes)

1. Have participants find a partner who has a different number of siblings. Ask the partner with the fewest number of siblings to be the speaker and the partner with the most siblings to be the listener.
2. Invite the speaker to share with the listener his or her responses to the nine questions. Encourage the listener to pay close attention to the information shared by the speaker and to ask clarifying questions.
3. Ask the listener to summarize to the speaker what he or she heard from the speaker and to say which jobs seemed to generate the most excitement from the speaker. Using the following sentence stems may help.
 - “Some of the jobs I heard you mention were...”
 - “It seems to me you were the most excited when discussing the jobs of...”
4. Ask the partners to switch roles and repeat the above process



Personal Application

Discussion (5 minutes)

1. Read the directions for completing the summary section of the handout, What Does the World Around You Say About Jobs You Might Find Interesting? Ask participants to complete it using words, pictures, or symbols.
2. Ask for volunteers to tell the group some of the jobs they listed in this section.
 - Tell participants the next lesson will follow up on this one and will examine career choices.



LEADER'S NOTE

Collect and save the participants' handouts. They will be used again in the lesson, "Career Assessment Tools Part Two: An Interest Survey."

Name _____

An Interest Survey: Clues for Finding the Right Job

What Does The World Around You Say About Jobs, You Might Find Interesting?

1. Is there a job you have always dreamed of doing? What is it?

2. What do you do well?

3. What do you enjoy doing?

4. Is there a job characteristic that is important to you? If so, it might influence the type of job you want to seek. For example, if you like to talk to people, you may not want to have a job where you work alone, but would rather work in a sales or human service job. Here are some examples of characteristics that might influence the type of job you want. Tick those that appeal to you.

- | | |
|----------------------------------------------------|----------------------------------------------------|
| <input type="checkbox"/> Working with other people | <input type="checkbox"/> Working alone |
| <input type="checkbox"/> Working outside | <input type="checkbox"/> Working inside |
| <input type="checkbox"/> Earning lots of money | <input type="checkbox"/> Helping other people |
| <input type="checkbox"/> Working overtime | <input type="checkbox"/> Not working overtime |
| <input type="checkbox"/> Using your mind | <input type="checkbox"/> Working with your hands |
| <input type="checkbox"/> Living in one community | <input type="checkbox"/> Moving around the country |

5. Have you ever stopped and watched someone do a job that seemed interesting to you? What was it?

--

6. If you have friends that work, what jobs do they have?

Friends	Friends	Friends
Job	Job	Job

7. What jobs have your mom, dad, aunts, uncles, other close adult friends and family members had?

8. Who are some people you admire? What do they do for work?

Person	Person	Person
Job	Job	Job

8. Who are some people you admire? What do they do for work?

Person	Person	Person
Job	Job	Job

Summary

After answering the questions and listening to your partner's comments, what job (s) seem the most interesting to you?

CAREER ASSESSMENT TOOLS-PART TWO

AN INTEREST SURVEY

Learning Objectives

Participants will:

- ↘ Identify two interesting categories of jobs they would consider.
- ↘ Identify specific jobs within each category.
- ↘ Select personal favorite jobs. know and admire to gather information on possible careers.

Lesson Preview

- ↘ Review the discussions from the lesson “Career Assessment Tools Part One: What Would You Like To Do?”
- ↘ Explain and administer the Interest Survey: Clues for Finding the Right Job.
- ↘ Score and interpret the interest survey results.
- ↘ Discuss favorite jobs with other participants who have similar interests.
- ↘ Select personal favorite jobs.

Tasks To Complete Before Teaching

- 1. For Information to Share:** Create a visual of the handout, An Interest Survey: Clues for Finding the Right Job Answer Box. You will use it to demonstrate the placement of the Xs and for scoring the results.
- 2. For Information to Share:** If your participants can read or you think a copy of the handout would help them complete the survey, duplicate the handout, An Interest Survey: Clues for Finding the Right Job, so each participant will have a copy.
- 3. For Information to Share:** Duplicate the handout, An Interest Survey: Clues for Finding the Right Job Answer Box, so each participant will have a copy.
- 4. For Group Activity/Practice:** Duplicate multiple copies of all six Lists of Jobs sheets. If you wish to save copying costs, try to anticipate those lists that will be most appropriate and least appropriate for your participants. Adjust the number of copies accordingly.
- 5. For Personal Application:** Have available the participants’ summary sheets from the lesson, “Career Assessment Tools Part One: What Would You Like To Do?”
- 6. For Personal Application:** Investigate possible resources for participants to contact if they want to pursue additional education or training in the vocation they select. You may want to look for career counselors who would work with participants, educational establishments, or training centers/organizations.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Handout: An Interest Survey: Clues for Finding the Right Job
- ✓ Handout: An Interest Survey: Clues for Finding the Right Job Answer Box
- ✓ Handouts: Six Lists of Jobs Square, Circle, Diamond, Triangle, Star, Rectangle
- ✓ A pen or pencil for each participant

LESSON PLAN

Prerequisite Skill or Lesson
"Career Assessment Tools--Part One, What Would You Like To Do?"

Length of Lesson
45 minutes



Generating Interest In Topic

Leader Input (5 minutes)

1. Remind participants of the last lesson where they discussed the following topics.
 - Their dream job
 - What they did well
 - What they enjoyed doing
 - What types of criteria they would use when looking for a good job
 - Jobs friends and family have had
 - People they admire and their jobs
 - Jobs that might be located at or near their favorite places to visit
2. Explain that today's session will include filling out, scoring, and interpreting an interest survey. This survey will provide each participant with a list of jobs he or she might find most interesting.



Information To Share

Leader Input and Activity (10 minutes)

1. Explain how the interest survey will be administered.
 - (If participants can read or you think a copy of the survey will help them complete it) Each participant will be given a handout, An Interest Survey: Clues for Finding the Right Job, listing different activities and characteristics.
 - Each participant will be given an answer box, An Interest Survey: Clues for Finding the Right Job - Answer Box.
 - You, the leader, will read the list of activities and characteristics stopping after each phrase to give participants time to mark their answer box.
 - If the activity or characteristic appeals to the participant, he or she will mark an "X," indicating "yes," on the line next to the matching number on the handout, An Interest Survey: Clues for Finding the Right Job - Answer Box. The line will be left blank if the activity or characteristic does not appeal to him or her.



LEADER'S NOTE

This lesson is designed to be taught immediately following "Career Assessment Tools Part One: What Would You Like To Do?" It builds on the information participants gathered in that lesson.



LEADER'S NOTE

As you explain how to mark the Answer Box, demonstrate the proper placement of the Xs on the Answer Box visual using the first characteristic as an example.

After all of the phrases are read, the participants will score their survey.

2. If participants can read or you think a copy of the survey will help them complete it, give each participant one copy of handout, An Interest Survey: Clues for Finding the Right Job.
3. Be sure each participant has one copy of the handout, An Interest Survey: Clues for Finding the Right Job - Answer Box.
4. Read aloud each number and the accompanying phrase on the interest survey.
5. When all of the participants have completed the survey, ask them to count the Xs in each column and place the total number of Xs on the line at the bottom of each column. Demonstrate this process for the group using the Answer Box visual.
6. Ask participants to circle their two highest numbers and the corresponding shape written beneath each total line. Demonstrate this process for the group.

 **LEADER'S NOTE**

If all participants in your group are able to read, then allow them to do the survey by themselves. If some participants cannot read or read very slowly, read the survey statements to the entire group.



Group Activity/Practice

Small Group Activity (20 minutes)

1. Explain the process for interpreting the survey.
 - Participants will note the shape corresponding to the column that has the highest number on the total line. Participants will group together with other participants who have the same shape as their highest total. “Squares” will form one group; “circles” will form a second group, and so forth. If participants have circled two shapes that have the same total number, they should go to the group that has the fewest number of small group members.
 - A handout will be distributed to the members of each small group. The handout will list some of the jobs that are usually appealing to members of that small group. The members of the small groups will discuss the jobs on the list that appeal to them and why.
 - Participants will form a second set of small groups by gathering with other participants who have circled the same shape as their second highest number. Another set of handouts will be distributed to each small group and the members will discuss the second list of jobs.

2. Explain the following advantages and disadvantages to using an interest survey.
 - Each list contains a sampling of potentially interesting jobs. These are only a few of the possible jobs this type of person may find interesting.
 - A person may have a high total number in a column and find none of the listed jobs interesting. The survey uses generalizations to determine which jobs to place in each category. Do not worry if the jobs listed on the handout are not appealing to you. There are other jobs that fit this category you would find interesting. They just are not included on this handout.
 - Some of the jobs listed could seem impossible for you to attain, such as going to law school and becoming a lawyer. Do not limit your possibilities at this time. People who thought they could never reach a career goal have surprised themselves and have
3. Ask participants to form their first small group using their highest numbered column as the criteria for group membership worked hard to accomplish their goal.
4. Distribute the appropriate handouts to each group.
5. Ask each group to discuss which jobs on the list they find most interesting and why. Allow two or three minutes.
6. Ask a volunteer in each group to read the statement near the top of the handout to his or her small group. Have the small groups discuss whether or not they think the generalization about the type of job they might prefer is true for them and their reasons.
7. Ask participants to form another set of six groups using their second highest total number as the criteria for group membership. Distribute the appropriate handouts to each group and repeat the procedure beginning with step #5.
8. After two or three minutes, ask a member from each group to share with the large group the statement near the top of his or her handout and a sampling of the types of jobs listed on the page.

 **LEADER'S NOTE**

Share success stories of youth from your program who have accomplished much more than others thought they would be able to achieve.

 **LEADER'S NOTE**

The handouts contain both the name and an illustration of the job. You may need to help group members decipher the pictures.

 **LEADER'S NOTE**

If the participants in each group cannot read the sentence near the top of their page, read it to them.



Personal Application

Discussion (10 minutes)

1. Distribute the summary sheets used in the Personal Application section of the lesson “Career Assessment Tools Part One: What Would You Like To Do?” to those participants who attended that lesson.
2. Ask participants to use the information from these two lessons to decide the type of jobs in which they would most likely be interested. Ask them to select their top two or three choices.
3. Ask participants to form pairs. They can select anyone in the group as their partner. Have the pairs discuss the following questions.
 - Which two or three jobs are most interesting to you?
 - What do you find appealing about each of your favorite jobs?
4. Encourage participants to share and discuss their responses to the questions with the large group.
5. Tell participants that, if they have chosen a vocation that requires further training or education, career counselors can help them create a plan for how to make contact with appropriate schools or training centers/organizations and the steps they need to take to achieve their goal. If you are aware of these resources, share the information with participants.



LEADER'S NOTE

Those participants who missed the earlier lesson will work with today's information only.

Name _____

An Interest Survey: Clues for Finding the Right Job

Directions: Review the following list of activities and characteristics and select those you like to do or think you would like to do in the future. Write an X on the line next to the matching number on the handout, An Interest Survey: Clues for Finding the Right Job - Answer Box.

- | | |
|-----------------------------------------------------|-------------------------------------------------------|
| 1. Using tools to fix something | 26. Watching and figuring out how something works |
| 2. Studying the human body and how it works | 27. Creating art |
| 3. Performing on stage | 28. Getting along with all types of people |
| 4. Providing care for people or animals | 29. Convincing others of your way of thinking |
| 5. Leading a group discussion | 30. Making a room neat |
| 6. Following precise directions | 31. Planting a garden |
| 7. Cooking for a large group of people | 32. Studying plants |
| 8. Using a calculator | 33. Being different than other people |
| 9. Designing clothes | 34. Reading stories to young children |
| 10. Teaching a friend how to do something | 35. Taking a risk |
| 11. Selling things to other people | 36. Making lists |
| 12. Working in a group | 37. Driving a tractor or truck |
| 13. Making craft items | 38. Reading directions for putting something together |
| 14. Taking apart a frog | 39. Discovering new ways of doing things |
| 15. Using art, music or writing to express feelings | 40. Explaining ideas to people |
| 16. Talking to people | 41. Speaking your opinion |
| 17. Organizing a group to plan an activity | 42. Knowing and following directions |
| 18. Keeping well organized and accurate records | 43. Taking care of animals |
| 19. Painting a room | 44. Solving puzzles |
| 20. Figuring out a problem | 45. Taking pictures with a camera |
| 21. Decorating a room | 46. Meeting new people |
| 22. Settling an argument | 47. Speaking effectively to groups of people |
| 23. Arguing your point of view | 48. Playing on a team |
| 24. Putting things in order | |
| 25. Fixing a car | |

This activity was adapted from *Career Success: A Lifetime Investment* by Jerry and Roberta Ryan, Southwestern Press, 2001, and "The Career Game Explorer," Rick Trow Productions, Inc, New Hope PA, 1993.

Name _____

An Interest Survey: Clues for Finding the Right Job

- | | | | | | | | | | | | |
|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|-----|-------|
| 1. | _____ | 2. | _____ | 3. | _____ | 4. | _____ | 5. | _____ | 6. | _____ |
| 7. | _____ | 8. | _____ | 9. | _____ | 10. | _____ | 11. | _____ | 12. | _____ |
| 13. | _____ | 14. | _____ | 15. | _____ | 16. | _____ | 17. | _____ | 18. | _____ |
| 19. | _____ | 20. | _____ | 21. | _____ | 22. | _____ | 23. | _____ | 24. | _____ |
| 25. | _____ | 26. | _____ | 27. | _____ | 28. | _____ | 29. | _____ | 30. | _____ |
| 31. | _____ | 32. | _____ | 33. | _____ | 34. | _____ | 35. | _____ | 36. | _____ |
| 37. | _____ | 38. | _____ | 39. | _____ | 40. | _____ | 41. | _____ | 42. | _____ |
| 43. | _____ | 44. | _____ | 45. | _____ | 46. | _____ | 47. | _____ | 48. | _____ |

Square

Circle

Diamond Triangle

Star

Rectangle

LIST OF "SQUARE" JOBS

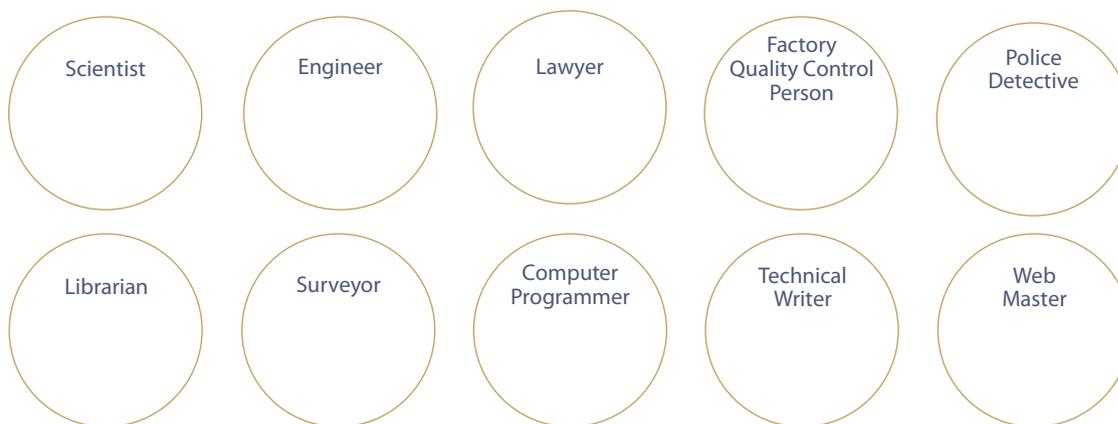
Square: You will probably enjoy a job where you work with your body.

Construction Worker	Farmer	Seamstress	House Painter	Plumber
Factory Worker	Truck/Car Driver	Restaurant Cook	Dental Hygienist	House Cleaner
Gardener	Car/Motorbike Repairperson	Appliance Repairperson	Printer	Electrician

These interest survey results sheets were adapted from "The Career Game Explorer," Rick Trow Productions, New Hope, PA, 1993, "Opportunity Knocks," Devry Institutes, Oakbrook Terrace, IL, 1997, and "Career Pathways," Michigan Occupational Information System, Lansing, MI.

LIST OF "CIRCLE" JOBS

Circle: You will probably enjoy a job where your work will demand the use of your mind.



These interest survey results sheets were adapted from "The Career Game Explorer," Rick Trow Productions, New Hope, PA, 1993, "Opportunity Knocks," Devry Institutes, Oakbrook Terrace, IL, 1997, and "Career Pathways," Michigan Occupational Information System, Lansing, MI.

LIST OF “DIAMOND” JOBS

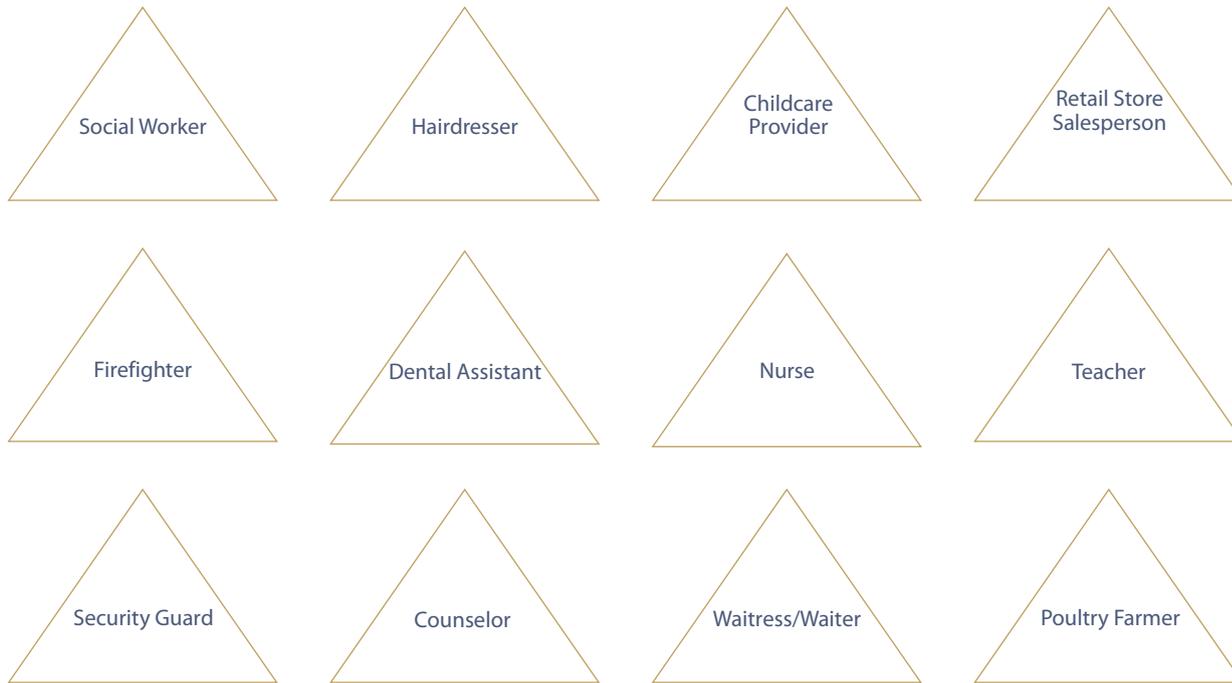
Diamond: You will probably enjoy a job where you can be creative.



These interest survey results sheets were adapted from “The Career Game Explorer,” Rick Trow Productions, New Hope, PA, 1993, “Opportunity Knocks,” Devry Institutes, Oakbrook Terrace, IL, 1997, and “Career Pathways,” Michigan Occupational Information System, Lansing, MI.

LIST OF “TRIANGLE” JOBS

Triangle: You will probably enjoy a job where you work with other people.



These interest survey results sheets were adapted from “The Career Game Explorer,” Rick Trow Productions, New Hope, PA, 1993, “Opportunity Knocks,” Devry Institutes, Oakbrook Terrace, IL, 1997, and “Career Pathways,” Michigan Occupational Information System, Lansing, MI.

LIST OF "STAR" JOBS

Star: You will probably enjoy a job where you can use your leadership skills.



These interest survey results sheets were adapted from "The Career Game Explorer," Rick Trow Productions, New Hope, PA, 1993, "Opportunity Knocks," Devry Institutes, Oakbrook Terrace, IL, 1997, and "Career Pathways," Michigan Occupational Information System, Lansing, MI.

LIST OF "RECTANGLE" JOBS

Rectangle: You will probably enjoy a job where you use your ability to organize.

Bookkeeper

Computer Technician

Librarian

Payroll Accountant

Merchandise Stocker

Custodian

Construction Worker

Secretary

Bank Teller

Traffic Policeperson

These interest survey results sheets were adapted from "The Career Game Explorer," Rick Trow Productions, New Hope, PA, 1993, "Opportunity Knocks," Devry Institutes, Oakbrook Terrace, IL, 1997, and "Career Pathways," Michigan Occupational Information System, Lansing, MI.

INTERVIEWING FOR A JOB - PART ONE

Learning Objectives

Participants will:

- ↘ Understand the purposes of an interview for the person seeking a job and for the employer.
- ↘ Identify important questions that need to be addressed before the interview.
- ↘ Understand how to prepare for and behave during an interview to increase the possibility of getting the job.
- ↘ Analyze an interview case study to determine the strengths and weaknesses of the interviewee's behavior.

Lesson Preview

- ↘ Discuss reasons interviews are helpful for the employer and the person seeking the job.
- ↘ Identify three stages in the interview process.
- ↘ Identify and practice answering two pre-interview questions.
- ↘ Identify and discuss how to be successful in an interview by observing certain guidelines and avoiding common mistakes.
- ↘ Analyze an interview situation and provide suggestions for improvement.
- ↘ Reflect on which guidelines for successful interviews are the most difficult to demonstrate and which common mistakes are the hardest to avoid.

Tasks To Complete Before Teaching

- 1. For Generating Interest in Topic:** Draw a vertical line down the middle of a piece of chart paper or on the white/chalk board. Title one side "Employer" and the other side "Interviewee."
- 2. For Information to Share:** Create a visual of the Two Pre-Interview Questions.
- 3. For Information to Share:** Create a visual of the Guidelines for Successful Interviews.
- 4. For Information to Share:** Create a visual of Common Mistakes Made When Interviewing for a Job.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)

LESSON PLAN

Prerequisite Skill or Lesson
"Listening a Key To a Positive Relationship"
"Developing Confidence in self and others"
"Hygiene and Dress: Preparing My Image"

Length of Lesson
45 minutes



Generating Interest In Topic

Discussion (10 minutes)

1. Ask participants to raise their hands if they have ever interviewed for a job.
2. Ask those who raised their hands to describe the job they interviewed for and what the interview was like. If no one raises his or her hand, be prepared to describe two or three of your own interview situations.
3. Display the visual or refer to the white/chalk board where you have drawn a vertical line and written the titles "Employer" and "Interviewee." Ask participants to brainstorm the different purposes for a job interview. Record their ideas on the chart paper or white/chalk board placing the items in the correct column. Add to the list any of the following ideas not mentioned by participants.

Employer

- Employer wants to find someone who will successfully perform the job.
- Employer wants to determine if the applicant is reliable, honest, and trustworthy.
- Employer wants to determine if the applicant will fit in with the team or organization.

Interviewee

- Interviewee wants to determine if he or she would like the job.
 - Interviewee wants to know what the job entails.
 - Interviewee wants to know what the job pays and if it offers benefits.
4. Explain that the purpose of this lesson is to help them prepare for and perform well during a job interview.
 5. Tell participants the three stages of a job interview.
 - Pre-interview
 - Interview
 - Post-interview
 6. State:
 - In this lesson, we will discuss the pre-interview and interview. In the following lesson, we will continue our discussion of the interview process and examine what is accomplished in the post-interview stage.



LEADER'S NOTE

The two lessons on career assessment may be helpful as participants think about interviewing for employment. However, they are not essential to the teaching of the two lessons on interviewing for a job.



LEADER'S NOTE

This lesson is the first of two lessons on interviewing. It should be taught immediately prior to the lesson "Interviewing for a Job Part Two."



LEADER'S NOTE

Try to provide participants with two or three different examples such as an entry-level job and one that required more skill. Mention the type of work involved and something about how the interview was conducted.



Information To Share

Leader Input and Paired Discussion (10 minutes)

1. Brainstorm with participants a list of jobs for which they might qualify and what to have. Record their ideas on chart paper or the white/chalk board.
2. Inform participants you will start with the pre-interview stage. Explain there are two questions a person needs to consider before he or she applies and interviews for a specific job.
3. Display the visual, Two Pre-Interview Questions, and review them.
 - Why do I want to have the job?
 - Why do I think I would be good at the job?
4. Ask participants to form a pair with someone who has a different color shirt.
5. Give pairs five minutes to discuss their responses to the two pre-interview questions for each job listed in #1 above.
6. Ask several participants to share their responses with the large group.
7. Explain that answering these questions prior to the interview will help them in two ways.
 - They will be sure they are interested in the job.
 - They will be prepared to tell the employer some of the reasons why they should be hired.

Leader Input and Discussion (5 minutes)

1. Inform participants you will explore with them stage two, the interview.
2. Display and read the visual, Guidelines for Successful Interviews.
 - Dress neatly and appropriately. Your personal appearance should indicate you want the job.
 - Be on time for the interview.
 - Ask one or two questions about the job. Make sure to ask about more than just the salary.
 - Be courteous.
 - Ask the interviewer when you will be notified if you get the job.



LEADER'S NOTE

Be prepared to identify several types of jobs if participants have trouble generating ideas, such as store clerk, builder, grounds keeper, secretary, singer, and cook.



LEADER'S NOTE

If the list of jobs in #1 is lengthy, ask participants to select two or three jobs they think they would enjoy and discuss their responses to the questions with these jobs in mind.



LEADER'S NOTE

Check the "Hygiene & Dress: Preparing My Image" lesson for additional information.

3. Lead a discussion by asking the following questions.
 - Why do you think it is important to ask questions?
 - Why should you ask about more than just the salary?
4. Augment the participants' responses, if needed, with the following points.
 - Asking questions lets the employer know you are interested in the job.
 - Asking questions tells the employer you have thought seriously about applying for the job and have prepared for the interview ahead of time.
 - Asking about aspects of the job other than salary indicates an interest in what you will be doing in the job and not just an interest in making money.
5. Explain to participants that sometimes it helps to be reminded of what not to do during an interview. Display and read the visual, *Common Mistakes Made When Interviewing for a Job*.
 - Dressing inappropriately.
 - Being late.
 - Taking a friend or relative into the interview with you. It may help for a friend or relative to travel with you to the interview, but not go in with you as you talk with the potential employer.
 - Failing to convey to the employer how much you want the job.
 - Forgetting to mention why you believe you qualify for the job.
6. Ask participants if they have any questions about any of the common mistakes.



Group Activity/Practice

Activity (10 minutes)

1. Ask participants to continue to work with their partners from the previous activity.
2. Ask participants to listen as you read the following situation. They should note how the person looking for a job (interviewee) adheres to or violates the guidelines you have presented.

Mr. Adnan owns a restaurant and decides to interview Mr. Aslam for a job as a dishwasher. Mr. Aslam introduces himself to Mr. Adnan and tells him he was interested in the dishwashing job because he does not have enough money for food or rent. He tells Mr. Adnan he can start immediately.

Mr. Adnan asks Mr. Aslam how he heard about the job. Mr. Aslam says it was through a friend of his who works in the adjoining shop or hotel. Mr. Aslam adds that his friend said it probably pays well and doesn't involve hard work.

Mr. Adnan asks Mr. Aslam if he had ever worked in a restaurant before. Mr. Aslam says he has not but washing dishes can't be that difficult. Mr. Adnan replies that it isn't difficult but it can become very tiring and boring because it involves doing the same job over and over again. Mr. Aslam tells Mr. Adnan that if he gets too bored he can take a break and talk with one of the other kitchen helpers.

Mr. Adnan explains the salary and estimated number of hours per week Mr. Aslam would be expected to work. Mr. Aslam says it sounds okay to him.

Mr. Adnan asks Mr. Aslam if he has any questions. Mr. Aslam says he wants to know how often he can get weekends off and whether he can start in a couple of days. He explains he has plans with his friends for the next two days.

3. Give pairs five minutes to identify the mistakes (interviewee's name) made in this interview, and for each mistake, to identify what (interviewee's name) could have done or said to be more effective. If pairs have time ask them to identify the positive things (interviewee's name) said or did during the interview. Remind participants to refer to the Guidelines for Successful Interviews and Common Mistakes as they develop concrete suggestions.
4. After five minutes, ask each pair to identify one mistake and what they think (interviewee's name) should have said or done differently. Continue this process until all of the participants' ideas and suggestions have been shared.
5. Close by stating:
 - When you interview for a job, you have one chance to make a positive impression. You need to come prepared by thinking about why you want the job and why you are qualified. Following the guidelines for successful interviews and avoiding the common mistakes during the interview will increase your chances of being selected.



Personal Application

Discussion (10 minutes)

1. Ask participants to review the Guidelines for Successful Interviews and the Common Mistakes. Then, identify:
 - The guideline they believe is the most difficult to follow.
 - The mistake they believe is the hardest to avoid.

Give them one minute.

2. With their partners, share the guidelines and mistakes they selected and discuss their reasons for choosing them. Give them four minutes.
3. Invite one or two participants to share their ideas with the large group.
4. State:
 - The next lesson will provide an opportunity to practice interviewing skills.
 - What we learned today about preparing for the interview and being interviewed will be used during that lesson.
 - Two Pre-Interview Questions
 - Guidelines for Successful Interviews
 - Common Mistakes Made When Interviewing for a Job
 - List of jobs for which they might qualify



LEADER'S NOTE

Save the following visuals for "Interviewing for a Job Part Two."

INTERVIEWING FOR A JOB - PART TWO

Learning Objectives

Participants will:

- ↘ Review knowledge gained during the first interviewing lesson.
- ↘ Practice using the guidelines for successful interviews.
- ↘ Analyze effective and ineffective use of guidelines for successful interviewing.
- ↘ Identify unexpected events that can occur during an interview.
- ↘ Identify an appropriate timeline for following-up on an interview.
- ↘ Identify what to do if offered the job or if they do not get the job.

Lesson Preview

- ↘ Review concepts presented in “Interviewing for a Job Part One.”
- ↘ Practice being interviewed for a job or observe others being interviewed and give feedback.
- ↘ Identify unexpected events that can occur during an interview.
- ↘ Identify appropriate timelines for following up on an interview during the post-interview stage.
- ↘ Identify what to do if participants get the job and what to do if they do not.
- ↘ Discuss what will be most helpful for the next interview.

Tasks To Complete Before Teaching

- 1. For Group Activity/Practice:** Create a visual with the mock interview processing questions.
- 2. For Group Activity/Practice:** Write participants’ names on slips of paper (one name per slip) and place in a bag or receptacle.
- 3. For Group Activity/Practice:** Create a visual of the four unexpected events that might occur, Expect the Unexpected During Your Interview.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Slips of paper and a bag or receptacle to hold slips of paper
- ✓ Visuals from “Interviewing for a Job Part One”: Two Pre-Interview Questions, Guidelines for Successful Interviews, Common Mistakes Made When Interviewing for a Job, and list of jobs for which participants might qualify

LESSON PLAN

Prerequisite Skill or Lesson
"Interviewing For a Job- Part One"

Length of Lesson
45 minutes



Generating Interest In Topic

Discussion and Leader Input (2 minutes)

1. Ask participants to recall and share with the group one thing they learned from the lesson "Interviewing for a Job - Part One."
2. State:
 - This lesson will build on what we already learned about interviewing. It focuses on the second stage of interviewing, the interview itself, and the third stage, what to do after the interview.
 - At some point in our lives, we will be interviewed for a job. Some of us have already had this experience. How to behave and respond effectively in an interview are important skills for everyone to have. The more we practice, the better we become at being interviewed.



LEADER'S NOTE

This lesson builds on the lesson "Interviewing for a Job Part One." It should be taught in the session immediately following.



Information To Share

Leader Input (6 minutes)

1. Review the information from the first lesson on this topic using one of the following two options. Then, continue with step #2.

OPTION #1

- Form teams with three to five participants on each team. Give the teams 30 seconds to decide on a team name and record their team names on chart paper or the white/chalk board.
- Explain that you will be asking them to recall the information from the first lesson on this topic. Each team that provides a correct answer will be awarded a point .
- Ask the teams the questions below. Rotate from team to team gathering one idea from each team for each question until all of the ideas have been shared. Record a point for each correct response. Display the visuals from the first lesson after asking the



LEADER'S NOTE

This option will work best if you have a majority of the same participants who attended the first lesson on this topic.

questions as indicated below. Augment their responses with any points they have missed.

- Ask the following questions:
 - What are the two questions a person should ask him or herself before he or she interviews for a job?
- Display the visual, Two Pre-Interview Questions.
 - What are the guidelines for successful interviews?
- Display the visual, Guidelines for Successful Interviews.
 - What are the common mistakes a person makes when interviewing for a job?
- Display the visual, Common Mistakes Made When Interviewing for a Job.
- Applaud the winning team. Then, applaud all of the teams for remembering different points from the first lesson

OPTION #2

- Ask participants to recall the two questions they should ask themselves before they interview for a job. Call on a couple volunteers to share the questions they remember.
- Display the visual, Two Pre-Interview Questions, and share with the group either of the questions not mentioned by the participants.
 - Why would you like to have the job?
 - Why do you think you would be good at the job?
- Ask participants to recall the Guidelines for Successful Interviews. Call on volunteers to share the guidelines they remember.
- Display the visual, Guidelines for Successful Interviews, and share with the group any of the guidelines not mentioned by the participants.
 - Dress neatly and appropriately. Your personal appearance should indicate you want the job.
 - Be on time for the interview.
 - Ask one or two questions about the job. Be sure to ask about more than just the salary.
 - Be courteous.
 - Ask the interviewer when you will be notified if you get the job.

- Ask participants to identify common mistakes people make when interviewing for a job.
 - Display the visual, Common Mistakes Made When Interviewing for a Job, and share with the group any of the ideas not mentioned by the participants.
 - Dressing inappropriately.
 - Being late.
 - Taking a friend or relative into the interview with you.
 - Failing to convey to the employer how much you want the job.
 - Forgetting to mention why you believe you qualify for the job.
2. State:
- We will refer to the two pre-interview questions, the guidelines for successful interviews, and the common mistakes as you practice your interviewing skills.



Group Activity/Practice

Role Play (24 minutes)

1. Explain to participants that they will practice and/or observe the use of the guidelines for successful interviews during a mock interview. You will be playing the role of the employer conducting the interview, and they will be playing the role of a job seeker interviewing for a job. Arrange two chairs in the front of the room for the interviews.
2. Ask participants to listen carefully as you explain the process for the practice interviews.
 - Each interview will last approximately five minutes.
 - Participants can choose the job for which they are interviewing from the list of jobs generated in “Interviewing for a Job Part One.”
 - You will be asking questions as if you are interviewing them for the job.
 - Participants may pause the interview three times if they want to ask advice from other participants on how to respond to a particular question you pose.
3. Display the visual listing the processing questions. Explain that after each interview is completed, participants will respond to the following questions.

- Ask the interviewee:
 - What did you do or say during the interview that you thought was effective?
 - What did you do or say during the interview that you wish you had done differently?
- Ask the other participants:
 - What did you like about the way the interviewee responded during the interview?
 - What suggestions do you have for the interviewee?

Add any additional comments you have in response to the last two questions.

4. Two interviews will be conducted during this lesson. You will pick names from a bag to determine the participants who will be interviewed.
5. Draw a name and invite that participant to the front of the room to be interviewed. Before beginning the interview, ask the participant to identify the job for which he or she is being interviewed. Ask for a volunteer to keep time and give you a signal when four minutes have passed.
6. Begin the first interview. After four minutes, wrap up the interview. When the interview is over, thank the participant and facilitate a discussion using the interview processing questions.
7. Use this same process with the second interview.

Leader Input (10 minutes)

1. Display the visual, Expect the Unexpected During Your Interview, and state the common unexpected events that could occur during an interview.
 - The interviewer is busy and you have to wait for the interview to begin.
 - Someone interrupts the interviewer while he or she is interviewing you.
 - The interview lasts less or more time than you planned.
 - The interviewer asks you about your weaknesses.
2. State:
 - When any of these unexpected events occur, it is normal to feel nervous or to get upset. However, these events are common and you are more likely to stay calm if you anticipate them. Try to stay focused on the guidelines for successful interviews.
3. Tell participants you want to explore the third stage of the interviewing process, follow-up after the interview.
4. Tell participants it can take a week or more for the employer to make a decision about



LEADER'S NOTE

If you believe it is important for each participant to have an opportunity to practice his or her interviewing skills, continue conducting the mock interviews during additional sessions.

who to hire. Share with participants the timeline for inquiring about the employer's decision.

- If the employer informs you during the interview when he or she will make a decision, contact him or her on the day he or she indicates.
 - If the employer does not tell you when he or she will make a decision, contact him or her the next day to find out when he or she expects to make the decision and follow up accordingly.
 - If you are unable to find out when the employer will make a decision, it is usually acceptable to contact the employer within one week of the interview. If the employer has not made a decision after one week, continue checking once a week.
5. Tell participants that, when they inquire, they should always be polite and stay calm even if it seems to be taking a long time for the employer to make a decision.
6. Share with participants what they should do if the employer offers them the job.
- Let the employer know how happy you are to be offered the job.
 - Accept the offer immediately, if you can.
 - If you need time to think about the offer, let the employer know you are very interested and will give them an answer the next day or very shortly thereafter.
 - Ask the employer any important questions, such as where and which day and time to report to work, whether you need to fill out any paperwork, and what is customary dress.
7. Share with participants what they should do if the employer tells them they did not get the job.
- Express your disappointment in a courteous way. It is not appropriate to get angry or upset.
 - Ask the employer if he or she can share why you were not selected so you can improve your interviewing skills.
 - Thank the employer for their feedback if they offer any.
 - End the conversation by telling the employer you hope to have another opportunity to interview with him or her in the future.
8. Tell participants to remember a few safety tips when interviewing for a job with someone they don't know.

- If you are going to the interview alone, let someone know where the interview will be held and who is interviewing you.
- If you are asked to do something or answer a question that makes you uncomfortable during the interview, you have the right to refuse to do what is asked or answer the question. You might also ask what the request has to do with the job interview. While this may jeopardize your chances for the job, it is important to avoid putting yourself in a dangerous situation. A respectful employer will understand your concerns and respond to your request for information.



Personal Application

Discussion (3 minutes)

1. Facilitate a discussion with participants by asking the following question:
 - What did you learn in this lesson that you think will be most useful for you the next time you interview?
2. Summarize the ideas that were most frequently mentioned by the participants. Ask one or two participants why these ideas are particularly important for them.

THREE KEYS TO BEING A GOOD EMPLOYEE

Learning Objectives

Participants will:

- ↘ Define what it means to be a good employee.
- ↘ Identify the three keys to being a good employee.
- ↘ Identify why some employees violate the three keys to being a good employee.
- ↘ Understand the impact employees who violate the three keys to being a good employee can have on other employees and the productivity of the company.
- ↘ Identify ways to become a better employee.

Lesson Preview

- ↘ Name three stages of employment.
- ↘ Explain the three keys to being a good employee.
- ↘ Generate lists of reasons employees might violate the three keys.
- ↘ Demonstrate the impact an employee can have on production and employee morale if he or she violates each of the three keys to being a good employee.
- ↘ Identify which of the three keys to being a good employee will be personally most difficult to demonstrate and how to avoid violating the identified key (s).

Tasks To Complete Before Teaching

1. **For Information to Share:** Create a visual showing the three keys to being a good employee and all of the sub points.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Two decks of playing cards
- ✓ Paper and pens or pencils (optional)



Generating Interest In Topic

Activity (2 minutes)

1. Tell participants there are three stages to being employed: getting hired, keeping the job by being a good employee, and receiving promotions. Today's lesson will focus on the second segment, keeping a job by being a good employee.
2. Tell participants there are many behaviors associated with being a good employee, such as being courteous to customers and fellow employees, being on time, and not stealing goods or materials. However, a group of employers, who work with both young and older employees, have agreed upon what we are going to call the "Three Keys to Being a Good Employee."



Information To Share

Leader Input (3 minutes)

1. Display the visual listing the three keys to being a good employee. Explain the three keys using the points under each key.
 - ↳ Show up every day ready to work.
 - Come to work.
 - Call your employer when you are sick, if possible.
 - Be rested and sober.
 - ↳ Be on time.
 - Leave home early.
 - Have a plan for transportation.
 - Have a back-up plan if something goes wrong with your first transportation plan.
 - ↳ Do the work.
 - Organize your work your tools, work area, cash register, desk.
 - Start your job right away.
 - Create a work pace that is productive, steady and acceptable to your supervisor.

Activity (15 minutes)

1. Tell participants these three keys to being a good employee seem very simple but many employees have difficulty doing all three all of the time.
 2. Divide participants into three small groups by counting off using the three phrases: “Show up every day,” “Be on time,” “Do the work.”
 3. Assign the role of spokesperson within each small group.
 - Determine whose travel time to the school or the center takes the longest. This person will be the spokesperson for the group.
 4. Ask the small groups to discuss all of the reasons or excuses employees might give for not doing their assigned “key.” Their assigned “key” is the one they stated when forming the small groups.
 5. After four minutes, ask the spokesperson from each group to share the reasons and/or excuses suggested by his or her group. If possible, record their ideas on chart paper or the white/chalk board and augment each group’s ideas with the following.
- ↘ Show up every day ready to work.
- Something more fun is happening that day, such as a sporting event or the release of a new movie.
 - You are sick.
 - A family member or friend is sick.
 - The job has become boring.
 - You were hurt in a non-job related accident.
 - You forgot to go to work.
 - You used drugs or alcohol and were unable to get to work or forgot to go to work.
- ↘ Be on time.
- You woke up late.
 - You were doing something else prior to work and didn’t leave that activity early enough to get to work on time.
 - Your plan for transportation to work failed.
 - You forgot to wear proper attire, such as your uniform or a shirt, and had to go back home to pick it up.
 - You stayed out too late the night before having to go to work and overslept.



LEADER’S NOTE

If you have participants who are able to write, it may be helpful to assign a recorder to write the responses of the small group.

↳ Do the work.

- it is a boring job.
 - You are distracted by other tasks. For example, if your job is washing pots and pans, you get distracted by offering to help a fellow worker unload a delivery truck.
 - You talk to other employees too much.
 - You do too many other things between the time you show up for work and when you start doing your assigned task. For example, it would be unacceptable to most employers if, between the time you showed up for work and the time you started your job of waiting on customers, you ate a small snack, talked to another worker about the cricket match, checked the schedule for when you worked next, and made a phone call to a friend.
6. Ask each spokesperson to restate or reread their list of reasons for not doing their assigned key or review the list you have recorded. After each reason is stated, stop and ask participants to indicate with a thumb pointed upward, or “thumbs up,” if the reason would be acceptable to an employer. Have them indicate with a thumb pointed downward, or “thumbs down,” if the reason would probably be unacceptable to an employer. Discuss reasons where there is a discrepancy among the participants on whether the reason would be acceptable or not.



Group Activity/Practice

Small Group Activity (20 minutes)

1. Use the same three small groups you formed in the previous section of this lesson. You will not need the group roles.
2. Distribute half of a deck of cards to each small group all of the red cards to one group and all of the black cards to a different group.
3. Ask one member in each small group to shuffle his or her group’s cards and distribute them so each group member has approximately the same number of cards.
4. Explain the competitive task.
 - Each small group with a set of black cards is to stack their cards in a pile starting with the king of spades on the bottom working up to the ace of spades on top (i.e., K, Q, J, 10, 9, and so on). Then, begin with the king of clubs and work up to the ace of clubs.



LEADER’S NOTE

If you have more than seven participants in each group you might want to give each small group an entire deck of cards and ask them to put all four suits in the right order.

- Each small group with a set of red cards is to stack their cards in a pile starting with the king of hearts on the bottom working up to the ace of hearts on top (K, Q, J, 10, 9, and so on). Then, starting with the king of diamonds working up to the ace of diamonds.
 - The small group that can do this task the fastest and have all of the cards in their proper order will be the winner.
5. Ask if there are any questions about the directions. If there are no questions, start the competition. If one group finishes earlier than the rest, check to make sure the cards are in the correct order and declare that group the winner.
 6. Tell participants they are going to do the same activity only they should assume the stacking of the cards is each group's job not just a fun game. Tell participants you will also be joining each small group as a fellow employee with the same number of cards as each of the other members. However, you will be violating one of the three keys to being a good employee and the rest of the members of each small group will have to adjust to your actions.
 7. Select one of the three groups. Ask a member of the small group to collect his or her group's cards, shuffle them, and redistribute them adding you as one of its members. Invite participants in the other two small groups to observe how this group responds to the dilemma you create as a member of the group.
 - ↘ Once the cards are distributed, start the activity. Demonstrate “not showing up for work” by leaving your cards face down on the floor or table and removing yourself from the group. Allow the group to find its own solution to the problem of including your cards in the pile at the appropriate place.
 - ↘ When the group has successfully finished the task, ask the members of the small group to respond to the following questions:
 - How did you feel when I “never showed up”?
 - How did you solve the dilemma?
 - What would be your attitude towards a fellow worker who frequently did not show up for work?
 8. Select a second group. Ask a member of the small group to collect his or her group's cards, shuffle them, and redistribute them adding you as one of its members. Invite participants in the other two small groups to observe how this group responds to the dilemma you create as a member of the group.
 - ↘ Once the cards are distributed, start the activity. Demonstrate “showing up late” by leaving the group and your pile of cards face down. After the small group has

accomplished one third of the task, rejoin the group and demand you be given the cards that were dealt to you before the activity started. If members of the small group have distributed your cards to other members of the group, take some cards from a couple of other group members telling the group, “I am sorry I was late, but I really do want to help now that I am here.”

9. Ask a member of the third small group to collect his or her group’s cards, shuffle them, and redistribute them adding you as one of its members. Invite participants in the other small groups to observe how this group responds to the dilemma you create as a member of the group.
- ↳ Once the cards are distributed, start the activity. Demonstrate “not doing the work” by distracting yourself and other members of the small group while they try to accomplish the task. For example, attempt to talk to other members of the group, forget to play one of your cards at the appropriate time, busy yourself snacking on some food or a drink, and/or temporarily remove yourself from the small group and talk to a participant who is observing the demonstration.
 - ↳ When you and the group have successfully finished the task, ask the members of the group to respond to the following questions:
 - How did you feel when I “didn’t do the work”?
 - How did you handle the problem of a fellow employee not doing his/her job?
 - What would be your attitude towards a fellow worker who frequently did not do his or her assigned task?



Personal Application

Discussion (5 minutes)

1. Ask participants to share their responses to the following questions with the large group:

Which of the three keys to being a good employee will be most difficult for you? For what reasons?

- Using your answer to the question above, what will you have to do to make sure you do not continue to violate this key to being a good employee?
- Why do you think employers want workers who will show up, be on time, and do the work? What are the advantages to the company and fellow employees?

LEADER’S NOTE

You want to clearly demonstrate how disruptive it can be to include a fellow employee who arrives late to his or her job and expects everyone to adjust. When you and the group have successfully finished the task, ask the members of the group to respond to the following questions:

- ↳ *How did you feel when I “showed up late”?*
- ↳ *How did you handle the problem of an employee showing up late and then wanting to be included in the task?*
- ↳ *What would be your attitude towards a worker who frequently showed up late for work?*

LEADER’S NOTE

Do not completely sabotage the group’s work while demonstrating your role. You should be distracting and not engaged in accomplishing the task but willing to participate. Your behaviors should slow the group down.

WORK-PLACE PROTOCOL

Learning Objectives

Participants will:

- ↘ Understand the concept of workplace protocol.
- ↘ Identify key elements of workplace protocol and behaviors that demonstrate each element.
- ↘ Explore the benefits of choosing behaviors that demonstrate appropriate workplace protocol.

Definition of Terms

Workplace Protocol: Rules of correct behavior all employees are expected to follow when working in a particular job.

Lesson Preview

- ↘ Define “workplace protocol.”
- ↘ Identify the elements of workplace protocol.
- ↘ Identify behaviors that demonstrate the appropriate workplace protocol.
- ↘ Discuss how difficult or easy it is to follow the protocol.
- ↘ Play a game to test understanding of the protocol.
- ↘ Identify ways to use the information on workplace protocol in their own lives.

Tasks To Complete Before Teaching

- 1. For Information to Share:** Select the workplace protocol elements you will cover in the lesson and create a visual listing of these elements. The elements are the phrases underlined on the list given in the Information to Share section of this lesson.
- 2. For Information to Share:** Write each protocol element you plan to cover on an index card or slip of paper. Another option is to copy the Workplace Protocol Elements sheet at the end of this lesson and cut it apart so that one behavior is listed on each slip of paper.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper, or white/chalk board and markers/chalk)
- ✓ Ten index cards or slips of paper, or one copy of the Workplace Protocol Elements sheet included at the end of this lesson
- ✓ A paper or plastic bag to hold candy
- ✓ Enough candies so each participant can receive one piece



LEADER'S NOTE

If you have participants who do not read, you can implement the activity using one of these two procedures.

- ↘ *Prepare the cards or slips of paper as described and use them to assign elements to each pair of participants. Then, tell each pair the element that is written on their card.*
- ↘ *Do not prepare the cards. Tell each pair a different element to discuss during the activity.*

LESSON PLAN

Prerequisite Skill or Lesson
"Hygiene And Dress: Preparing My Image"
"Three Keys To Being A Good Employee"

Length of Lesson
45 minutes



Generating Interest In Topic

Discussion and Leader Input (3 minutes)

1. Ask participants to brainstorm examples of good habits for the workplace. Encourage them to recall past lessons and their own work experiences.
2. Record their ideas on the white/chalk board or chart paper.
3. Explain to participants the following points.
 - When at work, we are expected to follow rules and behave in appropriate ways. This set of behaviors is called workplace protocol. Your list of good habits is a part of workplace protocol.
 - Workplace protocol can vary from job to job. This lesson will cover general elements of workplace protocol. Some elements have been covered in prior lessons, such as hygiene and dress. If your employer has an employees' manual, make sure you are familiar with policies and procedures related to conduct on the job.
 - For those of you who are not currently employed, workplace protocol will be very important when you do get a job.



Information To Share

Paired Discussion and Leader Input (15 minutes)

1. Ask participants to form pairs by finding someone who is wearing a different color shirt.
2. Distribute the cards or slips of paper with the elements of workplace protocol written on them to the pairs. Some pairs may receive two cards.
3. Ask pairs to identify one or more things a worker can do to put into practice the workplace protocol element assigned to them. Give them two minutes.



LEADER'S NOTE

If you have participants who do not read, you can implement the activity using one of these two procedures.

- *Distribute the cards and rotate from pair to pair telling each pair the element that is written on their card.*
- *Do not prepare the cards. Tell each pair a different element to discuss during the activity.*

4. Display the Workplace Protocol Elements visual.
5. Read the elements listed on the Workplace Protocol Elements visual. After each element, ask the pair assigned that element for one or two examples of actions or behaviors participants can take to put it into practice. Reinforce and augment their ideas with the actions listed under each element below.

↘ **Calling in sick**

- Call your employer when you are ill and unable to go to work if you or someone you know has access to a telephone.
- If you cannot call, discuss with your supervisor/employer other ways to contact him or her when you are ill.
- Briefly explain your type of illness.
- Indicate when you plan to return to work.

↘ **Requesting time off**

- Give your employer as much advance notice as possible. Follow your employer's rules on how to request leave.
- Provide the reason for requesting leave.
- If the request is granted, thank your supervisor/employer. If your request is denied, politely ask why.

↘ **Leaving work early**

- Explain to your employer/supervisor the reasons for your request to leave work early.
- If your request is denied, do not leave your workplace. Try to convince your supervisor of your need to leave early.
- Ask him or her if you can work at a different time to make up for lost hours.

↘ **Dealing with a family emergency**

- Get in touch with your supervisor/employer as soon as possible to explain the situation.
- If you need to take time off, request leave from your supervisor.
- Let your supervisor know when you expect to be back to work.
- Using appropriate language
- Be polite in your interactions with customers, supervisors, and other employees.
- Refrain from using vulgar or bad language.
- Refrain from yelling at work.

 **LEADER'S NOTE**

There are twelve general workplace protocol elements. You can select six to eight of the most important elements if you have concerns about covering all twelve. If you do not use all of the elements, be sure you adjust the protocol cards and visual accordingly.

 **LEADER'S NOTE**

Help participants connect their responses with the ideas listed under each element. If their examples are not relevant, help participants understand why the actions presented below are more appropriate. If participants come up with other good examples, acknowledge them.

4. Display the Workplace Protocol Elements visual.
5. Read the elements listed on the Workplace Protocol Elements visual. After each element, ask the pair assigned that element for one or two examples of actions or behaviors participants can take to put it into practice. Reinforce and augment their ideas with the actions listed under each element below.

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- If you need to take time off, request leave from your supervisor.
- Let your supervisor know when you expect to be back to work.
- Using appropriate language
- Be polite in your interactions with customers, supervisors, and other employees.
- Refrain from using vulgar or bad language.
- Refrain from yelling at work.

↳ **Socializing at work**

- Find ways to get along with fellow employees.
- Make sure socializing does not distract you or others from your work.
- Avoid gossiping.

↳ **Arriving and departing from work**

- Know and follow your employer's rules and procedures.
- If there are no written rules or procedures, ask for and follow your supervisor's instructions.
- Check in and out only for yourself. Do not let others check in or out for you.

↳ **Taking breaks**

- Know the rules regarding breaks and meals.
- Use breaks and mealtimes to socialize and relax without getting rowdy.
- Return to work on time after a break or meal.

↳ **Reporting problems**

- Report problems to your supervisor as soon as possible.
- If you broke a piece of equipment, be honest. Tell your supervisor.
- If the problem cannot be fixed immediately, ask your supervisor for other tasks you can perform while the equipment is being repaired or the problem is being solved.

↳ **Being properly dressed and equipped**

- Come to work prepared.
- Keep your uniform or clothing clean.
- Return any borrowed equipment. Make sure any equipment you lent to others is returned to you.

↳ **Using drugs or weapons**

- Never go to work under the influence of alcohol or other drugs.
- It is never acceptable to bring a weapon to work.
- If you smoke, only smoke in smoking-designated areas.

↳ **Quitting a Job**

- Give your employer/supervisor as much advance notice as possible.
- Tell your supervisor in person.
- Be courteous even if you are unhappy or upset to be leaving. You may need a reference for your next job.

Discussion (7 minutes)

1. Ask pairs to discuss the following questions regarding workplace protocol. Give them five minutes.
 - How easy or hard would it be for you to put these behaviors into practice on a regular basis?
 - Why do you think it would be easy or hard?
 - What might be a consequence if you did not practice these protocol behaviors on a regular basis?
2. Ask participants to share their answers with the large group.
3. Summarize:
 - Every employer has a set of rules employees are expected to follow so that work gets done on time and in a safe and orderly manner. Following workplace protocol will help you be productive and appreciated.



Group Activity/Practice

Large Group Practice (15 minutes)

1. Ask participants to line up according to the first letter of their first name. If they have two names, ask them to use the one they like better. Those with names beginning with “A” would be on one end of the line; those with names beginning with letters at the end of the alphabet would be at the opposite end of the line. Divide the line of participants in half forming two groups.
2. Ask each group to select a team name. Write the team names on chart paper or the white/chalk board.
3. Explain the following rules for the game.
 - The team with the most letters in their team name will go first.
 - The leader will read a workplace protocol element. The first team will try to name three actions or behaviors that demonstrate that element.
 - If the team cannot remember three actions, the other team will be given a chance to answer.

- For every right answer, a team will be given a point. Remember that up to three points can be earned for each element.
 - The team with the most points wins.
4. Begin the game. Record one point for each correct answer under the name of the appropriate team.
 5. When you have covered all the elements, stop the game and announce the winning team.
 6. Congratulate both teams for their hard work. Let the winning team choose a piece of candy from the bag first; then, invite the other team to choose.



Personal Application

Discussion (5 minutes)

1. Ask participants to identify two elements of workplace protocol they will concentrate on during the next week. If participants are unemployed, ask them to pick two elements they will ask an employed friend or family member about.
2. Ask participants to share their ideas with the entire group and to explain their reasons for selecting particular elements.



LEADER'S NOTE

Remember to use the same workplace protocol elements you presented in Information to Share.



LEADER'S NOTE

If unemployed participants have trouble with this exercise, be prepared to give them an example such as asking a neighbor or staff member at the center or school how she checks in and out at work and whether she does it regularly.

Work Place Protocol Elements

<u>Calling in sick</u>	<u>Requesting time off</u>	<u>Leaving work early</u>
<u>Dealing with a family emergency</u>	<u>Using appropriate language</u>	<u>Socializing at work</u>
<u>Arriving and departing from work</u>	<u>Taking breaks</u>	<u>Reporting Problems</u>
<u>Being properly dressed and equipped</u>	<u>Using drugs or weapons</u>	<u>Quitting a Job</u>

BEING A GOOD TEAM PLAYER

Learning Objectives

Participants will:

- ↘ Understand the importance of working together as a team.
- ↘ Identify specific ways to be a good team player.
- ↘ Improve their ability to be a good team player.

Definition of Terms

Team Player: Someone who is willing to work cooperatively with others and, at times, let go of personal interests in order to achieve a common goal.

Lesson Preview

Demonstrate the importance of teamwork by conducting an experiment with a volunteer.

- ↘ Describe behaviors that help or hinder teamwork.
- ↘ List the six helpful team habits.
- ↘ Distinguish between behaviors that help and those that hinder teamwork.
- ↘ Practice good team player habits in typical situations involving teamwork.
- ↘ Identify personal strengths as a team member and one good team player habit to improve.

Tasks To Complete Before Teaching

- 1. Prior to Beginning the Lesson:** Position a small table in front of the participants in the middle of the room. Place a glass or cup of water on the table along with your papers and markers.
- 2. For Generating Interest in Topic:** Find a participant to help you with a demonstration. Explain his or her role is to give you encouragement while you move the table to the wall but not to offer to carry the table or hold your materials. When you move the table back to the middle of the room, he or she should offer to help and suggest he or she can hold your glass while you move the table.
- 3. For Information to Share:** Prepare a visual with the six Good Team Habits.
- 4. For Information to Share:** Ask a participant to be in a role play with you. Describe the situation explained in the Information to Share section of the lesson. Describe what you want him or her to do, what you will be doing in the role play, and the possible dialogue.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ A small table
- ✓ A cup or glass of water
- ✓ Enough index cards or slips of paper for each participant to have one
- ✓ Paper and pencils or pens



Generating Interest In Topic

Demonstration and Discussion (10 minutes)

1. Ask your “volunteer” to come to the front of the room. Tell the group you need to move the table with the cup of water, papers, and markers to the wall. After you are finished, they should rate how well you and the volunteer worked as a team.
2. When you finish moving the table and putting papers, markers, cup of water back on the table, ask the group to rate how well you and the volunteer worked as a team by signaling.
 - Two arms up means good teamwork.
 - One arm up means okay teamwork.
 - No arms up means poor teamwork.
3. After participants rate your teamwork, ask participants to turn to the person next to them and think of one thing you or the volunteer can do to improve your ability to be a good team player. Tell them they have one minute.
4. Ask several pairs to share their suggestions. Write their ideas on the white/chalk board or chart paper.
5. Tell the group you will repeat the exercise using one or more of their suggestions. Identify the suggestions you will use.
6. With the volunteer’s help, move the table to the front of the group again. As you are moving the table, be sure to tell the volunteer how much easier the job is with his or her help.
7. Thank the volunteer and ask him or her to return to his or her seat. Tell the whole group that the second try at moving the table worked better because you and your partner worked together as a team. Each of you were good team players.

LEADER’S NOTE

Remember the volunteer should not help you move the table. While he or she watches you do all the work, he or she tells you, “You are doing a good job.”

LEADER’S NOTE

Look for suggestions such as:

- ↘ *The volunteer can hold your papers and/or water while you carry the table.*
- ↘ *Both of you can put your papers and/or water on the floor and carry the table together.*
- ↘ *You can ask for help.*

If these were not suggested, write them on the white/chalk board or chart paper.



Information To Share

Leader Input and Discussion (10 minutes)

1. Ask participants to list teams they have heard about or joined. If the participants have trouble thinking of teams, suggest a few examples, such as local sports teams.
 2. Summarize their list to provide a definition of a “team.”
 - A team is two or more people who need to work together to get something done.
 3. Illustrate the definition by giving several examples.
 - A soccer team needs many players working together to score a goal.
 - A group of employees who are taking inventory need to work together to be sure the task is done correctly and efficiently.
 - A waitress or waiter needs to work with the cook to be sure the food is served when it is fresh and warm.
 - Your small group was a team as you put the puzzle together. You each had a piece of the puzzle. Without your puzzle piece and cooperation, you could not complete the puzzle.
 4. State that, in every case, one person acting alone cannot reach the desired goal. They had to work effectively together in teams.
 5. Ask each team to pick as their spokesperson the participant with the shortest hair.
 6. Ask the learning teams to discuss ways someone can be a good team player and be prepared to name one way. Allow one minute.
 7. Call on each team’s spokesperson to share his or her team’s idea. Add their ideas to the visual created during Generating Interest in Topic.
 8. Display the visual listing the six Good Team Habits. Reinforce and summarize their ideas into the six habits below.
- ↳ **Help others**
- Show someone how to do something better.
 - Give helpful advice.
 - Explain something to help someone understand.

↳ **Do your share**

- Arrive on time.
- Work hard at your job.
- Don't take unneeded breaks.

↳ **Be positive**

- Show concern when others have trouble.
- Treat others nicely.
- Tell others when they do a good job.

↳ **Set limits**

- Refuse to be involved in distracting activities.

↳ **Volunteer to do extra**

- Volunteer to help others.
- Volunteer to do overtime when there is a deadline.

↳ **Ask for help when needed**

- Ask others for ideas and help when faced with a problem or challenge.

9. To be sure participants understand the main concepts of the lesson, ask them to listen carefully as you read a list of behaviors. For each one, ask them to stand up if they consider it a good team habit and to stay seated if they think it is a poor team habit.

10. Describe the following behaviors or modify the list. Choose behaviors that are appropriate for the culture and situation in which you are training.

- Person A asks Person B if she could please stop humming while she studies or works because it distracts her.
- Good Team Habit: Setting limits and asking for help
- Person D arrives late for school or work frequently.
- Poor Team Habit: Not doing his or her share
- Person B yells at Person C and says that he is sloppier than anyone else. Other people can hear him.
- Poor Team Habit: Not being positive and not helping others
- Person D thanks her parent or teacher or employer for letting her take a break because of her headache.

- Good Team Habit: Being positive
- Person B tells Person A that others think she is too shy and people don't like her.
- Good Team Habit: Helping others if the information is shared to help Person A
- Poor Team Habit: Not being positive and not helping others if Person B wanted to embarrass or ridicule Person A
- Person B asks Person C for help because she is good with a task. Good Team Habit: Asking for help

11. Summarize by stating:

- Remembering the six habits for being a good team player will help you and your team be successful. Together, a team can accomplish much more than when individuals work alone.

Large Group Practice (5 minutes)

1. Ask participants to listen to a situation. Have them individually identify three things Person A and Person B (use typical names) can do or say to be good team players. Read the following situation or use another that is appropriate for the culture and group with which you are working.
 - Person A (insert names) has a headache while she is at school or work. She is having trouble concentrating on her work and is falling behind. Person B notices that Person A is having trouble.
2. Call on several participants to share their ideas. List the participants' ideas on chart paper or the white/chalk board. Compare their ideas with the list of Good Team Habits. Expand on their ideas if needed using the following examples.
 - Person A goes to Person B and says, "I am not feeling well. Could you help me by telling the teacher (or employer) I've gone to the bathroom to wash my face?"
 - Person B offers to help Person A catch up with her work.
 - Person A tells Person B how much she appreciates her help.

Demonstration (5 minutes)

1. Invite the participant who has agreed to role play with you to come to the front of the room. Explain to participants that you are both students in a class (or employees in a store) who will act out a scene. The participants are to listen for good and poor team player habits.
2. Explain the situation to participants.
 - The volunteer is having trouble keeping up with school work (or work in the store). He or she is not as fast as you (the leader) and is slowing things down for the entire class (or store). She or he asks you for advice.
3. After the role play, ask the whole group if they felt the students (or employees) in the role play demonstrated good team player behaviors. Have them share what they could have done to be better team players. Be prepared to point out any poor habits the participants missed and to highlight how they could handle the situation more positively.
4. Conduct the role play a second time. This time demonstrate good team player habits.
5. After the role play, ask the whole group what good team player habits they noticed.

LEADER'S NOTE

In the first role play, you (the leader) make it very hard for the volunteer because you are not a good listener and are not willing to help others. You have up to three minutes for the role play.



Group Activity/Practice

Paired Practice and Discussion (10 minutes)

1. Indicate that it is their turn to practice. Ask participants to find a partner who is sitting close to them.
2. Ask the pairs to determine who will be “Person A” and who will be “Person B.” Person A is having a problem at school or work, and Person B will play the role of a good team player. They will have three minutes to role play being a good team player in a situation you will describe.
3. Ask the pairs to select one of the following situations to act out or use others that are appropriate for the culture and group with which you are working.
 - Person A is not doing his or her part of a group assignment.
 - Person A is in trouble with his or her employer for making too many mistakes.

LEADER'S NOTE

If you have an uneven number of participants, assign the extra person to a pair as an observer. Ask him or her to watch for good team player behaviors and be prepared to suggest any additional ways Person B could have demonstrated good team habits.

4. After three minutes, ask one pair to act out one situation in front of the whole group.
5. Ask the whole group for observations on what the pair did to demonstrate good team habits. Then, ask for suggestions on how to be a better team player in that situation.
6. After the discussion, ask a pair that selected a different situation to perform their role play. Repeat the discussions with the whole group.



Personal Application

Activity (5 minutes)

1. Give each participant one index card or slip of paper.
2. Ask participants to reflect on the six habits and identify one or two they do well and frequently. On one side of the card or slip of paper, have them write, or depict in a drawing, the habit(s) they identified.
3. Ask participants to reflect on which of the six habits they need to improve when at school (or work). On the other side of the card or slip of paper, have them write, or depict in a drawing, the habit they identified.
4. Ask participants to think about the habit they want to improve at school (or work). Encourage them to identify what they can do during the following week to practice the habit at least once.
5. Encourage participants to think about how easy or hard it was to practice the habit and how they can do it even better the next time. Remind them that we learn how to do things well by practicing. If they see one another during the week, encourage them to share with one another their experiences in being a good team player.



LEADER'S NOTE

If there is an observer, you might select the pair that had an observer to do the role play in front of the entire group. After the role play is over, ask the observer to comment. When he or she is finished sharing ideas, ask the whole group for ideas.

FUTURE MONEY MANAGEMENT PART ONE

Learning Objectives

Participants will:

- ↘ Identify expenses in a typical living situation for a young person.
- ↘ Explore the costs for a variety of items and services.

Definition of Terms

Money Management: Planned and controlled expenditure of money.

Lesson Preview

- ↘ Decide how to spend an imaginary sum of “extra” money.
- ↘ Use a story to highlight the expenses a young person has in daily life.
- ↘ Identify the cost of specific items and services.
- ↘ Discuss how difficult it is for a family with little income to manage their expenses.
- ↘ Discuss the items or services that cost more or less than anticipated.

Tasks To Complete Before Teaching

- 1. For Group Activity/Practice:** Duplicate enough copies of the handout, Estimating the Cost of Living, so each participant can have one copy.
- 2. For Group Activity/Practice:** Create a replica of the handout, Estimating the Cost of Living, on a piece of chart paper or the white/chalk board. You will only need to replicate the first three or four items and their scoring columns since you will be using this visual to demonstrate how to complete the form.
- 3. For Group Activity/Practice:** Fill in the “Leader’s Estimate” column on a copy of the handout, Estimating the Cost of Living. Consider asking fellow staff members or friends to confirm your estimates to ensure they are realistic.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Handout: Estimating the Cost of Living
- ✓ A pencil or pen for each participant

LESSON PLAN

Prerequisite Skill or Lesson
None

Length of Lesson
35 minutes



Generating Interest In Topic

Discussion (7 minutes)

1. Ask participants:
 - If you won (amount of money in your country's currency that could be spent in one day buying lots of small items or one large gift for oneself or another person), what would you do with the money?

List participants' ideas on a piece of chart paper or the white/chalk board.

2. After all of the ideas are listed, ask each participant to select the one, two, or more items on which he or she would choose to spend the money.
3. Explain that today's lesson will focus on the skill of money management. Money management is the process of deciding what to purchase and what not to purchase. Participants managed imaginary money when they decided to purchase one item and not another with their money. Managing real money to make ends meet for your personal or family needs is usually a much harder task.



LEADER'S NOTE

This lesson is the first of two lessons on future money management. It should be taught immediately prior to the lesson "Future Money Management Part Two."



Information To Share

Leader Input and Discussion (8 minutes)

1. Tell participants you will read a story to them. Ask them to mentally note all of the expenses the person in the story has to pay. Use the story below or modify it to reflect the culture and group with which you are working.

Azam is twenty years old and lives with a friend in a small apartment. He has a job working as an air conditioning repairman, a job he got after going to technical school for two years. Azam works anywhere from 45 to 60 hours per week depending on the amount of work he is assigned. Azam would like to purchase a motor scooter to drive to work, but he has not been able to save enough money to buy the bike. For now, he takes a local bus to his job.

Azam has plan to get married in six months. Azam's parents live in a city about two hours away from where Azam lives. He tries to see them at least once a month. Azam's parents are quite poor and he gives them money whenever he visits. He is glad that he can help them out financially and make their life a little better.

Two weeks ago, Azam was at a friend's house. He fell off a ladder and broke his arm. He had it put in a cast at a local health clinic. However, since this accident did not happen when he was at work, his insurance from work does not cover the cost of the treatment.

In his spare time, Azam enjoys spending time with his friends, going to movies, playing sports, playing the guitar, partying with friends.

2. Ask participants to help you generate a list of expenses Azam would have to pay out of his weekly wage. List them on a chart or the white/chalk board. Encourage participants to think of additional expenses not mentioned in the scenario.

Use the items listed on the handout, *Estimating the Costs of Living*, to supplement the ideas created by the participants.



Group Activity/Practice

Activity (15 minutes)

1. Form small groups with four participants in each group. Distribute to each participant a copy of the handout, *Estimating the Costs of Living*.
2. Explain the process used in this activity.

Part One

- You, the leader, will read each item on the list.
- Each group will discuss the item and decide on the approximate cost.

- Each person will record his or her group's estimate on his or her handout in the column, Group's Estimate.
- When finished with the list, participants can suggest additional items for consideration. Again, each group will discuss the added items and decide on the approximate cost. Each individual will also record his or her group's estimate for these items.

Part Two

- You will tell participants your estimate for the cost of each item.
- Each participant will record your estimate in the column, Leader's Estimate.

Part Three

- As a large group, you will discuss the items where a large discrepancy exists between the groups' and your estimated cost for an item.
3. Display the visual replica of the first three or four items on the handout, Estimating the Costs of Living, and demonstrate how to complete the form.
 4. Ask if any clarification is needed. If not, start the activity.
 5. When the activity is finished, summarize by mentioning the items where there were large discrepancies between the groups' and the leader's estimates. Ask participants why they think those items seemed to be most disputed.
 6. Review with participants the list of (name's) expenses. Using the participants' and/or your estimates for costs of different items, ask them to think about a person or family that makes less money than (name) is likely to make and answer the following questions.
 7. Which of the items listed may not be affordable to this person or family?
 8. Which of the items might be necessary but a less expensive alternative would have to be used? Discuss the amounts that might be more realistic for a poorer person or family.



LEADER'S NOTE

If participants have trouble recording the costs on the handout, have one participant complete the handout for the small group.



Personal Application

Discussion (5 minutes)

1. Ask participants:
 - Which items were more expensive than you anticipated?
 - Which items were less expensive than you anticipated?
2. Tell participants the following lesson will continue exploring the issue of money management and will provide guidelines for good money management.

Name _____

Estimating the Costs of Living

LEADER'S NOTE

Collect and save the handouts, Estimating the Cost of Living. These will be used in the this lesson.

Description	Group's Estimate	Leader's Estimate
<ol style="list-style-type: none">1. Food for one person for one week2. Food for two people for one week3. Food for a family for one week (two parents and two children)4. Costs for treatment of a broken arm5. Cost to get married<ul style="list-style-type: none">▪ Small wedding▪ Large wedding6. Cost to have baby<ul style="list-style-type: none">▪ At home▪ At hospital7. Cost for riding a bus to work8. Cost to purchase a used<ul style="list-style-type: none">▪ motor scooter9. Cost for a night of entertainment10. Cost to rent an apartment for one11. Cost to rent an apartment for two12. Cost for any required annual taxes or insurance payments13. Any other thing		

FUTURE MONEY MANAGEMENT

PART TWO

Learning Objectives

Participants will:

- ↘ Identify guidelines for good money management.
- ↘ Understand how difficult it can be to live within one's financial resources.
- ↘ Practice budgeting a set amount of money to cover a week's expenses.
- ↘ Discuss factors that impact money management.

Definition of Terms

Money Management: Planned and controlled expenditure of money.

Lesson Preview

- ↘ Illustrate how difficult it can be to choose to use money for essential items.
- ↘ Identify the six guidelines for good money management.
- ↘ Discuss how easy or difficult it might be to follow the guidelines in every day life.
- ↘ Create a budget that provides for one week's expenses using one week's pay.
- ↘ Discuss the difficulties of staying within a budget.
- ↘ Discuss how participants might use the information from this lesson.

Tasks To Complete Before Teaching

1. **For Information to Share:** Create a visual of the Guidelines for Good Money Management.
2. **For Group Activity/Practice:** Duplicate enough copies of the handout, How Should I Spend My Money? so each pair of participants can have one copy.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ A piece of fruit, a vegetable, and some candies or a candy bar
- ✓ Enough candies for everyone, if possible
- ✓ Handout: How Should I Spend My Money?
- ✓ Handout from "Money Management Part One": Estimating the Costs of Living
- ✓ A pencil or pen for each pair of participants

LESSON PLAN

Prerequisite Skill or Lesson
"Future Money Management - Part One"

Length of Lesson
45 minutes



Generating Interest In Topic

Demonstration and Discussion (5 minutes)

1. Place a piece of fruit, a vegetable, and a some candies or a candy bar on the table at the front of the room.
2. Tell participants to imagine they can choose two of the three. Have them identify their choices.
3. Call on several participants to hear their selections. It is likely that many will choose the candies as one of their options.
4. Explain that this experiment demonstrates how people often choose what they want and not necessarily what is best for them or what they need. This is similar to budgeting money. We should all budget money for what we need and what is best. However, sometimes we are enticed to use our money for other things.
5. Tell participants that today's lesson will help them understand how to create a budget so they will know what they can afford to do and not to do.
6. If possible, distribute candies to everyone.



Information To Share

Leader Input and Discussion (15 minutes)

1. Display the visual, Guidelines for Good Money Management, and explain each point.
 - ↳ Distinguish between "essential" and "optional" expenses. "Essential" expenses are items or services that a person must have to live, such as food, a place to stay, and transportation to work. "Optional" expenses are purchases that would be nice but are not absolutely necessary, such as new clothes, snacks, and better transportation.
 - ↳ Pay all essential expenses first and early. Pay essential expenses before optional expenses. If rent is not due until the 10th of the month, pay it at the beginning of the month or right after your first payday. Do not wait. There is a tendency to spend money on optional expenses that is reserved for essential expenses due later.



LEADER'S NOTE

This lesson is designed to be taught in the session immediately following "Future Money Management Part One."

↘ Do not have extra money readily available. Put extra money in a bank or safe place where it is difficult to get. Money easily accessed is often quickly spent. Consider the following places for keeping extra money.

- Savings account in a bank near home
- Savings account in a bank at work
- Give to spouse or parent for safekeeping
- Hide in safe place

↘ Avoid “impulse purchases.” Try not to buy any item the first time you see it. Wait a day; then, purchase the item if it is still attractive and you can afford the cost.

↘ Keep a list of “Needed Items.” This is a list of things you would like to buy when you have some extra money. Before buying a non-essential item, go through your “Needed Items” list identifying anything on that list you would rather purchase.

↘ Create and follow a budget. List all anticipated expenses. Then, allocate a certain amount of money for each expense. Creating the budget is easy. Adhering to a budget is more difficult.

Ask participants if they need any of the above ideas clarified.

2. Ask participants to raise their hands if they attended “Future Money Management Part One.” If possible, form pairs so each participant who did not attend the first session on money management is paired with someone who did. If most of the participants attended the first session, have them find a partner who likes to spend money on the same or similar items as they do, such as clothes, music, food, and so on.
3. Ask the pairs to discuss the following questions.
 - Which of the Guidelines for Good Money Management will be the easiest for you to follow? Explain your answer.
 - Which of the Guidelines for Good Money Management will be the most difficult for you to follow? Explain your answer.
 - Are there any other guidelines for managing money they would like to suggest or any they feel should be modified? If so, what are they?
4. Call on several participants to share their ideas with the large group.
5. Tell the group they will now complete an activity that will help them create a budget that accounts for essential expenses and helps to predict how much money they will have for optional expenses.



LEADER'S NOTE

We have included budgeting in the Guidelines for Good Money Management. Our experience tells us most young people do not have the desire to set up and live by a budget nor enough discretionary money to warrant a budget. However, knowing about the technique is important.



Group Activity/Practice

Paired Practice and Discussion (20 minutes)

1. Working with the same partners, distribute to each pair a copy of the handout, How Should I Spend My Money? Redistribute the handout, Estimating the Costs of Living, to participants who attended “Future Money Management Part One.” Explain the process of the activity.
 - Each participant will assume he or she has received pay for one week’s work (give the specific monetary figure).
 - The handout contains a list of items the participants need to purchase or might like to afford.
 - You, the leader, will read through the list of items. Each pair will work together and create one budget.
 - Have participants begin by writing an “E” in the first column next to those items on the list they think are essential. If they wish, they can write an “O” next to those items that are optional.
 - Invite participants to add any items at the bottom of their sheet that they consider important and note whether they are an essential or optional expense.
 - Using the information from the previous lesson’s worksheet and their own estimates for any additional items, have the pairs decide how much of the week’s wages will be allocated to each item. It is acceptable to allocate zero to an item. The total at the bottom of the page should equal the total amount of the week’s wage.
2. When the pairs have finished, ask participants to raise their hands if they could afford all of their essential expenses.
3. Select from the following questions those most pertinent to the group of participants with whom you are working and lead a discussion. The questions are grouped by theme. We recommend you select three or four rather than attempting to do them all.

↳ **Meeting Essential Expenses**

- How might someone manage if he or she cannot pay for all of the essential expenses on what they earn?
- What item would you most like to obtain, but are unable to with your current budget? How could you go about obtaining it?
- Did any of you pay for optional items before essential items? Which ones and why?

! LEADER’S NOTE

Give participants a monetary figure with which to work. It should be a typical amount made by a young person working at a job for minimum wage for an average length work week.

! LEADER’S NOTE

If all of your participants can read, they can do the activity without you having to read the list to them.

! LEADER’S NOTE

If you have participants who are unable to compute the totals, you will need to assist them or have other participants help them.

↳ **Influences on Budgeting**

- How did creating a budget make you feel?
- Does your budget reflect the things you think are important and your values? Explain your answer.
- What would your friends, boyfriend or girlfriend, or parents think of your decisions? Why might their opinions be important as you make your decisions?
- Could it be helpful to discuss money management issues with other people as your teachers, parents, or friends? Why or why not?

↳ **Budgeting for a Family**

- How do you think your budget will change when you have a family?
 - Do you think money management will be easier or more stressful when you have a family? Explain your answer.
4. Summarize the lesson by stating:
- Managing your money is a difficult task. It gives you new freedoms and responsibilities. It is hard to decide what to purchase and what expenses can be delayed or eliminated. If you use the Guidelines to Good Money Management, the task of managing your money will be easier. Discussing money management with people you respect can be helpful. They may be able to help you prioritize, save for or finance certain things you want or need, and make difficult decisions.



Personal Application

Discussion (5 minutes)

1. Ask participants:
 - If you were to identify one key fact you learned or insight you had as a result of this lesson, what would it be?
 - How will you spend and/or save your money differently since participating in this lesson?



LEADER'S NOTE

If the majority of your participants live with or are close to their parents, consider asking the questions below.

- *Would you make the same decisions if your parents gave the money to you?*
- *Do you think you should discuss these decisions with your parents? Why or why not?*



LEADER'S NOTE

If the majority of your participants live with or are close to their parents, consider asking the questions below.

- *After experiencing this lesson, what are your perceptions on how money is managed in your home?*
- *What will you do that is the same? Different?*

How Should I Spend My Money?

Sr.#	Essential (E) or Optional (O)	Estimated Weekly Cost (RS)	Item or Service to Purchase
1			Rent for apartment – Shared with one other person
2			Food
3			Transportation to work
4			Food at work
5			Money to be put in the bank or a safe place
6			Money for entertainment and fun
7			Donation to religious community
8			Money to give to my parents
9			Cosmetics
10			Purchase of new clothes
11			
12			
13			
14			
		TOTAL Weekly Wage (Rs)	

MONEY MANAGEMENT NOW

Learning Objectives

Participants will:

- ↘ Identify realistic current expenses for a young person.
- ↘ Discuss a range of costs for each expense.
- ↘ Practice allocating money for expenses.
- ↘ Practice modifying budgets given an increase or decrease in available money.
- ↘ Apply new knowledge and skills to personal situations.

Definition of Terms

Money Management: Planned and controlled expenditure of money.

Lesson Preview

- ↘ Illustrate the allocation process for a set amount of resources.
- ↘ Identify the typical current expenses for young people.
- ↘ Identify the minimum amount of money needed for typical expenses.
- ↘ Examine how an increase or decrease in available money would impact expenditures.
- ↘ Apply their knowledge and skills to their personal expenses.
- ↘ Identify someone to talk with about budgeting issues.

Tasks To Complete Before Teaching

- 1. For Generating Interest in Topic:** Display five glasses and a pitcher of water. Have less water in the pitcher than it would take to fill all five glasses.
- 2. For Group Activity/Practice:** Duplicate enough copies of the handout, Using My Money Wisely, so that each pair of participants can have one copy.
- 3. For Personal Application:** Duplicate enough copies of the handout, Using My Money Wisely, so that each participant can have one copy.

**Material Needed**

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Handout: Using My Money Wisely
- ✓ Sample Handout: Using My Money Wisely
- ✓ A pencil or pen for each participant

LESSON PLAN

Prerequisite Skill or Lesson
None

Length of Lesson
45 minutes



Generating Interest In Topic

Demonstration and Discussion (5 minutes)

1. Place five clear glasses on the table at the front of the room. Display a pitcher of water that if poured into glasses will not fill all five glasses.
2. State that you have a dilemma. You need to divide the water between the five glasses. The glasses belong to a two-year-old child, a teenager, two adults, and a grandparent.
3. Ask a participant to come to the front of the room and pour the water into the five glasses indicating how he or she might allocate or divide the water among the five people. Have the volunteer explain why he or she put the various amounts in the glasses.
4. Ask a second participant if he or she would change the allocation and give his or her reasons.
5. State that dividing the water in this experiment is similar to how people divide or allocate the money they have.
6. Tell participants that today's lesson will help them understand how to consider their expenses and allocate their available money.



Information To Share

Large Group Discussion (10 minutes)

1. Ask participants to list typical monthly expenses of a person their age. Encourage the participants to remember and share the items listed in "Future Money Management, Part Two." Record them on the white/chalk board. Include the following if appropriate and not mentioned by the participants:
 - Clothes
 - School supplies
 - Leisure activities
 - Food
 - Transportation



LEADER'S NOTE

This lesson was created as a result of the feedback received during the piloting of the GE Life Skills curriculum. Adult leaders wanted a lesson to help the young people manage their current financial situation since the two original money management lessons focused on the future. There is some overlap between the lessons. If "Future Money Management Parts One and Two" have already been taught use some of the information generated in those prior lessons when listing monthly expenses in this lesson.



LEADER'S NOTE

Individual participants may divide the water differently for different reasons. There is no right and wrong way. This is an illustration of the variety of ways people allocate resources whether it's water or money.

- Toiletries
 - Money for savings
2. Ask participants to suggest a minimum amount that could be spent for each item.
 3. Tell the group they will now complete an activity that will help them allocate various amounts of money for needed expenses.



Group Activity/Practice

Paired Practice and Discussion (15 minutes)

1. Have participants find a partner by joining someone with a different length of hair. Distribute one copy of the handout, Using My Money Wisely, to each pair.
2. Have participants record the items on the board in the left-hand column of their handout. Have them record the suggested minimum amount to be spent on each item in the column second from the left.
3. Give them the total amount to record at the bottom of the column second from the left. State to imagine that this is the amount of money they receive each month from their job or family.
4. Explain that they have just been told by an employer or their family that the amount of money they have will increase by 20% next month. State the increased amount of money. Have them record this amount at the bottom of the column third from the left. Have the pairs work together to allocate the new total amount. Have them record their new allocation in the column third from the left.
5. Explain that something has happened, such as an accident, family member lost his or her job, and so on. They are now going to receive 20% less money than recorded in the second column. Give them the monetary figure and have them record it at the bottom of the last column. Have the pairs allocate the reduced amount and write their ideas in the last column.
6. When the pairs are finished, have them post their sheets on the wall. Have participants walk around the room to see how others reallocated the money and to note how their ideas were similar or different from others.

LEADER'S NOTE

Work with your group to come to consensus on the amount for each item. Acknowledge that different people will spend different amounts on various items. However, for the purposes of this exercise, you need to come to agreement on one amount.

LEADER'S NOTE

If you have participants who have difficulty writing, pair participants so that one participant in each pair can write.

7. Ask participants:

- Which categories were the most difficult to decide on the amount to increase or decrease for you and your partner? Why do you think these categories were the most difficult?
- Were there any items on your list that neither of you wanted to decrease when less money was available? When more money was available? Explain why this item (s) was so important to you.
- Which were the first items to increase when more money was available? Explain why this item (s) was so important to you.
- What might happen in the life of a young person that would cause a reduction in the amount of money they have to use for expenses?



Personal Application

Individual Work (15 minutes)

1. Distribute a new copy of the handout, Using My Money Wisely, to each participant.
2. Ask them to complete the handout using their personal expense items. This list could be different from the group's list. Have them note how much they spend on each item currently. Then, ask them to place a "+" next to those items they would increase if more money were available and a "-" next to those items they would decrease if less money were available.
3. Ask participants to think about the following questions. They will not be asked to share with the group.
 - How do you feel about the expenses you have and how you use your available money?
 - If money is too limited, what are some ways you could expand your available money? Are there ways to cut back on expenses?
 - Who could you talk with about your ideas on your use of money? Select someone you trust who has experience with budgeting.

LEADER'S NOTE

Help your participants consider the possible factors that could cause a decrease in available money, such as an accident, illness, illness of a family member, theft, loss of a job, family loss or reduction in income, marriage, birth of a child, and so on.

LEADER'S NOTE

This is intended to be an activity each individual does for him or herself. This could be a sensitive issue since participants are likely to have different amounts of money to allocate.

LEADER'S NOTE

If needed, you may want to emphasize the selection of legal and feasible ways to expand available money.

TIME MANAGEMENT

Learning Objectives

Participants will:

- ↘ Understand the importance of time management.
- ↘ Understand and apply the process of prioritization.
- ↘ Practice prioritizing one day's tasks in order to manage time effectively.

Definition of Terms

Time Management: Planning personal use of time to make sure both important and desirable tasks are accomplished.

Lesson Preview

- ↘ Identify tasks to accomplish in the next twenty-four hours.
- ↘ Explore the difference between things that are important to do and those that are desirable.
- ↘ Learn how to prioritize tasks using a coding system.
- ↘ Practice prioritizing tasks to manage time more effectively.
- ↘ Apply prioritization to manage time more effectively.

Tasks To Complete Before Teaching

1. **For Information to Share:** Create a visual to display the coding system.
2. **For Information to Share:** List on chart paper or the white/chalk board the tasks you have to accomplish over the next 24 hours. You will be sharing this “to do” list with participants.
3. **For Information to Share:** Create a visual to display your “to do” list.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Paper and pens or pencils for each participant

LESSON PLAN

Prerequisite Skill or Lesson
"Three Keys To Being A Good Employee"

Length of Lesson
40minutes



Generating Interest In Topic

Individual and Paired Activity (10 minutes)

1. Ask participants to make a list of all of the tasks and activities they think they will do in the next 24 hours. Encourage them to include work, school, meals, chores at home, recreation, and so on. They can create the list using words, pictures, or symbols. Give them three minutes.
2. Ask participants to find someone whose hair is shorter or longer than theirs and form a pair. Working in pairs, ask them to compare their lists and make one list of all of their activities. Explain they can do this by taking one person's list and adding any additional activities from their partner's list. Give them five minutes.



Information To Share

Leader Input, Demonstration, and Discussion (13 minutes)

1. State:

- You may or may not be able to get all of the things on your list done in the next 24 hours. Many people do not have enough time to accomplish everything they want to do in a day or week, especially as they get older and their responsibilities increase. Prioritizing tasks and activities can help.
- The word "prioritize" means to place tasks or activities in order of their importance. It is a way to make sure we complete the most important things first.
- We can prioritize our lists of tasks by asking two questions.
 - Is it something I have to do?
 - Is it something I would like to do?

2. State:

- We decide a task or activity is something we have to do when:
 - Others are expecting this task to be accomplished.



LEADER'S NOTE

It may be interesting to form pairs of the same sex. Culturally males may include different tasks and activities than females. The prioritization of the tasks and activities later in the lesson may be difficult if the partners do not have similar items on their lists.

State that the purpose of this lesson is to help them manage time more effectively. It will help them plan their activities so they have enough time to do the things they have to do and the things they want to do.

- It needs to be done before other tasks can be completed.
- There will be negative consequences if it is not completed on time.
- We call things we have to do important tasks.

3. State:

- We decide a task is something we like to do when:
 - It is fun and we enjoy doing it.
 - It is something we look forward to doing.
 - We call things we want or like to do desirable tasks.
4. Display the visual of the coding system and explain the codes.
 - Use “I” for items that are important. Do these first.
 - Use “D” for items that are desirable. Do these next.
 - Use “N” for items that are neither important nor desirable. Do these last.
 5. Display the visual of your “to do” list. Tell participants they will help you code each task according to its priority. Explain that you will read through the entire list first; then, you will read each task a second time and code each task together.
 6. The second time you read the list, stop after each task and ask various participants to indicate how they would code the task and their reasons for using the code.

Add your code and explain your reasons.

7. Ask participants:
 - Why do you think people tend to do what is desirable first before they do what is important but less desirable?
 - What are some of the consequences of doing the desirable things first and waiting to do the important things?

LEADER’S NOTE

Some tasks may be both important and desirable. Have participant code these tasks as “important.”

LEADER’S NOTE

Each participant may have a different code for tasks based on what is important to him or her. If participants are coding a task differently, ask them an appropriate follow-up question to help them explore the various reasons.



Group Activity/Practice

Practice and Discussion (12 minutes)

1. Tell participants they will practice prioritizing using the coding system they just learned. Indicate that they will get better at managing their time by practicing how to prioritize the tasks they have to do and the things they like to do.

2. Select one of the following two options to have participants practice managing time by prioritizing tasks. Then, complete step #3.

OPTION #1

- ↳ In the pairs formed in Generating Interest in Topic, ask participants to use the coding system to prioritize their combined list of tasks for the next 24 hours. Give them five minutes.
- ↳ Go around the room asking pairs to share one example of a coded task.
- ↳ Discuss with the large group the following questions.
 - Were some tasks difficult to code as important or desirable? If so, what made it difficult?
 - What negative consequences might occur if you don't complete an important task in the next 24 hours? Describe the task and potential negative consequences.

OPTION #2

- ↳ Ask participants to listen carefully as you read aloud what (name) does on a Saturday. Encourage them to notice how (name) might have prioritized tasks to help him manage his time more effectively.
- ↳ Read the following story

Akhtar wakes up on Saturday morning full of energy. He is excited because, after he finishes his chores, he is meeting a friend to watch a sports game. While eating breakfast, he starts to talk to his brother and loses track of time. He starts his chores late.

While he is doing his first chore, a friend walks by and they talk about their favorite sports team for twenty minutes. After his friend leaves, Akhtar finishes his chore. He still has to repair his bike and buy cooking oil before he goes to watch the game. He doesn't want to miss the beginning of the game. He rushes off to buy bike parts and stops by a store for the cooking oil. Instead of going home to repair his bike and drop off the oil, he walks to his friend's house.

When the game is over, he walks home forgetting to bring the cooking oil with him.

↘ Have the pairs formed in Generating Interest in Topic discuss their ideas of how (name) could improve his time management by prioritizing tasks as important or desirable. Give them three to five minutes.

↘ Discuss with the whole group the following questions.

- Do you think (name) prioritized his tasks well? Give an example how he could have prioritized his tasks differently.
- Did anything come up that interfered with (name's) ability to complete an important task? If so, what?
- Were there any negative consequences as a result of the way (name) managed his time?

3. State:

- We are more likely to manage our time well if we have our priorities clear.
- Sometimes, even if we prioritize well, we are interrupted or distracted from doing what is important. We need to recognize the problem and try to get back to our important tasks as quickly as possible.



Personal Application

Discussion (5 minutes)

1. Ask participants to review their personal lists of things to do over the next 24 hours and respond to the following questions.
 - If you did not use Option #1 in Group Activity/Practice, ask this question.
 - Which are your important tasks and which are your desirable tasks?
 - Ask all participants:
 - What are potential interruptions or distractions that could prevent you from getting your important tasks done on time?
 - What are ways you can deal with these interruptions or distractions?
 - What are the benefits of getting all your tasks done on time?
2. Ask several participants to share their ideas with the large group.

MAKING OR RESPONDING TO CUSTOMER COMPLAINTS

Learning Objectives

Participants will:

- ↘ Identify the feelings of dissatisfied customers and employees hearing customer complaints.
- ↘ Identify the importance of responding positively as an employee when dealing with a dissatisfied customer.
- ↘ Understand the five steps for dealing with customer complaints and other difficult people.
- ↘ Practice changing inappropriate employee responses to constructive responses.
- ↘ Identify how to make a complaint appropriately.
- ↘ Practice how to make an appropriate complaint.

Definition of Terms

Customer Complaint: Expression of dissatisfaction with a purchased item or service.

Lesson Preview

- ↘ Describe situations that can result in a dissatisfied customer and identify possible resulting feelings.
- ↘ Identify the importance of dealing with dissatisfied customers constructively.
- ↘ Explain the five steps for dealing with customer complaints.
- ↘ Conduct a large group role play to demonstrate the five steps.
- ↘ Practice changing inappropriate employee responses to constructive responses.
- ↘ Explain two critical points for making a complaint constructively.
- ↘ Practice making constructive complaints.
- ↘ Identify personal challenges of making and responding to customer complaints.

Tasks To Complete Before Teaching

- 1. For Information to Share:** Create a visual of The Five Steps for Dealing With Customer Complaints.
- 2. For Information to Share:** Ask a participant to help demonstrate the steps for dealing with dissatisfied customer complaints. If the participant can read, read through the script



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)
- ✓ Script for Demonstrating Steps for Dealing With Customer Complaints
- ✓ Two paper bags or other receptacles
- ✓ Paper for labeling the bags or receptacles
- ✓ A pen or pencil for each participant if they will be writing their names on slips of paper
- ✓ Slips of paper, one for each participant

together to make sure you both understand the content before the demonstration. It may help to make a copy of the script so each of you will have one to refer to during the role play. If the participant cannot read, help him or her understand the role of the customer and how you want him or her to respond during the demonstration.

- 3. For Group Activity/Practice:** Label one paper bag or receptacle “Spokespersons” and the second bag or receptacle “Checkers.”
- 4. For Group Activity/Practice:** If you have participants who are unable to write their names, write each participant’s name on a separate slip of paper prior to the lesson.

LESSON PLAN

Prerequisite Skill or Lesson

"Listening: A Key to Positive Relationships". "Developing Confidence in Self and Others" "Dealing Effectively With Criticism", "Solving Problems" "Assertiveness: Speaking Directly, Honestly, and Respectfully" "Managing Conflicts Part One, Part Two"

Length of Lesson

45 minutes



Generating Interest In Topic

Discussion (5 minutes)

1. Describe situations in which a customer of a store or business is upset. Select culturally appropriate examples from those suggested below, or create similar situations.
 - After waiting weeks for a repair to be completed, the customer picks up the repaired item and discovers it is still broken.
 - A long wait in a poorly staffed health clinic forces the person to leave without getting help and feeling angry.
 - A clerk refuses to help a customer find an item and uses disrespectful language.
2. Ask participants:
 - How would you feel if you were the customer in these situations?
 - How would you feel if you were an employee of these businesses and the customer was complaining to you even if you were not responsible for the problem?
 - What would you want to say to the customer?
 - Why do you think an employee might respond inappropriately to a customer?
3. Augment the participants' responses to the last question with the following, if needed.
 - A cashier comes to work with a negative attitude.
 - A cashier receives too many complaints at once.
 - A cashier feels personally attacked by the customer.
4. State that this lesson will help participants deal constructively with customer complaints and present a format for making complaints. A constructive response by an employee will maintain self-respect, suggest reliable solutions, and increase the possibility for customer loyalty and customer satisfaction.



Information To Share

Leader Input (5 minutes)

1. Display the visual, The Five Steps for Dealing With Customer Complaints, and explain the steps using the information below.

↳ **Stay calm.**

- Don't get excited or mad.
- Avoid interrupting the other person.
- Even if you think the customer is wrong, don't correct the customer at this point.

↳ **Listen to the complaint without getting defensive.**

- Sometimes an irritated customer just wants to tell you about his or her frustration.
- Acknowledge his or her distress.
- Summarize his or her complaint.
- Don't blame others.
- Most customers don't care who is at fault. They just want the problem fixed.
- Stay calm and act on your next step to try to resolve the problem.

↳ **Act quickly to try to resolve the problem.**

- Most customers will calm down when you start to resolve the situation.
- There are two parts to this step.
 - Ask the customer how he or she would like the problem resolved.
 - If you think his or her suggestion is legitimate and you have the authority to grant the request, do it. If you think the request is not legitimate or you do not have the authority to grant the request, tell the customer and refer him or her to your supervisor.

↳ **Be polite.**

- Be pleasant throughout the entire process. This may be difficult to do.
- If the customer uses vulgar or abusive language, you have the right to ask him or her to use more acceptable language.

2. Indicate that you will demonstrate how to use these five steps.

Demonstration (5 minutes)

1. Describe the following situation to participants.

Rasheeda works in a small store. She is a cashier. Her responsibilities include running the cash register and placing purchased items in a bag.

- ↘ *A customer she helped 30 minutes ago has returned to her store very upset. On her way home, the bag carrying her groceries ripped open at the bottom and four glass items broke when they fell to the ground.*
- ↘ *The customer is blaming the poor quality of the bags for the damage. However, Rasheeda remembers putting two glass items in one bag and the other two in another bag to prevent them from breaking. Rasheeda thinks it is strange that both of the bags would break at the exact same time.*
- ↘ *To replace the broken items would cost (Rs. 1200). The owner of the store has given you permission to replace items as long as the total does not exceed a specified amount. The cost of replacing the four glass items that were broken would exceed that amount. The owner of the store will not be back for two hours.*

2. Tell participants you, the leader, will demonstrate the five steps and will play the role of the employee. You have asked one of the participants to play the role of the customer. Ask the participant to come to the front of the room.
3. Use the script at the end of this lesson to demonstrate the steps for dealing with customer complaints.
4. When finished with the script, stop the role play and thank the participant who played the role of the customer. Explain to participants that, if you were the employee, you would tell your boss what happened when he returned. You would ask him if replacing the three bottles was okay or if he would have preferred you not give the replacements until he returned since the customer had shifted all of the groceries into one bag.
5. Ask participants to add any suggestions to improve the employee's attempt to deal with a difficult customer complaint.
6. Ask participants:
 - Do you think the customer would be satisfied with this response? Explain your reasons.
7. Explain that staying calm and responding constructively isn't easy. It takes practice.



Group Activity/Practice

Paired Practice (15 minutes)

1. Ask each participant to write his or her name on a slip of paper.
2. Place half of the names into the bag labeled “Spokesperson” and the other half in the bag labeled “Checker.” Form a pair by drawing one name from the “Spokesperson” bag and one name from the “Checker” bag. Continue creating pairs by drawing a name from each bag until all of the participants have a partner. Then, replace the names into the bags. Have the pairs sit together.
3. Explain the activity.
 - You, the leader, will describe a situation and provide an inappropriate employee response to a complaining customer.
 - Each pair will create a constructive response using the five steps.
 - You will draw a name from the “Spokesperson” bag. The participant whose name is drawn will tell the group the response he or she created with his or her partner.
 - Then, you will draw a name from the “Checker” bag. The participant whose name is drawn and his or her partner will tell the group if they think the comment follows the five steps and whether or not they think the comment would satisfy the customer and why.
 - After the two pairs have responded, you and the group can contribute additional comments.
 - You, the leader, will describe additional situations with inappropriate employee responses and the same process will be used with each situation.
4. Refer participants to the visual listing the Five Steps for Dealing With Customer Complaints. The participants can refer to the steps as they prepare their responses.
5. Describe the following situation.

The employee Azra is working in a store as a cashier. The store is open from 9:00 a.m. to 7:00 p.m. Azra has just started working at noon. Her boss left for lunch saying he will return in one hour. A customer, Zahida has never seen before, enters the store and starts complaining about missing items in her bag. Another cashier offers a response that only irritates the customer.

6. State the first inappropriate employee response.
 - “I wasn’t here when that happened earlier today. You will have to come back tomorrow at the same time you were here today to talk to the person who helped you.”
7. Allow time for the pairs to formulate a constructive response.
8. Draw a name from the “Spokesperson” bag and ask the participant to tell the group the response he or she created with his or her partner. When he or she is finished, draw a name from the “Checker” bag and ask that participant and his or her partner to tell the group if the comment follows the five steps and if it would satisfy the customer.
9. Ask the group for any additional comments and add any you might have.
10. Select two of the three scenarios below and repeat the procedure for each situation.
 - **Situation:** After waiting weeks for a repair to be completed, the customer picks up the repaired item and discovers it is still broken. The customer shows the employee that the item has not been completely repaired.
 - **Employee Response:** “Okay, we will try to fix it again, but it could take three or four more weeks because we have lots of repairs to do.”
 - **Situation:** After a long wait in a poorly staffed health clinic a person decides to leave without getting help and feeling angry. As the person leaves he or she exclaims, “This is ridiculous! I am not waiting any longer. I will come back some other time.”
 - **Employee Response:** As the person is walking towards the door to leave, the employee yells out, “Hey, don’t get mad at me. I just work here!”
 - **Situation:** A clerk is unable to find a document in the company’s records that a customer needs. The clerk has searched in several different places but is unable to locate the document. The customer, in his or her frustration, has called the employee a name that is vulgar and humiliating.
 - **Employee Response:** “Don’t you call me names, you stupid idiot!”

Large Group Discussion (10 minutes)

1. State that we have been talking about how to respond to someone who is complaining in a negative way. Indicate that most people have complained about something. There are times when it is appropriate to stand up for yourself and complain. However, a person should express his or her complaint in as positive a way as possible. Ask participants what they think should be said to complain to someone in a positive way.
2. Gather ideas from the participants. Summarize and include the following two points:
 - Tell the person what is bothering you.
 - Tell the person what you want to happen.

3. Use the following situation to provide an example:

- **Situation:** After waiting weeks for a repair to be completed, the customer picks up the repaired item and discovers it is still broken. The customer shows the employee that the item has not been completely repaired.
- **Response:** I brought this appliance here for you to repair. You said it was fixed but, when I got it home, it didn't work. Would you please look at it again and see if you can find something wrong? I'd like it back in one week.

4. Staying in pairs, have participants construct a verbal statement they might use to complain to someone using one or both of these situations.

- **Situation:** You have been waiting in a poorly staffed health clinic for two hours. The staff who are present seem to be working inefficiently and not concerned with how long patients have to wait. If they don't become more efficient you estimate you will have to wait another full hour before your name is called for treatment.
- **Possible Customer Response:** "It seems like it will be another hour before I get called for treatment. I can't wait that long. Can I get seen within the next 30 minutes or should I leave now and go to a different clinic later on?"
- **Situation:** A clerk is unable to locate a document of yours in their record system. The clerk, who seems new and not familiar with the system has searched in several different places but is unable to locate the document.
- **Possible Customer Response:** "I really need the document. Is there someone else who might help you locate it?"



Personal Application

Large Group Discussion (5 minutes)

1. Ask participants:

- ↳ What do you think would happen if employees responded to customers in a negative way?
- ↳ What are the benefits of using the five steps and responding constructively?
- ↳ If you want to complain about something, what are two things you might say to state your complaint in a positive way?

↘ What other skills have you learned that might help a person state a complaint positively or respond to someone who is making a complaint in a negative way?

- Augment the participants’ responses with the following.
 - Maintaining a positive attitude
 - Conflict management skills
 - Listening skills
 - Dealing effectively with criticism
 - Being self-confident

Script for Demonstrating Steps for Dealing With Customer Complaints

Customer:	“One of the bags you gave me for carrying my groceries broke half-way home and the four glass bottles broke.”
Employee:	“Oh that’s horrible. Did you step on any of the glass?”
Customer:	“No, but it made a big mess.”
Employee:	“I’m sorry that happened to you.”
Customer:	“Fine, but I want you to replace the four items free of charge since it was your bag that broke.”
Employee:	“Before we talk about that, let me makes sure I understand exactly what happened because I am going to have to explain this to my boss. You purchased the groceries and I put the items in two bags, two bottles in each of the separate bags. On your way home one of the bags broke and all four glass bottles broke. I don’t understand how all four bottles got into one bag.”
Customer:	“Well, I stopped at another store and combined all of your groceries into one bag since I had to carry a third bag. But I still think you should replace all four bottles.”
Employee:	“So you think that single bag should have held all of your groceries and, since it didn’t, you want our store to replace the bottles?”
Customer:	“Exactly.”
Employee:	“Okay, well let me tell you what I can do. I am not authorized to replace that much merchandise without my boss’s approval. You can wait until my boss comes back in approximately two hours and talk to him, or you take three replacement bottles right now which is below the amount he has authorized me to replace.”
Customer:	“I want all four bottles replaced right now and I don’t want to wait for your boss.”
Employee:	“I’m sorry but I can not do that.”
Customer:	“I’m not waiting around for two hours. I’ll take the three replacement bottles now and maybe talk to your boss later.”
Employee:	“Okay. Let’s get you the three bottles. And please, keep only two bottles in one of the bags. These bags are not designed to hold the weight of three or four bottles.”
Customer:	“Fine.”

WHAT ARE MY RIGHTS & RESPONSIBILITIES AS WORKER

Learning Objectives

Participants will:

- ↘ Understand most employees have certain rights that should not be violated by their employers.
- ↘ Identify the specific workers' rights that apply within the country and local area.
- ↘ Understand the premise of workers' rights is built on a relationship of mutual respect between an employer and employee.
- ↘ Identify what can be done to stand up for rights as a worker.

Definition of Terms

Workers' Rights: A code of conduct developed by the International Labor Organization and used by employers to assure that all employees are treated fairly and humanely.

Lesson Preview

- ↘ Differentiate between rights and privileges.
- ↘ Define a "right" and give examples.
- ↘ Identify a list of workers' rights.
- ↘ Discuss what to do if a worker's right is being denied.
- ↘ Discuss some of the complexities associated with workers' rights.
- ↘ Identify how workers' rights and responsibilities are interrelated.

Tasks To Complete Before Teaching

1. **For Generating Interest in Topic:** Create a visual listing the rights and privileges.
2. **For Information to Share:** Create a visual of the ILO's list of Workers' Rights. Substitute or supplement the list with other national or local laws regarding the rights of workers.



Material Needed

- ✓ Visual means for recording ideas (paper, chart paper or white/chalk board and markers/chalk)

LESSON PLAN

Prerequisite Skill or Lesson
"Responsibility"
"Assertiveness: Speaking Directly,
Honestly, and Respectfully"
"Managing Strong Emotions"

Length of Lesson
45 minutes



Generating Interest In Topic

Discussion (5 minutes)

1. Display the visual listing the following rights and privileges. Modify the list to reflect the rights and privileges in your country. Read the list to participants.

▪ People have the right or privilege to:

- Be protected from harm by the police.
- Be paid for any job performed for an employer.
- Have a good paying job.
- Have fun every day.
- Not be thrown in prison without just cause.
- Be happy.
- Be free from sexual abuse.
- Travel freely throughout the country.
- Be happily married.
- Vote in major elections.
- Earn lots of money.
- Own your own business if a person can afford it.
- Criticize public officials without unfair repercussions.

2. Ask participants:

Which of the statements do you think are rights? For what reasons?

Which of the statements do you think are privileges? Explain your answers.

3. Confirm for the group which statements are rights.

LEADER'S NOTE

Half of the statements should be rights and the other half privileges.

LEADER'S NOTE

Your own country's laws and customs will determine the rights.



Information To Share

Leader Input (15 minutes)

1. Explain the term “rights.”
 - Rights are given to you by law, custom, or tradition. Rights cannot be easily removed.
 - Certain rights are granted at different times in a person’s life. Select examples from the following that are true for your country or add similar examples.
 - ↳ **New born**
 - Right: To live without life being taken away
 - ↳ **Young people**
 - Right: To go to school
 - ↳ **Adult**
 - Right: To vote in elections
 - ↳ **Employee**
 - Right: To have time for breaks and meals during working hours
 - ↳ **Eldest son or daughter**
 - Right: To speak on behalf of the other siblings
 - Some rights can be removed. Discuss under what conditions rights can be removed in your country. Some possible examples are listed below.
 - Some countries administer the death penalty for specific crimes.
 - Some countries remove a citizen’s right to vote while he or she is in prison.
2. Tell participants most countries have established a list of rights for workers. Employers must grant these rights to all employees. A system is in place to protect the workers’ rights. If the workers’ rights are violated, the system could punish the employer and protect the worker.
3. Display the visual listing the set of workers’ rights promoted by the International Labor Organization.

Employees have the right to:

- Work safely without physical coercion from anyone.
- Work in a safe environment with proper safety equipment - provided and routinely checked.
- Receive equal pay for equal work men and women.
- Work in an environment free from physical, verbal, and sexual harassment and abuse.
- Have access to health treatment facilities if hurt in a job related accident.
- Proper care after an accident.
- Visit a doctor or nurse when ill.
- Proper breaks and meal times.
- Use the toilet when needed.
- Have access to contractual agreement regarding pay, bonuses, overtime, etc.
- Bargain collectively and form a workers' association.
- Have access to a written list of legal rights and company policies, such as:
 - International Labor Organization (ILO)
 - Country and/or Local Labor Laws/Ordinances
 - Factory Code of Conduct

4. Read the list and ask participants if clarification is needed on any of the workers' rights.

5. Explain the procedures employees can take if their rights are being violated.

↳ **Small Company**

- Tell your boss about the situation. Explain that you think it is a violation of your rights as a worker.
- If your boss does not remedy the situation, report the violation to the local labor protection agency or workers' union, if you have one.

↳ **Large Company**

- Tell your supervisor about the situation. Explain that you think it is a violation of your rights as a worker.
- If your supervisor does not remedy the situation, discuss your situation with a member from the human relations department within the company or your union representative, if you have one.
- If the human relations department or union does not help remedy the situation, report the violation to the local labor protection agency.

LEADER'S NOTE

Substitute or supplement this list with other national or local laws regarding the rights of workers.

LEADER'S NOTE

Customize the above procedures according to your national, state, and local guidelines for dealing with violations of workers' rights.

Discussion (5 minutes)

1. Discuss with participants the reality of workers' rights by sharing the following statements and asking participants to comment on their validity. Modify the statements to reflect the culture in which you are working.
 - As a family member working in your parents' business, you have very few legal rights because you are not considered an employee more of a volunteer.
 - If you work for a small business and complain frequently, you may be fired without any realistic recourse.
 - There is a better chance that violations of your rights will be resolved if you work in a larger company. Larger companies have a tendency to uphold workers' rights because they have a larger number of employees who must be treated consistently. Many larger companies have developed a code of conduct addressing the rights of workers.
 - If your rights as a worker are being violated, you have to decide if the issue is important enough to risk being fired. It is best to talk to friends or trusted adults about this issue before acting. Reporting or not reporting a workers' rights violation is a tough decision.
 - Workers' rights have been achieved throughout the country and world because some individual workers have confronted their bosses about the unfair way they have been treated. We should be grateful to these workers. They have made the workplace better for the rest of us.

LEADER'S NOTE

If you are uncertain regarding the legal status of any of the statements, contact your local labor protection agency.

LEADER'S NOTE

If there is a local labor protection agency, consider inviting a staff member from the agency to attend one of your sessions to talk about workers' rights.



Group Activity/Practice

Leader Input and Small Group Activity (15 minutes)

1. Explain the connection between rights and responsibilities.
 - While rights are given to individuals, individuals have the responsibility of not taking advantage of their rights and of respecting other people's rights.
 - Example: You have the right to walk almost anywhere in the city. It is assumed you will not bother other people as you walk around. However, if you continually harass or beat up people as you walk, you will be put in jail and lose the right to roam as you please. We call that a "social contract."
 - This same concept of rights and responsibilities can be applied to workers' rights. Taking advantage of rights given to workers would be unfair to the owner/company.

2. Divide the large group into smaller groups with three or four participants in each group.
3. Assign the role of leader to the person sitting to the right of the tallest member in each group. Assign the role of spokesperson to the person sitting to the left of the tallest member.
4. Assign one or more of the workers' rights listed in Information to Share step #3 to each small group. Assign workers' rights two through nine.
5. Have the small groups suggest:
 - ways a worker should be responsible and not take advantage of the workers' right(s) assigned to their group, and
 - what a worker should do if the right assigned to their group is violated.
6. Provide an example using the first right.
 - Workers' Right: Work safely without physical coercion from anyone.
 - Workers' Responsibility: Do the work requested by your boss without complaining or refusing to do it for petty reasons. Do not force any of your colleagues to do a job that was assigned to you.
 - If the Right Is Violated: Report the situation to your supervisor. If nothing is done, report the violation to the local labor protection agency or workers' union.
7. Give the groups three or four minutes to accomplish the task.
8. Ask the spokesperson from each group to share with the large group his or her group's assigned workers' right(s), the workers' responsibilities associated with the right (s), and what might be done if the right is violated. Discuss, modify, and make additions to each group's presentation as needed.
9. Close the activity by sharing with the group that the concept of workers' rights is based on mutual respect between the employer and employee. In order for workers' rights to be effective, neither must take advantage of the other.

 **LEADER'S NOTE**

The first right is not assigned because it will be used as an example below. Rights 10-12 are not assigned because they are too difficult to do with this assignment.



Personal Application

Discussion (5 minutes)

1. Encourage participants to share their responses to the following questions with the large group.
 - Which of the workers' rights will be most important to you as a worker? For what reasons?
 - Why do you think some employers do not honor all of the rights we discussed today? Are there any good reasons for doing so?
 - Can you think of any working situation where you would risk being fired in order to stand up for one of your rights as a worker? Explain the situation (s).



LEADER'S NOTE

Save the visual listing the workers' rights. You will use it in the lesson "Recognizing and Responding to Worker Harassment and Abuse Part One."



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