

NGUVU ILIYO NDANI



THE POWER WITHIN

A manual on awareness of self and others towards
Economic Empowerment.

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Notes to the Facilitator

This workshop process has an important philosophical and pedagogical framing that is worth knowing. Fundamental to this is the **Paolo Freire** concept that people (and adults in particular) come to educational processes with their own knowledge and experience, not as “empty vessels” that need to be filled by an expert. When this knowledge and experience is surfaced, participants feel confident in themselves and open to learning new things. This also allows a particular type of group-learning to emerge. Each exercise in this manual therefore starts by drawing out what people already know. The facilitator’s role is then to introduce, or simply offer, new information, an alternative point of view, a range of other options or more depth to the discussion.

Pedagogical and psychological approaches used in developing this curriculum

The following principles of adult learning are embedded in this curriculum:

1. Adults are self-directed.
2. They learn by doing.
3. Build on what people already know from their own experiences.
4. Theory should be relevant.
5. Multisensory ways of learning are important.
6. Adults learn well and self-efficacy is enhanced if they can practice new skills in a safe environment.
7. Adults have an intrinsic desire for personal development.
8. Involvement from participants is essential - sharing their own stories, experience, knowledge, and expertise as well as inviting feedback and consulting about pace and content.

The approach to learning is **Constructionist** rather than **Instructional**, which suggests that learning depends on what we already know: new ideas come as we change and adapt old ideas; and rather than the teaching of facts and figures, it involves the development of ideas.

Experiential Learning is learning through reflection and doing. This happens continuously in a workshop. People tell their experiences, reflect on what new insights they have gained and how they might do things differently, or not, in the future.

The **Person-Centred** approach is fundamental to this workshop – all exercises stem from the experiences of participants and all theory goes back to questions like “What does this mean for me?” and “What, if anything, will I do differently now that I know this?”

The **Open-Ended** approach is often employed – not all situations, case studies, role plays or questions have comprehensive answers provided. Complex problems are introduced and problem-solving skills are used to generate multiple solutions. Participants are invited to take away anything they deem useful from this process.

Relating Theory and Practice – bite size pieces of theory are dropped into sessions and participants are invited to debate the theory, say whether they think it applies to them, try it out in the workshop and in their daily lives. **Case Studies or Scenarios** are an important

approach that enable the practical application of learning and draw out concepts that participants recognize and already know.

Learning Conversations are continuously engaged in as participants share and reflect on learning and new insight in pairs and in groups. Facilitators are expected to engage in **Modelling** the concepts taught in the workshop.

Additionally, the manual draws from various Psychology-based approaches and traditions. **Client-centred Therapy** developed by Carl Rogers, posited that human beings are the experts on their own lives, that they have a deep capacity to heal themselves given the right environment – when they are held in a relationship of “positive regard”. **Narrative Therapy**, an approach founded by Michael White, encourages the telling of stories, as we make meaning of our lives through language. White emphasizes the belief that individuals have major skills, gifts and talents that can be used to creatively solve problems they confront if these can be surfaced through stories and actively brought to bear in their lives.

Brief Solutions Focused Therapy suggests that if people can gain some insight into their own lives, they are able to change their trajectory and this can make all the difference. **Positive Psychology** grew in reaction to the deficit model in psychology – that everyone needed to be “fixed”, with a neutral aim of moving towards being free of illness. Positive Psychology is preventative and involves lifestyle approaches and actions that bring more happiness and meaning. In particular, research on what builds resilience is drawn on to design exercises and teach skills that are relevant.

A Note on the Manual

The workshop also has an arc (or a building process) that layers knowledge and concepts as people are ready for them. This assists participants to better integrate what they are learning into their own lives.

The facilitator manual may be slightly different to other training manuals as it is designed to capture workshop process. This means that it anticipates some of the important ideas that will emerge from the group at a particular moment, and makes the linkages to the next concept, providing a more seamless facilitator process. Pieces of information are layered and linked, forming connecting pieces of a puzzle. For this reason, the manual includes a suggested script for the facilitator that gives an idea of how an exercise should be introduced or concluded. You as the facilitator always have the freedom to deliver this in your own words. You are not expected to learn this off-by-heart or to read the scripted parts of the manual aloud to the group. The manual is designed to capture a nuanced and quite sophisticated process that can be delivered successfully by a facilitator with relatively minimal training. We know that simply giving people new information doesn’t necessarily change their behaviour. This particular approach is used because it enables participants to better integrate new information into their lives and, most importantly, they are more likely to do things differently. The impact of this approach is therefore greater than many typical training interventions.

Programme

DAY 1	
Time	Session
08h30 – 10h00	Welcome and Introductions
10h00 – 10h30	Break
10h30 – 13h00	Tree of Life
13h00 – 14h00	Lunch
14h00 – 14h30	Tree of Life
14h30 – 16h30	Understanding My Values
DAY 2	
Time	Session
08h30 – 10h30	Self Concept and Our Personal Support Club
10h30 – 11h00	Break
11h00 – 13h00	Seeing Strengths and a Future Self
13h00 – 14h00	Lunch
14h00 – 16h30	Identifying Emotions: How Am I Feeling?
DAY 3	
Time	Session
08h30 - 09h00	Identifying Emotions: How Am I Feeling?
09h00 – 11h00	Changing Our Thinking Styles
11h00 – 11h30	Break
11h30 – 13h00	Empathy and Deeper Listening Skills
13h00 – 14h00	Lunch
14h00 - 14h30	Empathy and Deeper Listening Skills
14h30 – 16h00	The Gender Messaging We Receive
DAY 4	
Time	Session
08h30 – 09h40	The Gender Messaging We Receive (con)
09h40 – 10h30	How we Cope
10h30 – 11h00	Break
11h00 – 12h00	How We Cope (con)
12h00 – 13h00	Think Like an Entrepreneur
13h00 – 14h00	Lunch
14h00 – 15h15	Think Like an Entrepreneur
15h15 – 16h00	Entrepreneurial Skills
DAY 5	
Time	Session
08h30 - 09h30	Entrepreneurial Skills
09h30 – 11h00	Finding a Job
11h00 – 11h30	Break
11h30 – 13h30	Goals and Dreams for the Future
13h30	Lunch

Materials List

- Notebooks (1 per participant)
- Name tags
- Pens
- 1 ream A4 paper
- 1 block post-it notes
- Flipchart stand
- Flipchart paper
- Marker pens
- 3 packets oil pastels
- Masking tape
- Sweets/pieces of fruit

Session 1: Welcome and Introductions

TIME: 1 hour 30 minutes

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Check in & Welcome	10 min	To help all participants feel welcome	A4 paper for name tags
Welcome Circle	25 min	To introduce participants to one another and break the ice	
Programme	15 min	To understand what the workshop is about	Programme
Expectations	10 min	To share personal expectations of the workshop	Flipchart Post-it notes
Setting Group Guidelines	10 min	To set clear group guidelines	Flipchart
Getting to know each other	20 min	To deepen participants' knowledge of one another and to begin to cultivate eq skills	

Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare 3 flipcharts labelled

- Programme
- Expectations
- Group Guidelines

Prepare a flipchart with Getting to Know You Questions:

- What are some of the most important things in your life?
- Is there a particular challenge that you come to this workshop with?
- How would your best friend describe you?

Set the room up well in advance and be ready to welcome each participant as they arrive.

Prepare the room with chairs in a circle. There should be no tables in front of the participants. On each chair, place

- Workbook
- Pen
- Programme
- Piece of A4 paper



1. Check-In and Welcome

Time: 10 minutes

Say: *Good morning everyone. I would like to welcome you to the start of this workshop. Please feel relaxed and welcome in this space. This is your room for the week. We are going to spend the first part of this workshop getting to know each other.*

Introduce yourself. Give some interesting and fun information about who you are.

2. Activity Welcome Circle

Time: 25 minutes

Step 1

Ask the participants to form a big circle.

Step 2

Invite them to step into the circle and say their first name (what they would like to be called in the group) loudly and clearly and to share a secret talent that they have! When each person steps into the circle the rest of the group should clap, stamp their feet, ululate, whistle, copy the move and say "Welcome Tuli!"

Step 3

Once everyone has been in the middle (including the facilitator) affirm the group for their lovely names and their secret talents.

Step 4



When they return to their seats, ask them to find the A4 page that was on their seat. Show them how to fold the page and ask them to write their name clearly with a marker (first name only). Demonstrate this with your own name. If they are not able to write, say they can ask a neighbor, or the facilitator will come around and help them. Also say that not every person in the room has had the opportunity of going to school and learning to write and those who can write need to help those who can't. Say that these labels will be used for a few days so that everyone can learn each other's names.

Distribute the pre-test and ensure that all participants fill it in and return it to you.

3. Programme

Time: 15 minutes

Step 1

Say: *You will see at your place you have a programme, a workbook, and a pen. We will be following the programme, but sometimes certain sessions will go a bit longer or be shorter. Don't worry about this. We, as your facilitators will make sure we will get to the end of course and cover everything you need to know.*

Share the details of the printed programme with participants and make sure to include all start and end times including teas and lunch. Ensure that each participant is available for the full four days of the workshop.

Step 2

Say: *During this week we will be covering skills that will allow us to do two things: to be more aware of ourselves and of others. We call these two primary sets of skills: intrapersonal skills and interpersonal skills. Together, these are called social emotional skills and they can be hugely beneficial to us in our businesses and in our work lives.*

Intrapersonal awareness skills will cover:

- Emotional awareness
- Self-awareness

The interpersonal skills will allow us to grow our awareness of others through:

- Empathy
- Listening

Say: *These are important primary skills before we learn to manage ourselves and others.*

4. Expectations

Time: 10 minutes

Say: *In this time together, we will be sharing our experiences, supporting one another, learning some new things, talking and listening, singing and dancing, playing games, trying out new ideas and growing together. This workshop gives us the chance to learn skills that we can apply to our own business. Throughout the workshop, you are always welcome to share examples from your own business and we can discuss them together to help each other succeed.*

Distribute two post-it notes to each person. Write up these questions on the flipchart:

Why are you here?

What do you hope to gain from this?

Ask each person to come and paste their post-it note on the flip chart headed "expectations".

If anyone has an expectation that is unrealistic, gently explain that it will not be covered as part of the course but that they can speak to you afterwards. It is helpful if you can be a resource here and refer participants to someone who may be able to help them realise that particular expectation.

5. Discussion: Setting Group Guidelines

Time: 10 minutes

Say: *In every group of people that ever exists, there are always guidelines for how they will live or work together. Sometimes these are formal – like in schools where they have very clear formal rules. Some are more informal, or everyone just knows what they are. In a family, they are not written down, but everyone knows them.*

This workshop is not a classroom or a school. I am not a teacher and so we don't need rules. We will not be punishing people. But it will help us to be clear with each other how we want to be in this room together for the next week if we develop some guidelines together. We will write them up on the flipchart and they will stay on the wall for the week.

Write: **Workshop Guidelines**

Discuss with the group what these guidelines should be. Check with the group if they agree with the individual's suggestions, particularly if they don't feel right to you. Remember that this is a negotiation with the participants.

The following issues should definitely be discussed:

- Time keeping (start and finish times, also keeping time during activities and lunch)
- How cell phones should be managed during the session (prefer off completely!)
- Respect for one another.
- Support each other.
- No judgement (about behaviour or attitudes that are different to yours)
- Keeping the room tidy.
- Confidentiality (outside and inside the workshop) – no gossiping!
- Talk about literacy – that there are different levels in the group. This should not cause shame and embarrassment. Those who did not go to school, or did little schooling often were denied the possibility. EVERYONE should support each other.

6. Activity: Getting to Know You

Time: 20 minutes

Say: *We are now going to do a fun listening activity. Find yourself a partner.*

Once everyone has found a partner, invite them to greet them warmly! Explain that they will have a series of short sharing sessions that will help them practice their listening skills and get to know one another better.

Each person will answer three questions. Show these on the flipchart:

- What are some of the most important things in your life?
- Is there a particular challenge that you come to this workshop with?
- How would your best friend describe you?

Say: *The other should listen actively and not speak. When the facilitator says STOP! they should change over, and the other person should speak. Each person has 2 minutes to share on each question.*

Time the discussions.

Group Processing Questions:

Ask:

- *How was that?*
- *What did you hear that you really liked?*
- *Was there anything that surprised you about the person you listened to?*

Note to the Facilitator: At the end of the workshop, you will take the participants through a 'gallery walk'. This means that you will need to keep as many flip charts as possible up on the walls of the venue until the final day.

Session 2

TREE OF LIFE

TIME: 3 hours

SKILLS DEVELOPED:

- Self-awareness.
- Listening
- Empathy

ELA SESSIONS:

SenT1M2SP1

SenT1M2SP2

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Introduction	10 minutes	To introduce the activity	
Facilitator shares their story	15 minutes	To prepare participants to share their own story	Prepared flipcharts
Drawing our own tree of life	30 minutes	Participants write down and draw their histories in ways that are emotionally safe	Gentle Music Art materials – pastels, crayons, markers A4 paper
Sharing our tree of life	60 minutes	Find the positives in our tree of life and share these	
Debriefing the experience	30 minutes	Surface internal resources that form the basis of our resiliency	
Compost Heap	15 minutes	Symbolically discard negative messages we may have received in the past	Post-it notes
Body Talk	20 minutes		

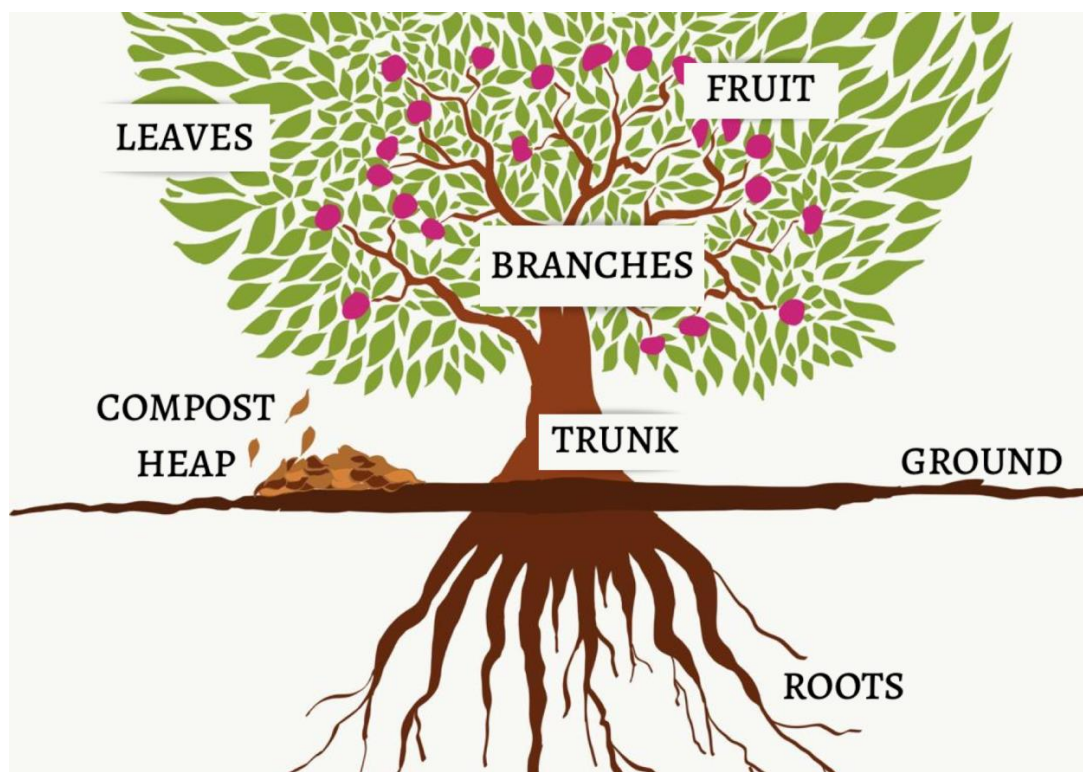
Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

You will need to draw the diagram of the tree over the page, and also prepare your own tree of life on a flipchart to share with the group.


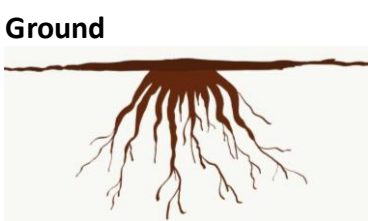
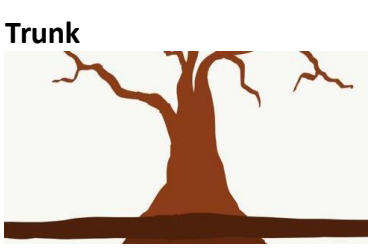




Note to facilitator: This session is an adaptation of the “Tree of Life” exercise which uses the tree as a metaphor to tell stories about our lives. Participants are invited to think of a tree, its roots, trunk, branches, leaves, etc. and imagine that each part of the tree represents something about their life, and to draw this.

If a participant has had a lot of trauma in their lives, they can have very narrow, small ideas of who they are. This session will help them “build a second story” of their lives. This second story consists of the skills, abilities, hopes and dreams of each person and the histories of these. It is very powerful to have your story recorded by another person, and then re-told, hence the inclusion of a listener and a recorder in groups of three. The telling will only happen in the next session.

The facilitator should lead the way with sharing their own tree of life with the group.



My Tree of Life	
Roots	The roots represent where you have come from, your family history, your ancestral home, the people who have been an important part of your life in the past, your favourite place at home.

	
<p>Ground</p> 	<p>The ground represents who you live with now, what you do every day, how you fill your time.</p>
<p>Trunk</p> 	<p>The trunk is about your values (these guide the way we do things and are most important to us). We often learn these from our parents and other important people in our lives.</p>
<p>Branches</p> 	<p>The branches represent your hopes and dreams for the future.</p>
<p>Leaves</p> 	<p>Leaves are the many people who are important to you, whether still living or not.</p>
<p>Fruit</p> 	<p>The fruit on your tree represents gifts that you have received from others over the years. It might be material gifts, or the talents you were passed on, being cared for, acts of kindness.</p>
<p>Compost heap</p> 	<p>Trees lose their leaves in winter. We lose people and other things. The compost heap is also where we can discard any of the negative messages, or negative people or roles or things in your life that we want to throw away. Relationships could be here, also past experiences, labels we reject, opportunities we missed.</p>

	Of course, these can be regenerated as compost can be used to feed the tree.
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1. Introduction (10 minutes)

Say: In this session we are focusing on learning more about ourselves by thinking and drawing our own history. Our history has been very important in shaping who we are, and it is really useful to go back and think about our WHOLE life story in one go. Parts of it might be lovely and some of it might be really hard but remember that you are not alone. You are here with others who have lived their own stories of difficulty and success. We will be doing this as an art activity and we will have some music going while we draw.

Ask:

- *How do you feel about this?*

2. Facilitator shares their story (15 minutes)

Note to the facilitator: In this activity, one of the facilitators should share their own story first. They should ask for two volunteers. One volunteer should listen to the story and be ready to tell it back to the facilitator. The other volunteer should be listening for any moments of courage and victory and be prepared to share those with the facilitator whose story was being told. The listeners should practice good listening skills. This will help to demonstrate to the group how they should do the story telling themselves.

Step 1: Say: To think about our story, we are going to do a creative activity that uses a tree to represent our lives. We are going to draw our "Tree of Life". To show you how this should be done I am going to share my Tree of Life first. Then you will have some time to draw your tree of life.

Step 2: The facilitator should share their tree of life with the group. The more honestly you share the story, and the deeper you are prepared to go, the deeper the group will go.

Step 3: When you have finished, ask the volunteer to tell the story back to you.

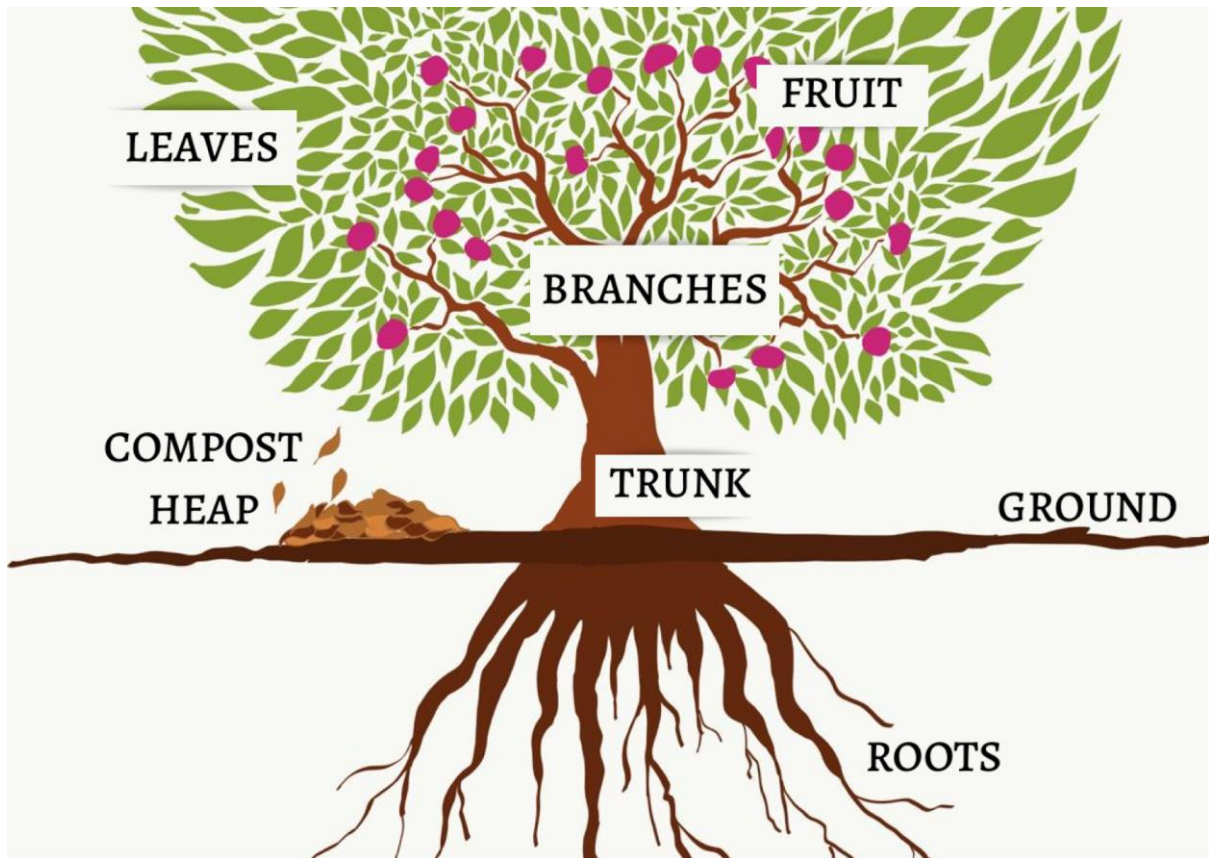
Step 4: Then ask the other volunteer to highlight the moments of success, where you showed great courage etc.

Ask:

- *Are there any things that stand out for you in this story?*
- *How did we know that the listeners were listening?*

3. Drawing our own Tree of life (30 minutes)

Put up the poster of the drawn tree with the labels and explain to the group what each of the parts of the tree represent. Ask them to take some time to really reflect on their own lives to this point and to draw their own trees. Distribute A4 paper, put on some gentle music and give them 20 minutes to do this exercise. They can spread out in the room. Let them use all the art materials you have available.



Once they are done, bring them back to the circle.

Ask:

- What was it like to think back to your own history, both good and bad?
- How did you feel?

4. Sharing our Tree of Life (60 minutes)

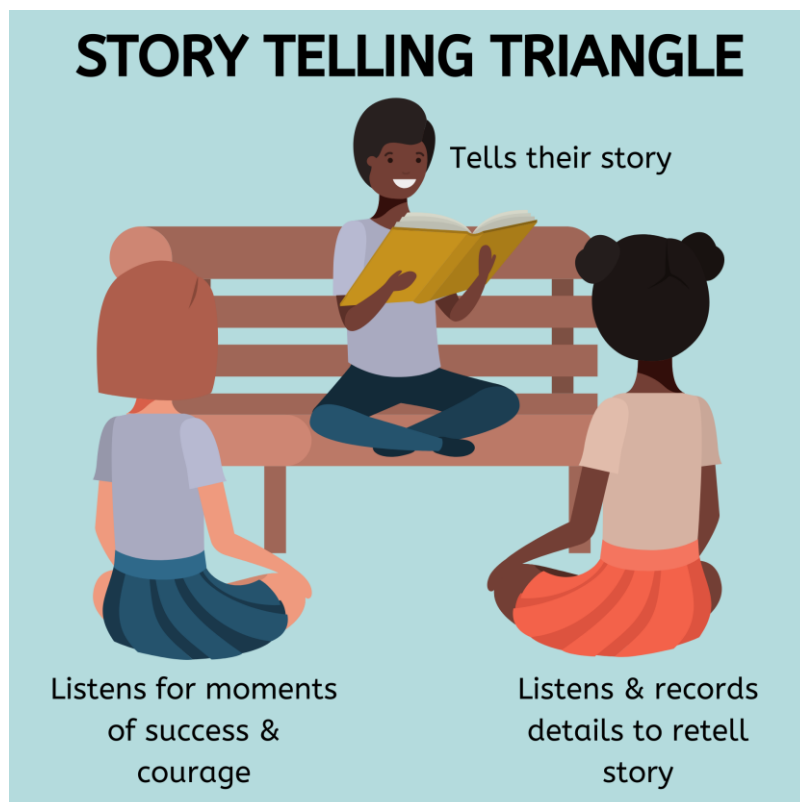
Say: *We are now going to share our tree of life with each other in small groups. When one person is telling their story the other two will need to listen very well. If someone feels listened to and supported, they are able to tell their story more deeply and more honestly.*

Ask: *How do we know when someone is listening to us? Think about the listeners who listened to the facilitator's story. They are focused on us, they look at us, nod their heads, make encouraging noises. They might ask a clarifying question at the right time.*

Ask: *How do we know when someone is NOT listening? Often they are looking over our shoulder, they seem to drift off or seem bored, they may be distracted by other things like their cell phones etc.*

Say: *When it is our role to listen in these groups it is very important to listen carefully so that we let the speaker know that we are fully focused on them.*

- Divide the participants into groups of three (maximum four if there are odd numbers).
- Explain that they should share their tree of life drawings in as much detail as they are comfortable to share with their small group (they have about 10 minutes for this).
- Also, one person will take notes and record the story and be ready to tell it back once the person has finished.
- The other should listen for moments of success and courage – the things that impress you. You should be ready to share this back.
- Draw this up on the flipchart to explain the structure of the story telling:



- Remind the group to use active listening skills.
- After 15 minutes, check that the groups have shifted to the next storyteller.

5. Debriefing the experience (30 minutes)

Gather the group together again.

Ask:

- *How was it to share your story in this way?*
- *How was it to hear others telling your story back to you?*
- *What was it like listening to the stories of others?*

Ask the group to stick up their drawings on the wall and let them admire them.

Say: Trees face many challenges – there are terrible storms and wind, drought and wild animals that can destroy them. These trees on the wall have faced these difficulties, but we have also heard about the amazing ways they have endured and grown and survived. Let us for a minute just celebrate this. Let's celebrate through clapping and dancing and ululating!

6. Compost Heap (15 minutes)



Say: Many of you will have discovered things that you wanted to throw onto the compost heap. These may have been negative messages or negative people in your life. Past relationships could be here, also past experiences and labels we reject.

Pass out 2 post-it notes each. Ask participants to write down or draw the things they want to put onto the compost heap on these bits of paper.

Say: We are going to create our own compost heap here right at the front of the room. You can bring what you want to throw away and tear it up, and stamp on it.

Do this together.

7. Body Talk

Time: 20 minutes



Note: this activity is just for fun after quite a serious story writing and drawing session! Ask the participants to stand in a circle.

Say: We are going to play a quick game at the end of this story telling session. It must be done in silence though! I am going to use my body to express an emotion and make eye contact with the person on my left. They must copy me and show the exact same emotion with their body, as if they were looking in a mirror. Then they will turn to the left and change the emotion to a new one to pass on to the next person. We will send these emotions around the circle and talk with our bodies! Let's try it now and remember to make eye contact and give the person enough time to make a really good copy of your emotion with their body. Do not rush through it too quickly; give everyone time to copy your emotion exactly.

Session 3

UNDERSTANDING MY VALUES

TIME: 2 hours

SKILLS DEVELOPED:

- Self-awareness
- Listening
- Empathy

ELA SESSIONS:

SenT1M2SP6

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Session Introduction	5 minutes	To introduce the concept of a visualization	None
Activity 1: What is important?	40 minutes	To surface some of the things that are important for participants	None
Activity 2: What is a value?	20 minutes	Identifying what a value is	Tree of life drawings
Activity 3: Knowing our values	40 minutes	To identify some important values for self	Values cards
Finishing off for the day	15 minutes		

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Write out the 12 values onto pieces of coloured paper.

VALUES CARDS

TRUST	FAMILY	MARRIAGE
HONESTY	LOYALTY	TRADITION

SAFETY	RELIGION	FREEDOM
MONEY	LOVE	EDUCATION

Note to facilitator: you could change some of these for other values, or add values to this list. These could include community, beauty, health, individuality/uniqueness, being a leader or anything else you think is important in your community.

1. Introduction (5 minutes)

Say: In this session we will be spending some time looking deeper into understanding who we are. We are going to start with a short visualisation.

Ask: Has anyone done a visualisation before? Take some answers from the group.

Say: You will be asked to close your eyes and relax your body using slow breathing. Then you will imagine an experience from the past. It is an exercise of the imagination and can be quite powerful for some people.

2. Remembering: What is important? (40 minutes)

Note to Facilitator: In this activity you are going to ask the participants to close their eyes and remember an experience from their past. When you read the lines that will help them to remember, make your voice low and slow but make sure that everyone can hear you. When you are guiding them with the breathing, make sure to give them enough time to breathe in nice and slowly, and to breathe out nice and slowly. This will help everybody to relax and focus on their memories.

Introduction (5 minutes)

Say: Today, we are going to talk about some of the things that are very important to us. Things that we value. In a minute, I am going to ask you to close your eyes and imagine or remember a time where you had to fight for something that was very important to you. Some of us have had to fight to stay in school or work hard to earn some money, maybe some of us have had to fight for our independence or some of us might be working hard to open a small business right now.

Is everyone comfortable with closing their eyes? If you are not comfortable you can look down at the floor, but it really helps to close your eyes. Please close them now.

Remembering (10 minutes)

Say: I want you to relax as much as possible. We are going to take 3 deep breaths together.

Breathe in for 1 - 2 - 3 and breathe out for 1 - 2 - 3

Breathe in for 1 - 2 - 3 and breathe out for 1 - 2 - 3

Breathe in for 1 - 2 - 3 and breathe out for 1 - 2 - 3

I want you to think of a time where you had to fight very hard or work very hard for something that was very important for you.

- *Can you remember what this important thing was?*
- *Why was it important for you to fight for it?*
- *How did you know you wanted to fight for it?*
- *What did you do to get this thing that was important to you?*

I am going to give you a moment to think about this memory.

Now that you have had a moment to think, I want you to take 3 deep breaths again. At the end of the third breath out, I want you to open your eyes.

Sharing in pairs (10 minutes)

Divide the participants into pairs and invite them to share some of their memories with each other. Each person has two minutes to share with their partner.

Group processing (15 minutes)

When both partners have finished sharing, call everyone back into the big group.

Ask:

- *What were some of the things that were important to you?*
- *Are they still important to you today?*
- *Why do you think they are important for you?*



3. Discussion: What is a value? (20 minutes)

Invite the participants to have their tree of life in front of them and explain that we will be using what we wrote on our tree of life to help us in this session.

Say: When we drew our trees of life, one of the things we had to think about was our values. The things that are important to us, sometimes, the things that we are willing to fight for. These were the trunk of our tree.

Ask:

- *What is a value?* A value is something that is important to us.
- *Why do you think we put our values as the trunk of our tree?* They are central to how we live our lives - they support everything we do and say. They come from our roots and our ground.
- *Where do we learn our values? Where do they come from?* At home, from our parents, at school, in our community, at church.
- *Why are we talking about our values?* Our values can help to guide us and help us to prioritise; if I value education, I know that I will fight hard to stay in school. You can use values to choose what career you want to be in and what might give you joy. It

will help you decide who to collaborate with, how to use your earnings (now, or save for later)

Knowing other's values can help you empathise more and understand their position more as you try to encourage them, persuade them, negotiate with them or collaborate with them.

4. Activity: Knowing our values (40 minutes)

Step 1: Invite the group to look at the values that are pasted around the room on the walls. Read each one and make sure everyone understands what they mean.

TRUST	FAMILY	MARRIAGE
HONESTY	LOYALTY	TRADITION
SAFETY	RELIGION	FREEDOM
MONEY	LOVE	EDUCATION

Step 2: Say: *We have remembered some of the things that have been important for us, and understood that this was because of our values. Now we have 12 values pasted up on the walls around us. I want you to take a moment to think, which is the most important value to you.*

When the group has had some time to think, invite them to go and stand beneath their most important value.

Step 3: Once all the participants have selected their most important value, invite them to have a short discussion with the others who are standing at the same value. Ask: *Why did you choose this as your most important value?*

Give the groups 5 minutes to discuss.

Step 4: When the 5 minutes for discussion is done, ask one or two people under each value to explain why this is their most important value.

Step 5: Thank the participants and then invite them to think about which of the 12 values is the least important to them.

Step 6: Once they have all selected their least important value, invite them to have a short discussion with the others who are at the same value. Ask: *Why did you choose this as your least important value?*

Give the groups 5 minutes to discuss.

Step 7: When the 5 minutes for discussion is done, ask one or two people under each value to explain why this is their least important value.

Say: *It is not always easy to know which values are the most important for us, but it can really help us when we are making decisions or trying to fight for something that is really important to us. Sometimes, what is important for us, is not important to another person. This is very natural, and we can only understand someone else and their actions, words and decisions, when we know a little bit about their values.*

Ask: *How do you think knowing your own values, and knowing the values of others, can help you build relationships with others?* You have a better understanding of what is important for yourself and others. It makes it easier to make decisions based on values and to avoid conflict where values are different. It helps us to realise why others behave in certain ways.

5. Finishing off for the day (15 minutes)

Say: *This group is here because we are hoping to gain some skills that will help us to get employed or help us to start our own business.*

Ask: *In what ways would values be important when we decide what work we want to do or business we want to start?* (take some ideas from the group)

Say: *A few examples I can give you of this: if we value helping others, then we should consider trying to go into a helping profession like teaching, nursing or counselling. These jobs are usually stable and you receive a regular salary every month. If you are a person who values stability, these would be good for you, and they are also very rewarding. However, if you are someone who likes to take risks or money is very important to you (because you want to own cars and houses), you may want to try starting your own business. If you value freedom and you don't want to be told what to do, having your own business gives you that. But you have to realise that there can be times of hardship and stress with having your own business.*

Say: *We are going to finish for the day now. We have covered a lot of ground today. We have*

- *understood what the course is about*
- *Got to know each other better*
- *Understood a lot more about ourselves from our Tree of Life.*
- *Started to think about the things we value in our lives and what this might tell us about the kind of work we could do.*

Say: *Let us stand up together in a tight circle. Please could each person just say ONE word that describes how you feel right now. You do not have to explain why you feel like this.*
Remind the group what time they will start again in the morning.

Session 4

SELF-CONCEPT AND OUR PERSONAL SUPPORT CLUB

TIME: 2 hours

SKILLS DEVELOPMENT:

- Self-awareness
- Resiliency skills

ELA SESSIONS:

SenT1M2SP3

New topic area: Self-concept

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Introduction	5 minutes		None
Activity: Self- portrait and self-concept	30 minutes	To understand all the aspects that make up our self-concept	A4 Paper and Art Materials 10 post-it notes for each participant
Activity: Taking away from the self-concept	20 minutes	To understand the importance of having a healthy self-concept	
Activity: Working out our support system	25 minutes	Identifying the people who make up our support system	
Activity: Expanding our support	40 minutes		

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.



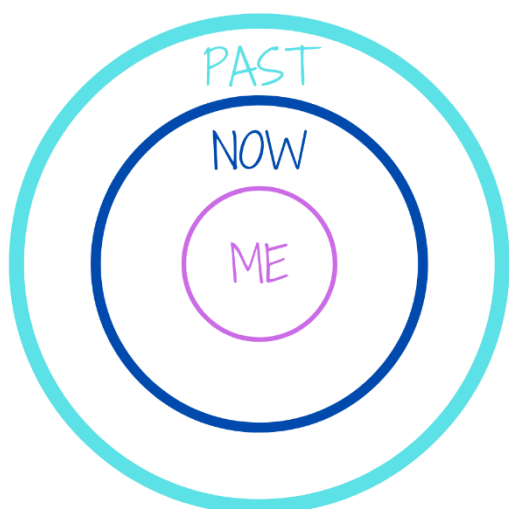
Prepare a flipchart page with your own self portrait. Write up your qualities and strengths on 10 post-it notes and have these ready to post onto your self-portrait as you model for the group how to do the exercise.

Write the following on a flipchart:

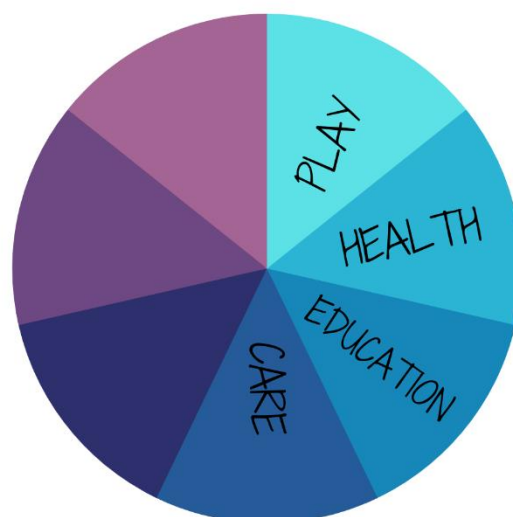
- How you look
- Your personality traits
- Your talents and abilities
- The roles you play
- Your interests
- How smart you are
- Your strong beliefs or values

Prepare flipcharts with the following diagrams:

MY SUPPORT SYSTEM



MY NEEDS + POSSIBLE SUPPORT



Note to facilitator: Ahead of the workshop it would be worth discussing with BRAC staff any organisations that might provide different kinds of support in your area.

1. Introduction (5 minutes)

Say: Today we are going to talk more about who we are. We are all highly complex people and have many sides to us – talents, interests, abilities, roles etc. This session will give you time to explore yourself in a broader sense.

2. Activity: Self-portrait and self-concept (30 minutes)

- Explain that everyone is going to draw a self-portrait – a picture of themselves. Then they will use post-it notes to describe themselves.



- Show them the self-portrait you prepared before the session and read through the description you have written of yourself.
- Distribute post-it notes and pieces of A4 paper to each participant and enough crayons, oil pastels, pencil crayons, markers to go around. Ask them to draw a self-portrait in the middle of the page leaving space around the portrait for some writing. Allow 10 minutes to do this drawing, and put on some gentle music while they draw.
- When the 10 minutes is up, ask participants to write down a few words and phrases that describe themselves on the post-it notes, and to stick these in the space around their portrait. Encourage everyone to think of as many ways as they can to identify

who they are. It is useful to ask the question “Who am I?” over and over again, writing down a different answer each time.

Say: I'll give you about 5-10 minutes to write down all the characteristics that describe you on post-it notes – just one characteristic per post-it note. You do not have to use full sentences, just write down phrases or words and write down as many things as you can think of. Try to write without stopping, in whichever language you feel most comfortable using.

Show participants the flipchart you've already prepared with the list of ideas to encourage the flow of words and phrases:

- How you look
- Your personality traits
- Your talents and abilities
- The roles you play
- Your interests
- How smart you are
- Your strong beliefs or values

Give participants between 5 and 10 minutes to write. You can stop the group when you notice that participants have stopped writing.

Note to facilitator: If resources are limited, you may not have colourful crayons or post-it notes. The self-portrait can easily be drawn using a pen or pencil and A4 paper can be cut up into small squares for participants to use instead of post-it notes. These can be stuck onto the portraits using prestik or sticky tape. See how resourceful you can be!

*Say: What you have done in this description is to give a partial picture of your **self-concept**: the set of perceptions you hold of yourself. If you can imagine a special mirror that not only reflects your physical features, but also allows you to see other aspects of yourself (such as emotional states, talents, likes, dislikes, values, roles), then the reflection you would see in that mirror would be your self-concept.*

Ask:

- What was easy or difficult to make your list?
- Was there anything new you learnt about yourself when you made the list?

Say: The items on your list are not equally important. You can discover how much you value your self-concept by rank-ordering the items on your list. Try it now. Place a number 1 next to the most important thing about you, number 2 next to the next important things and so on until you have ranked all the items on your list.

Give participants some time to complete their rankings. If they have not ranked their entire list you can move on as long as they have ranked up to 10.

Say: The self-concept you have just written down and ranked is very important. To see just how fundamental it is we are going to try another activity.

3. Activity Taking away from the self-concept (20 minutes)

Say: *Now I want you to see yourself with all the different parts of yourself standing in the picture.*

- *Take the post-it note with your least important description of yourself (your number 10) off the poster. Try to imagine yourself without that part of you.*
- *Remove number 9 post-it note. Read what it says about you and imagine yourself without that quality or role.*
- *Slowly remove all the post-it notes, in descending order, thinking about each characteristic and how you would be without it.*
- *When it comes to number 1, your most important part of yourself, try to work out how you would feel not to have it.*

Say: *Now take a few moments to start putting back each quality or characteristic. Start with your number 1 item and one by one take back all the items you let go of so that you now have your self-concept back together.*

Ask:

- *What was it like to take off all these parts of yourself?*
- *What does this activity tell us about our self-concept?*

Say: *Knowing who we are is essential. Without a self-concept it would be impossible to relate to, or interact with the world.*

Ask:

- *Where do you think our self-concept comes from? How does it develop? It develops from the messages that others give us about ourselves and often by comparing ourselves to others.*

Say: *You may notice that our self concept can change from one situation to another - we can be a leader in our church, but a worker in our organisation with no leadership responsibilities. We may be good with managing money at home, but at work, where there is more complexity, we may not be good with our work budget.*

Ask: *Is there any situation you can think of where this is true for you?*

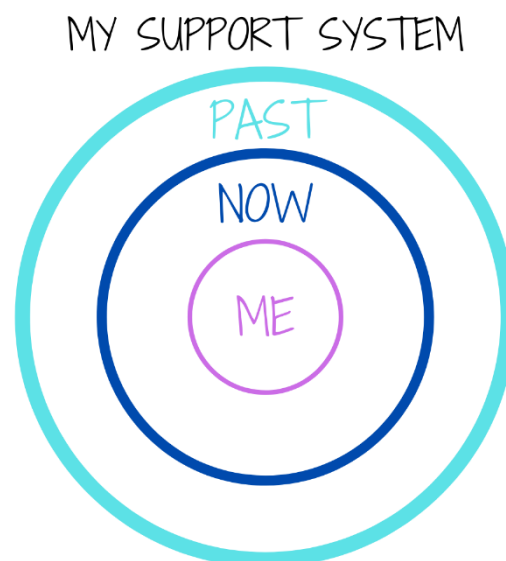
4. Working out our Support System (25 minutes)

Note to facilitator: This session helps participants identify people in their past and present who have provided a support system to them. Resiliency research shows that resilient people know when to ask for help from the right person.

Say: *There are different kinds of support that people give us – it could be emotional support, or money, or help with education and learning new things, or giving us advice and inspiration etc*

Ask the participants to draw three circles within circles (show this on the flipchart) in their journals.

- The centre circle should be labelled “me”.
- The next circle should be labelled my support system now.
- The outer circle should be labelled others who supported me in the past.



Participants should now spend a few moments thinking and writing the names (or drawing the people who fit into these two outer circles. They could be family, friends, people from church or school. If there are people who are no longer present in their lives, but supported them in the past, they should be in the outer circle. Give them 3 - 4 minutes to think about this and do this.

Ask:

- *I wonder how many people you have in your support circle? Are there a lot? Or are you disappointed that there are not so many?*
- *Some of you may have people who have died in your support system in the past. How can they still continue to be part of your support system now? People who loved and supported us in the past can still live in our heads and in our hearts. They can still provide inspiration and encouragement for us to go on, to be stronger. A mother or grandmother who loved you, can still be a positive and strong influence now.*

- Do you feel you need to have more people in your support system? How could you do this?

5. Expanding our Support (40 minutes)

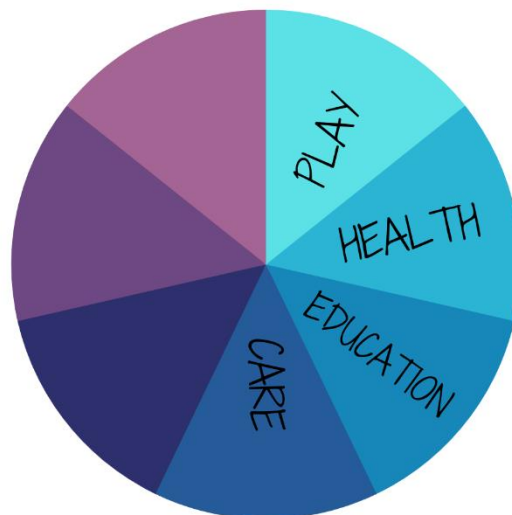
Say: All of us can find more support if we think a little about it. We have a lot of different needs and we don't have to rely on the same people for all our needs. Today we are going to start thinking about what needs we have and how we might look for the right support when we need it.

Say: Let's brainstorm some of the needs all of us have:

These might include need for a home, safety and security, food, health issues, we need people and connection for care and play, we need personal development (education, or the opportunity to learn something new) we need work or a business for an income. We all need to do something worthwhile, and we have spiritual needs as well.

STEP 1: Write or draw these into a circle like a bicycle wheel in your journal.

MY NEEDS + POSSIBLE SUPPORT



STEP 2: Write in the names of the people that you know that might support you with these needs.

STEP 3: Count off the group into groups of 3. They should:

- Share their list of people with the group.
- Discuss with each other any other ideas for people or organisations who may be able to help them and add them in.
- Give them 15 minutes for this.
- Ask them to choose their best top 3 ideas that might be applicable for the wider group to share.

STEP 4: Invite them back to their places and ask:

- The groups to feedback their top 3 ideas for support with everyone.
- *How does it feel to have expanded your list a little today?*

Say: *By the time you have finished this workshop, some people in this group might be in your support system!*

Note to Facilitator: You can share any ideas you have for organisations that provide various kinds of support to people in your area. You could also brainstorm ideas for this with the group

Session 5

SEEING STRENGTHS AND A FUTURE SELF

TIME: 2 hours

SKILLS

We will practice the following skills:

- Self-Awareness

ELA SESSIONS:

SenT1M2SP5

SenT1M2SP7

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Activity1: What is strength?	15 minutes	To identify what strengths are	Flipchart Strengths list
Activity 2: What are my strengths?	20 minutes	To identify own strengths	Strengths list Journals
Activity 3: Hearing my strengths	40 minutes	To affirm strengths by hearing them from others	Strengths cards
Activity 4: Discussion: My inspiration	15 minutes	To identify a person they know who inspires them	None
Activity 5: Imagining my best future self	15 minutes	To imagine their best version of themselves	Notebook and art materials
Art Activity: Drawing my Dreams	10 minutes	To reinforce hopes and dreams for the future	Art materials

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Write out the list of strengths on a flipchart.

Write out the strengths on pieces of coloured card.

Strengths Cards:

Good listener	Creative	Patient
Kind	Enthusiastic	Respectful
Caring	Honest	Hard working
Clever	Dedicated	Understanding
Generous	Wise	Brave
Strong	Determined	Funny
Trustworthy	Disciplined	Good with numbers
Good leader	Optimistic	Empathetic

1. What is strength? (15 minutes)

Say: In this session we will be focusing on our talents and strengths.

Say: The wonderful thing is that all of us are good at something! Sometimes it is not easy to see our own talents and strengths. Today we are going to help each other to identify or see our own strengths.

Ask: What is a strength? A strength is a talent that I have or a personal quality that I am proud of.

Ask: How do we know what our strengths are? We find what we are good at, we win something, other people tell us. When we are using our strengths we feel energised, excited and accomplished. When we are doing work that requires us to use the skills we are not so good at we can feel demotivated, stupid, unhappy and low in confidence.

Introduce the list of strengths and take the participants through the whole list, making sure that everyone understands the meanings of all the strengths.

Say: Now that we have looked at this list of strengths, do you have any to add?

Add any extra strengths that the participants mention on spare pieces of coloured card.

2. What are my strengths? (20 minutes)

Invite the group to spend 5 minutes identifying which of the strengths they feel they have and writing or drawing about these strengths in their notebooks.

Once they have done this, divide them into pairs and invite them to share their strengths with each other. Give each person 5 minutes to share with their partner and let them know when their time is up.

Say: Thank you for taking some time to think about your strengths and sharing them with your partner. Sometimes it is easier to share the things we don't like about ourselves but it is very important that we also think and talk about the things we like about ourselves. At the start of the session we spoke about different ways we can find our strengths. We have just identified some of our strengths for ourselves. Now, we are going to take it one step further and help each other to see some of the strengths we might not see in ourselves.

3. Activity: Hearing my strength (40 minutes)

Step 1: Invite each of the participants to write their name on a piece of paper. Get those who are good at writing to assist those who might not have had the chance to learn how to write. Then ask them to put all of their names in a box.

Step 2: Divide the participants into groups of 5 and scatter the strengths cards on the floor so that everyone can see them.



Good listener	Creative	Patient
Kind	Enthusiastic	Respectful
Caring	Honest	Hard working
Clever	Dedicated	Understanding
Generous	Wise	Brave
Strong	Determined	Funny
Trustworthy	Disciplined	Good with numbers
Good leader	Optimistic	

Step 3: Pull a name from the box and read it out loud. Invite the person whose name is on the piece of paper to come to the front of the room and explain that each group needs to select one of the strengths cards that they feel represents this person. They have 30 seconds to do this and then each group will present the strength to the person standing at the front and explain why they think this is one of their strengths. Encourage each member of the group to present at least once.

Step 4: When all the groups have presented, invite the person standing at the front to pull a new name from the box and invite that person to come to the front. Repeat the process until everyone has heard some of her strengths from the different groups.

Group Processing:

Congratulate everyone on being very thoughtful and supportive towards one another.

Ask: How did it feel to hear some of the strengths that other people see in you?

4. Discussion: My inspiration (15 minutes)

Say: *I am sure that each of us knows a person that we look up to; somebody strong, or kind or independent. They might be someone who runs their own business or a person who does amazing things in the community. Someone who is their best self and living their best life.*

Ask:

- *Do you know any person like that? Does someone jump into your mind?*
- *What is it about them that inspires you? What makes them amazing?*
- *How are they living their best life?*
- *What do you notice about the way they stand, project themselves, move in the world that shows that they are happy and confident and sure of themselves?*

Write some of the responses on the flipchart, particularly the responses for the second question.

5. Imagining: My best future self (20 minutes)

Note to facilitator: When we ask the participants to imagine something, we are asking them to be creative and to build a picture in their mind. It is similar to remembering, but in this case, we are trying to think of something that we want to happen, rather than remembering something that has already happened. When you read the lines that will help them to remember, make your voice low and slow but make sure that everyone can hear you. When you are guiding them with the breathing, make sure to give them enough time to breathe in nice and slowly, and to breathe out nice and slowly. This will help everybody to relax and focus on their memories.

Introduction (5 minutes)

Say: *In this session activity, we are going to think about what might be important to us in the future and something that we might be willing to fight for going forward. When we drew our tree of life we also spent time looking at our hopes and dreams. We are going to use our creativity to think about what our life could look like in the future. How we can make our hopes and dreams a reality for ourselves.*

I am going to ask all of you to close your eyes so that you can really build a picture in your mind. Please close your eyes now.

Imagining (15 minutes)

Say: *I want you to relax as much as possible. We are going to take 3 deep breaths together.*

Breathe in for 1 - 2 - 3 and breathe out for 1 - 2 - 3

Breathe in for 1 - 2 - 3 and breathe out for 1 - 2 - 3

Breathe in for 1 - 2 - 3 and breathe out for 1 - 2 - 3

I want you to build a picture of your best possible self in a future life that you imagine for yourself.

What does your life look like? What do you want for yourself?

Think of the place that you want to live. What does it look like? Where is it? Can you see the rooms? The materials it is made out of? How does the floor feel under your bare feet? What does the light look like? What colours can you see?

Who is living with you? Is it your children or your partner or your parents? Is it a friend? Can you hear their laughing voices? Maybe you decide that you want to be married and in a supportive partnership. Maybe you decide that you want to be single and independent on your own.

Think about the job that you want to have or the work you want to do in the future. How did you manage to get this job? Which strengths did you use? Can you see yourself working hard to get this job?

Maybe you would like to study further. What do you need to be able to do this? What would you want to study if you had a chance to go to university? Imagine how you might feel at graduation.

Do you imagine yourself living in a rural area or a town? Which village, town, or city can you see yourself in, in the future? What does it look like? Can you smell the smells? What colour is the grass? What colour is the sky?

What kind of clothes will you be wearing in the future? Can you feel them on your skin? How will you wear your hair? What do you eat and drink? Can you taste the food?

What makes you excited for your future? Which of your strengths will you use to make your future exciting?

I am going to give you a moment to think about this future you are imagining for yourself.

Now that you have had a moment to think, I want you to take 3 deep breaths again. At the end of the third breath out, I want you to open your eyes.

I want you to stay sitting where you are, still keeping this picture in your mind. I am going to hand out some pieces of paper and art materials so that you can draw and write about your future.



6. Art/writing exercise: drawing my dreams (10 minutes)

Say: Spend 10 minutes capturing some of the important things you saw in yourself in this visualization by writing about it in your notebook or drawing yourself.

Session 6

IDENTIFYING EMOTIONS: HOW AM I FEELING?

TIME: 2 hours 50 minutes

SKILLS

- Emotional awareness
- Self-Awareness
- Listening

ELA SESSIONS:

SenT1M3SP1

SenT1M3SP5

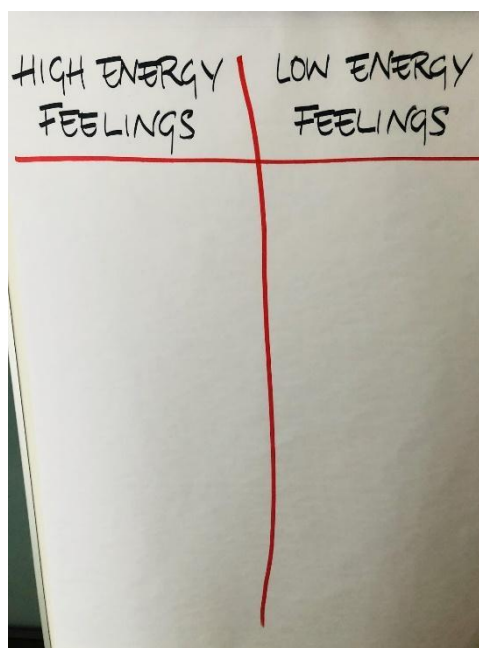
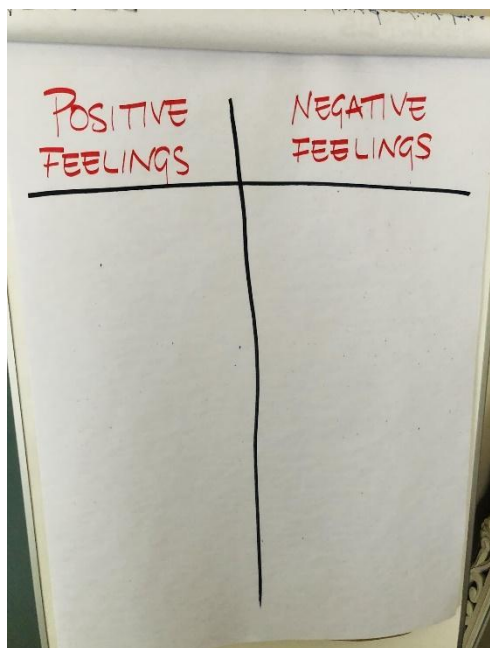
ACTIVITY	TIME	OBJECTIVES	MATERIALS
Activity: Discussion Our Emotions	20 minutes	To understand what emotions are and where they come from	
Activity: Presentation – High, low, good, bad	35 minutes	To be able to identify positive and “negative” emotions and high and low energy emotions	Flipchart page for lists Flipchart page with high, low, good, bad arrows
Activity: Evaluating my emotions	35 minutes	To identify dominant emotions in various aspects of our lives	Flipchart
Activity: Role Plays Understanding more about Negative Emotions	50 minutes	To use roleplay as a way of learning to identify a range of emotions experienced by people, and how these are	

		identified through tone, behaviour, verbalising etc	
Understanding more about anger	20 minutes	To identify the other emotions that anger conceals in self and others	
Activity: 3 Deep Breaths	10 minutes	To practice breathing as a way of becoming aware of emotions	

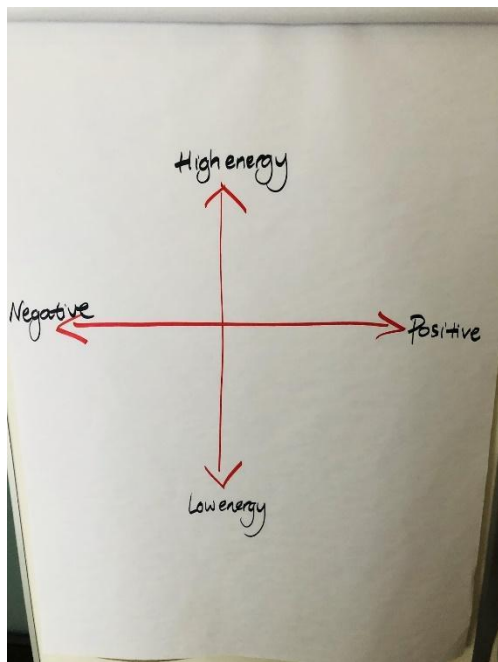
Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Flipchart 1: draw the tables for positive and negative feelings

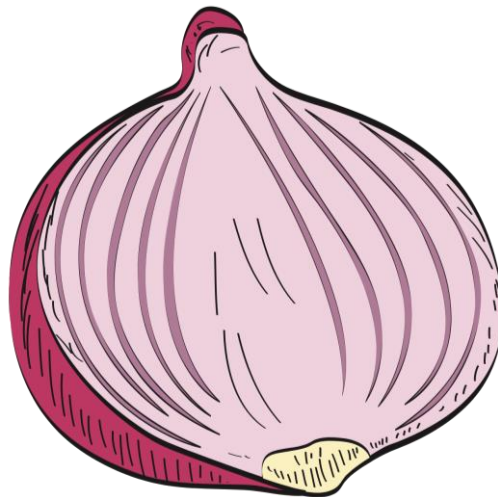
Flipchart 2: draw the tables for high and low energy feelings



Flipchart 3: draw the high, low, good, bad arrows



Draw a cross section of an onion showing all the layers:



Prepare a flipchart with the following questions:

- What happened?
- How did you know it was anger that you felt?
- How did you express it?
- What was the impact on you AND the other people around you?
- What were some of the OTHER emotions you were feeling that you did not express.

1. Discussion: Our emotions

Time: 20 minutes

Say: This session is all about ourselves and our emotions.

I want you to take a moment to think about how you are feeling today and once you have a clear feeling in your mind, make a face that matches your emotion (like an emoji)!

Give the participants a moment to think and choose their emotion. Once they have all chosen an emotion, invite them to make their face and find the people who are showing a similar emotion! This should be fun and silly.

Say: I am very excited for us to start exploring our emotions, and actually, we have already taken our first step in looking at our feelings today.

Ask:

- *What is emotion?*
- *How do you know when you are feeling an emotion?*

Say: Emotions are complicated because we can feel them in many places and for many reasons. An emotion is a strong feeling that comes from our situation, our moods and our relationships with other people. We feel emotions in our minds, in our hearts and also in our bodies.



2. Presentation: High, Low, Good, Bad

Time: 35 minutes

Use your pre-prepared flipcharts to present the following activity.

Step 1

Say: *Some feelings can be described as bad or negative, and some feelings can be described as good or positive.*

Ask: *Can you give me some examples of positive or good feelings?*

Write the examples that the participants give up on the flipchart.

Ask: *How about some examples of negative or bad feelings?*

Write the examples that they give up on the flipchart.

Step 2

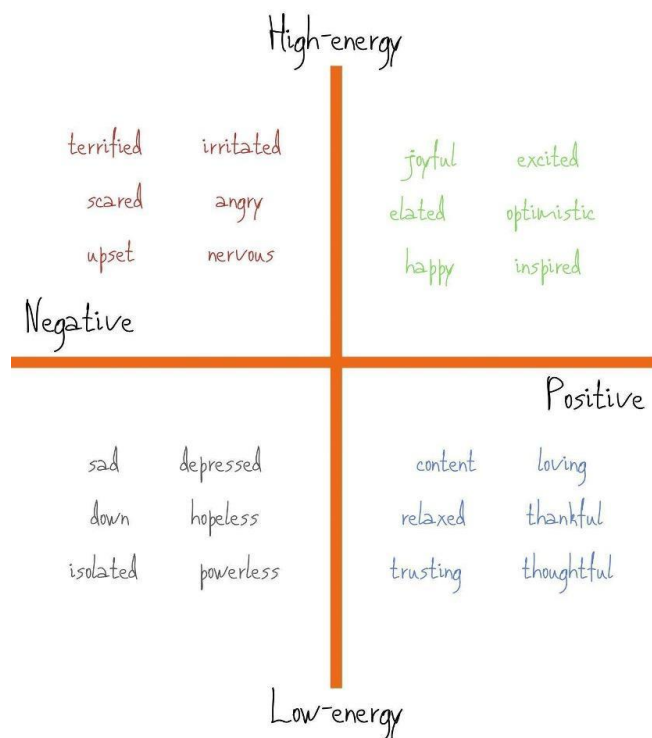
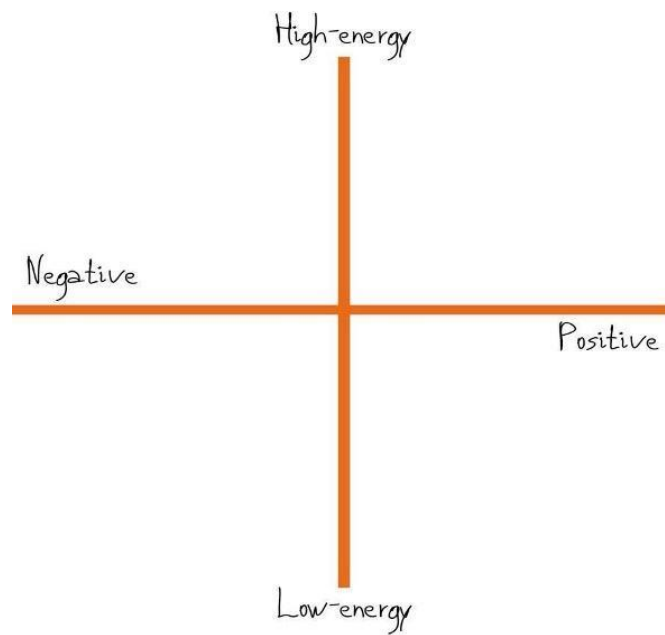
Say: *Some feelings can be described as high-energy, like anger or excitement, while others, such as sadness or feelings of calm, can be described as low-energy feelings.*

Step 3

Present the diagram you drew on the flip chart and move through the list of positive and negative emotions by identifying where they fall in the quadrants. Sometimes, participants may disagree on whether an emotion is high energy or low energy – allow them to have some discussions around this!

Say: *With the arrow that goes up to down, we can see the high energy and low energy feelings. With the arrow that goes side to side, we can see the positive and negative feelings.*





Say: *Thank you for all of your contributions – together we have made an interesting map of all the different emotions we feel, both positive and negative, high energy and low energy and everything in between. Sometimes we only see feelings as positive or negative but there are a lot of sides to feelings and so it is useful to look at them from many sides.*

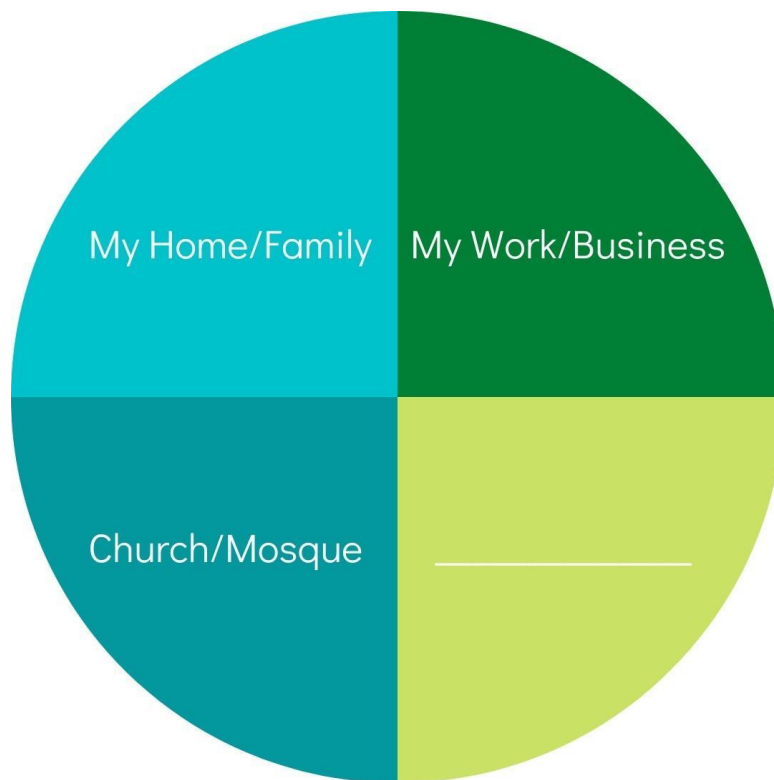
3. Evaluating My Emotions

Time: 35 minutes

Step 1

Say: *It is to*

on our



*important for us
be able to
identify and
understand our
emotions
because they can
have a big impact
our lives and in
work and
business. We will
now spend some
time
understanding
some of the
emotions we
attach to*

different parts of our lives.

Step 2

Invite each participant to identify four different aspects of their lives. One should be their home or family life and one should be their business or work life. If they haven't got a job or started a business, but wish to do this, they can evaluate how they feel about this. They can decide on the remaining two based on what other things are important to them. Some of these might be sports/social life, church/mosque, their community, school, my business etc.

Step 3

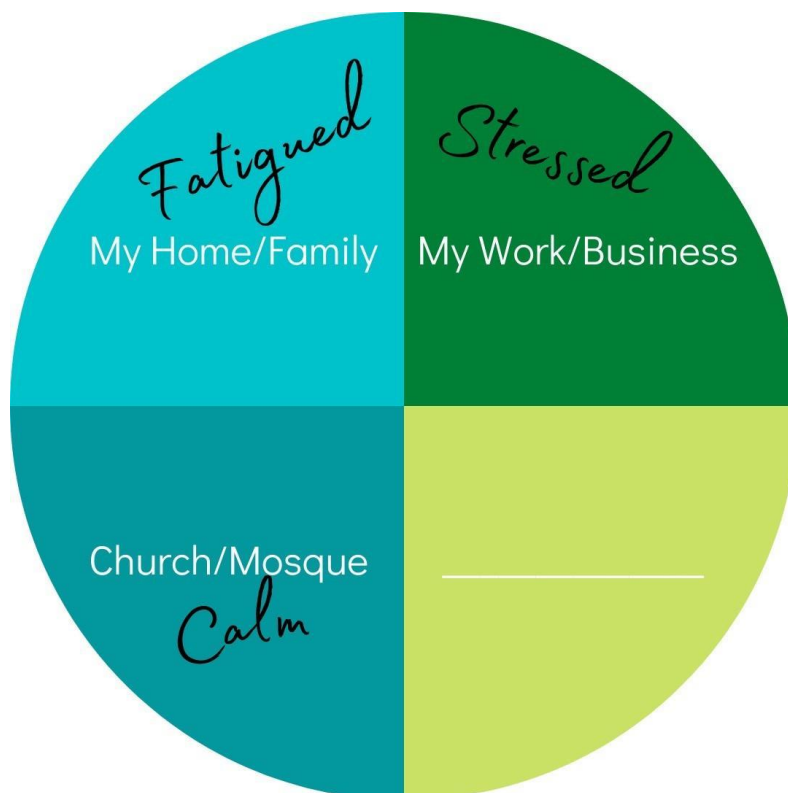
For each aspect of their lives, participants should identify at least one clear emotion that they feel in connection to it. They have 5 minutes for this.

Step 4

Once the 5 minutes is up, invite each participant to where in the quadrant each identified fall. Is it positive negative? High low energy?

Step 5

Once participants have done this, invite them to think about where some of these emotions come from. If the emotions are negative, what is it that is causing them? If the emotions are positive, what is sparking those? They



should try to be as specific as possible when thinking of these examples. They have 10 minutes for this.

Step 6

When the 10 minutes is done, divide participants into pairs and invite them to share the emotions they feel around their business. They should also share where they think the emotions are coming from. Each participant has 5 minutes to share.

Step 7

When the 10 minutes is done, debrief the activity using the prompts below.

Ask:

- *How was that?*
- *What are some of the emotions connected to your businesses?*
- *Where do you think these emotions come from?*
- *How do these emotions affect us?*
- *Why do you think it is important for us to be able to identify our feelings related to our business?*

Say: *Being aware of our emotions around our business can help us to always stay in control and to always move towards success. If we are aware of our feelings, we can take action on them. For example, it is ideal for our emotions around our business to be high-energy. Some of these might be negative and we will need to think about how we can overcome them. Some of these might be positive and we will need to think about how we can use them.*

4. Understanding more about “negative” emotions (50 minutes)

Note to facilitator: Negative emotions aren’t really negative! They have a very important role to play in our lives as they often warn us about danger and when we need to pay attention to certain issues in our lives. So, worrying about something might mean that we need to take some practical steps to resolve a problem. Also, negative thoughts tend to amplify themselves if we try to ignore them. We need to allow ourselves to experience them alongside the many positive emotions we will also experience.

Say: *We are going to have some fun now. We are going to divide into 4/5 groups and plan a role play. It should be very short (3 - 5 minutes).*

Ask: *Does everyone know what a role play is? It is a short drama.*

Your role play

- *Should have a main character who is having a very bad day – EVERYTHING is going wrong. The role plays should all have a work theme – the person is either applying for a job, going for an interview or is working when this happens.*
- *At least three bad things should happen to that person.*

- *You have 10 minutes to plan the role play.*
- *Try to involve everyone in your group – even if someone is just acting as the table or chair!*

Divide the participants into groups of 4 or 5. Time them for 10 minutes.

Then ask for a group to volunteer to go first. The audience needs to identify at least 3 emotions the person experiences throughout the drama. After each role play (time them tightly), ask the group what emotions were visible.

Thank the participants once the role plays are completed.

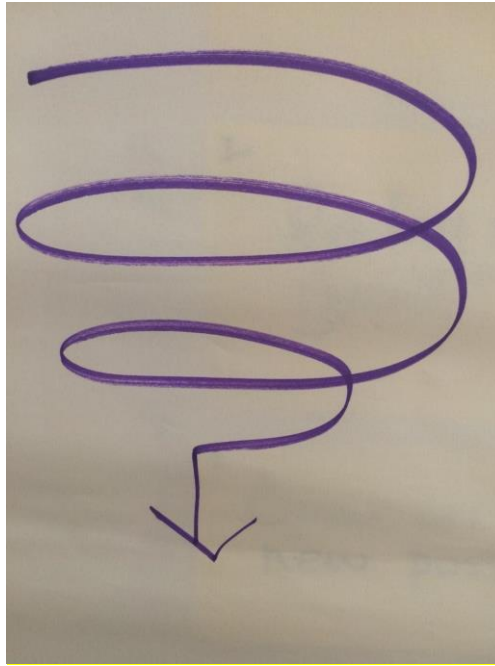
Say: On a day like this we usually call these emotions NEGATIVE or BAD emotions, and they certainly don't make us feel happy or calm. But they are also important and useful emotions because they tell us that something is wrong. Our ancestors often experienced them to make them alert to dangers like a lion. They showed the person that they needed to fight the lion or run away!



We don't usually have to worry about lions anymore but we still experience these emotions and we should pay attention to them and notice what we are feeling and think about why.

Also, when things happen, as humans we tend to focus on the bad things more than the good things. So, when people give us feedback, we only see the negative things and not the positives. When we do things, we often focus on what we did wrong rather than all the things we did right. AND when we focus on the negative, more negative things happen! So, we start to notice more and more things that bother us and make us sad, afraid or disappointed. When this happens, we start spiralling down.

Draw a spiral on the flip chart that looks like this:



Ask:

- *What happens to us if we are caught in a spiral in our lives like this? We can become very depressed and anxious.*

Say: It seems difficult to stop the spiral but recognising when it is happening is most important.

Ask:

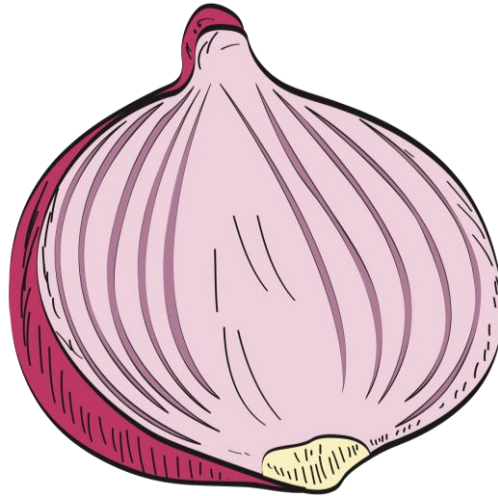
- *How do you know when you are on a negative spiral?*
- *How do you think a negative spiral affects us in our work or our business?*

4. Understanding more about Anger (20 minutes)

Say: One of the most powerful and the most destructive emotions that we all experience is anger.

Ask: How can anger be destructive? When we respond to people in very angry ways we can be rude, hurtful and unkind. Intense anger can make some people destroy property and hurt others physically. We can get into physical fights when we are angry. Often we regret what we have said and done when we are angry. People who experience a lot of anger often damage the relationships around them, and can harm themselves. Some people bottle up anger and that is very emotionally harmful for us as well.

Say: Anger has an unusual way of working. One way to think of it is as being like an onion, which has many layers. Anger is the layer that we often see on the outside, but it often hides other negative emotions that we are ashamed to feel or to express to others. These appear in "layers" beneath the anger.



Ask: *Can you think of some negative emotions you are most shy, embarrassed or ashamed to tell other people about? These are often emotions like fear, hurt, shame, loneliness, jealousy, sad etc*

Say: *So when we, or others feel or express anger, it is really useful to ask what OTHER EMOTIONS might be hiding under the anger.*

Personal Reflection Exercise:

In your journal reflect on the last time you were very angry and you expressed it:

- What happened?
- How did you know it was anger that you felt?
- How did you express it?
- What was the impact on you AND the other people around you?
- What were some of the OTHER emotions you were feeling that you did not express.

Give 5 minutes to reflect on this.

Ask if there are one or two people who would share their experiences with the group. Try to encourage participants who haven't participated much so far, to share their reflection. Thank those who are prepared to share.

Ask:

- *In our society, who is most given permission to be angry - men or women?* It is expected that mostly men will show anger. They are often forgiven for displays of anger. A woman who shows anger can be very judged for being out of control or for being vicious when women are supposed to be kind and gentle in the eyes of society.
- *Why do you think this is?* Often men are not encouraged to share that they feel emotions like hurt or shame or fear. These are often considered "not manly" so the only option they have is to be angry, and that is destructive. Men should be able to share all/any emotions and not be judged for that. Equally, women should be able to share all emotions and not be judged for that.

- *How do you think anger could be destructive in a business or in your work environment?* In a professional environment, anger is mostly considered an unacceptable response - for both men and women. It can damage your relationship with your co-workers, your boss, your team, your customers and suppliers. You can become known as a “difficult person” and others don’t want to work with you or employ you. Uncontrolled anger can harm those who express it and those around them who are on the receiving end of angry outbursts.

Say: It is so useful to recognise when anger is rising in you, and to identify what other emotions you are feeling as well. Being able to identify and express those other emotions can often help build relationships rather than destroy them. You can ask yourself, what emotion is hidden behind my anger? When others express anger, it is very useful to think about, or eventually to ask them, what other feelings they have experienced, but not expressed. This can help us understand others better. It helps us to extend empathy to others.



5. Activity: 3 deep breaths (10 minutes)

Say: One thing we can do when we feel stressed or tired is to breathe deeply.

Ask the group to stand up, breathe in while raising their arms to the count of 4, and dropping their arms as they breathe out.

Explain that breathing deeply from our stomachs and not from our shoulders is very calming and can help us to identify our emotions and to notice a spiral we might be on.

We can do this at any time (without the arm movements!), and even in a public place, standing in a queue, when we are in bed or before we write a test or exam. It should become one of our daily habits.

Do: Let’s practice again! (try 3 deep breaths without lifting the arms).



Session 7

CHANGING OUR THINKING STYLES

TIME: 2 hours

SKILLS DEVELOPMENT:

We will practice the following skills:

- Self-awareness
- Listening
- Empathy

ELA SESSIONS:

SenT1M4SP1

SenT1M4SP2

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Introduction	5 minutes	To introduce fixed and flexible mindsets	
Activity 1: What are we good and bad at?	15 minutes	To identify some of things we think we are “good” or bad at	Notebooks Prepared flip chart with questions
Activity 2: Fixed and flexible mindsets	20 minutes	To learn more about fixed and flexible mindsets through story	
Activity 3: Developing a flexible mindset	20 minutes	To learn how to develop more of a flexible mindset where we have a fixed mindset	
Activity 4: The Negative Messages we receive	10 minutes	Through story, identifying the negative messages others give us	
Activity 5: Questioning the Messages	30 minutes	Identifying the negative messages others have given us in our lives and challenging these	Flipchart of questions
Activity 6: Talking in Triads	20 minutes	To reinforce the CBT skill by sharing with others	

Preparation: Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed.

Prepare the following flipchart:

For the things on your GOOD list:

- Can you get better at it?
- Do you believe that you will always be good at this?

For the things you have on your BAD list:

- Has it always been this way?
- Do you believe you can get better at this?

Prepare the following flipchart:

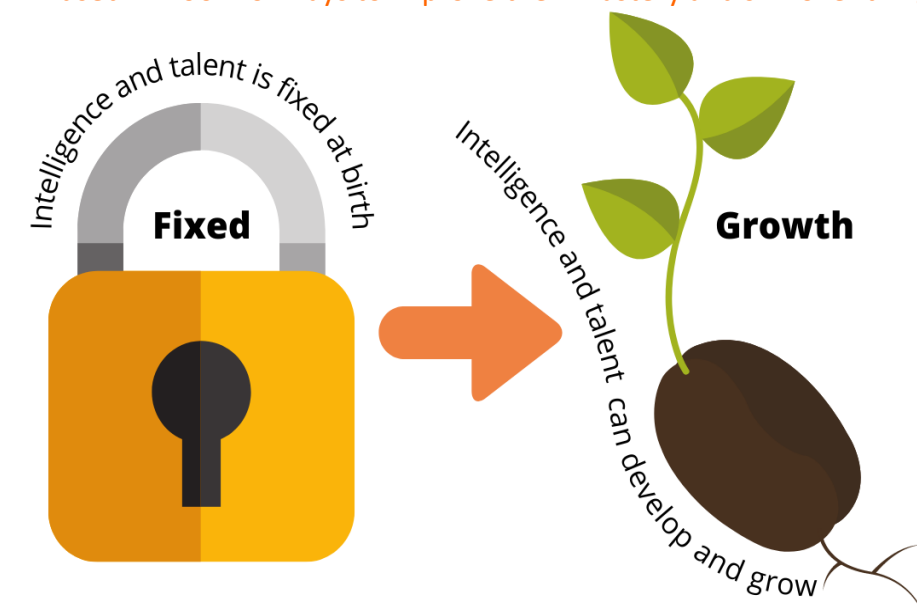
Questioning Tool

- Is this message true?
- Where does this message come from?
- How do I react when I hear or think about that message?
- Who would I be without that thought?
- Turn that thought around.

Note to facilitator about Fixed and Flexible Mindsets:

Carol Dweck (2006) did research with young people and discovered that there are two basic “mindsets” (ways of thinking). The first is the fixed mindset which is built around the idea that people’s ability is fairly fixed and is unlikely to change. According to such a view, people are either intelligent, sporty, arty, good at Maths etc, or they aren’t. This mindset also labels people – they are good or bad, caring or selfish etc. It says that people’s abilities, or personal characteristics will not change. People like this don’t make too much of an effort because they think they should just be good at it, or they give up easily or won’t do it at all.

The growth/flexible mindset sees people as flexible and able to change and grow. All people have huge potential for growth and development. A person who has a flexible mindset will look for ways to improve their mastery and skill over things.



Note to facilitator about the CBT Tool:

This session helps us to challenge the negative messages others give us and the negative messages we have about ourselves by using a tool that is a set of questions. These questions help us to unpack whether the negative message or thoughts we have are true in any way. We think about who said the message and how it impacts us when we think about it. We consider who we would be without that thought. The last instruction is to re-write the message in a way that represents the truth.

1.Introduction (5 minutes)

Say: *In this session we are going to shift away from emotions to thinking styles.*

- *First we will learn about FIXED and FLEXIBLE mindsets. These are ways of thinking about our own abilities and what we think we can and can't do.*
- *Then we will learn a technique for challenging ourselves when we have negative thinking patterns*

2. Activity: What are we good and bad at? (15 minutes)

Step 1: Ask the participants to write or draw in their notebooks:

- 3 things they are “good” at.
- 3 things they think they are “bad” at.

Step 2: Working in pairs with the person sitting next to them, they should share their list and discuss the questions on the flipchart (give 10 minutes for this):

For the things on your GOOD list:

- Can you get better at it?
- Do you believe that you will always be good at this?

For the things you have on your BAD list:

- Has it always been this way?
- Do you believe you can get better at this?

Step 3: Bring the participants back to the bigger group and discuss this question:

- *Do you believe that your ability can change?* Hear a few answers.

Say: *If you believe that your ability cannot change, then you probably have a FIXED MINDSET.*

If you believe you can get better at these things, then you may have a FLEXIBLE MINDSET.

Write these both on the flipchart and be sure that everyone understands the difference between the two.

3. Activity: Fixed and Flexible Mindsets (20 minutes)

Let's hear a story about a girl called Hawa. She has trouble with Maths. This will help us understand what fixed and flexible mindsets are. Read the story to the group.

Hawa has a lot of trouble with her Maths teacher and he frightens her. She has done really badly in the last two tests. Both were a fail. When she received the test back, her teacher threw her paper down on her desk and said, *"It is clear that you did no work for this test."* She had actually tried to work hard for it, but she just didn't seem to understand it. She has never enjoyed Maths and now she feels like a complete failure.



At break she sat alone, feeling very sorry for herself. Her friend, Fatima, came to join her. She said, *"Hawa, I really thought the teacher was unkind to you in Maths today."* Fatima was top in the Maths class. Hawa hung her head sadly and said, *"I am so bad at Maths. I always have been and it is getting worse and worse. I feel like I should just give it up. It's just not what I am good at. But I really want to be a teacher one day, and I will need it to get into the College."* Fatima told her she thought that Hawa could pass Maths, that she was afraid of the teacher and that was stopping her learning. She offered to help her by going over the last test with her and explaining the next homework task. They agreed to meet after school.

Hawa could not believe how she started to understand impossible concepts in Maths in a short time with Fatima's help. In fact, Fatima showed she is a gifted teacher and kind and



patient at the same time. Fatima also showed her some exercises for more practice at the back of the Maths textbook and promised to look through them if Hawa brought her the answers. Hawa had never even noticed those before. Hawa started to feel hopeful in the situation and Fatima said she could ask to meet at any time she needed it.

Through extra practice and help from Fatima, Hawa's Math's mark crept up and up over the rest of the term. Even the Maths teacher was surprised. Hawa and Fatima smiled at each other across the classroom!

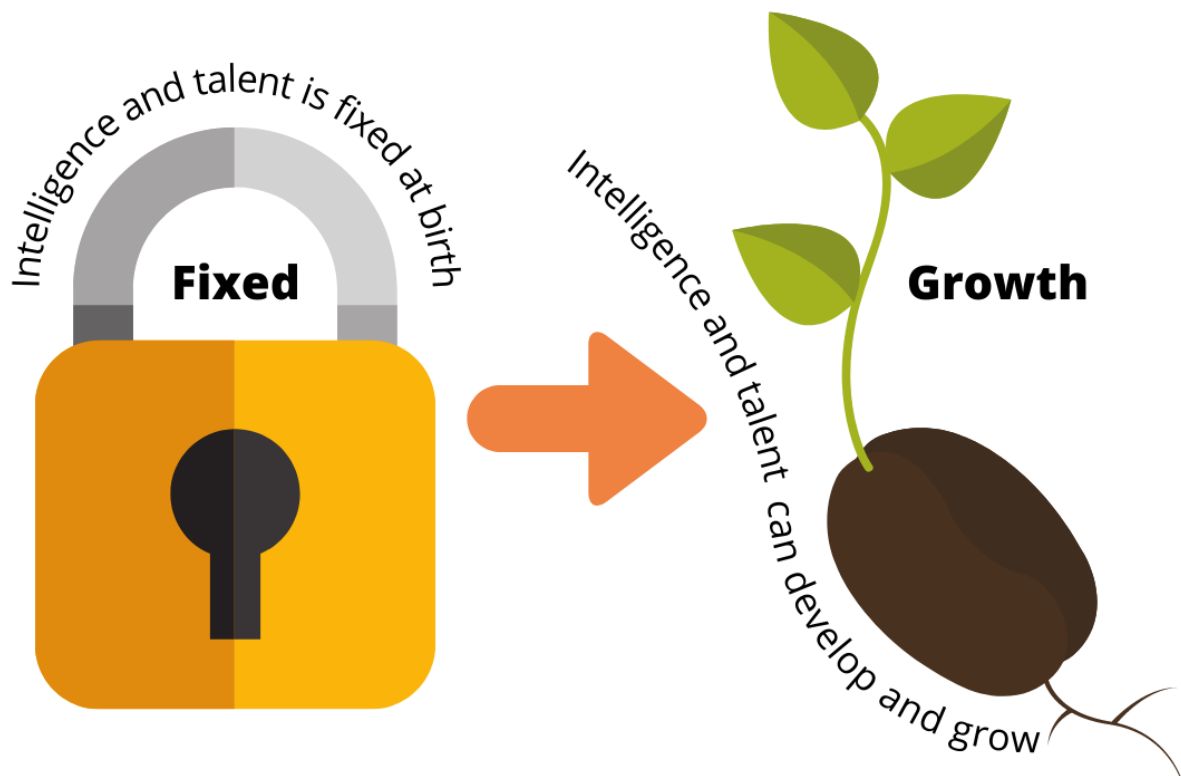
Say: At the start of this story we see a sad and discouraged Hawa, ready to give up. She had a lot of negative thoughts about Maths.

Ask: What negative thoughts did she have?

- She thought she was a failure.
- She had never enjoyed Maths and thought she was bad at it.
- She thought she should give it up. This would mean losing her dream of being a teacher one day.

Say: This kind of thinking is what we call a FIXED MINDSET. This means that we think we are not good at something, and that we cannot do anything to change this, or to get better at it. This is dangerous thinking, because once we start to believe this, it is difficult to change the situation.

Say: Luckily for Hawa, Fatima came and talked her into a FLEXIBLE MINDSET. A flexible mindset helps us to see the possibility that we might be able to improve or do better with a few changes.



Ask: *What changes did Hawa make to improve her Maths?*

- She got help from Fatima, who had some good teaching skills.
- She practiced extra Math's exercises and Fatima helped by checking these.

4. Activity: Developing a flexible Mindset (20 minutes)

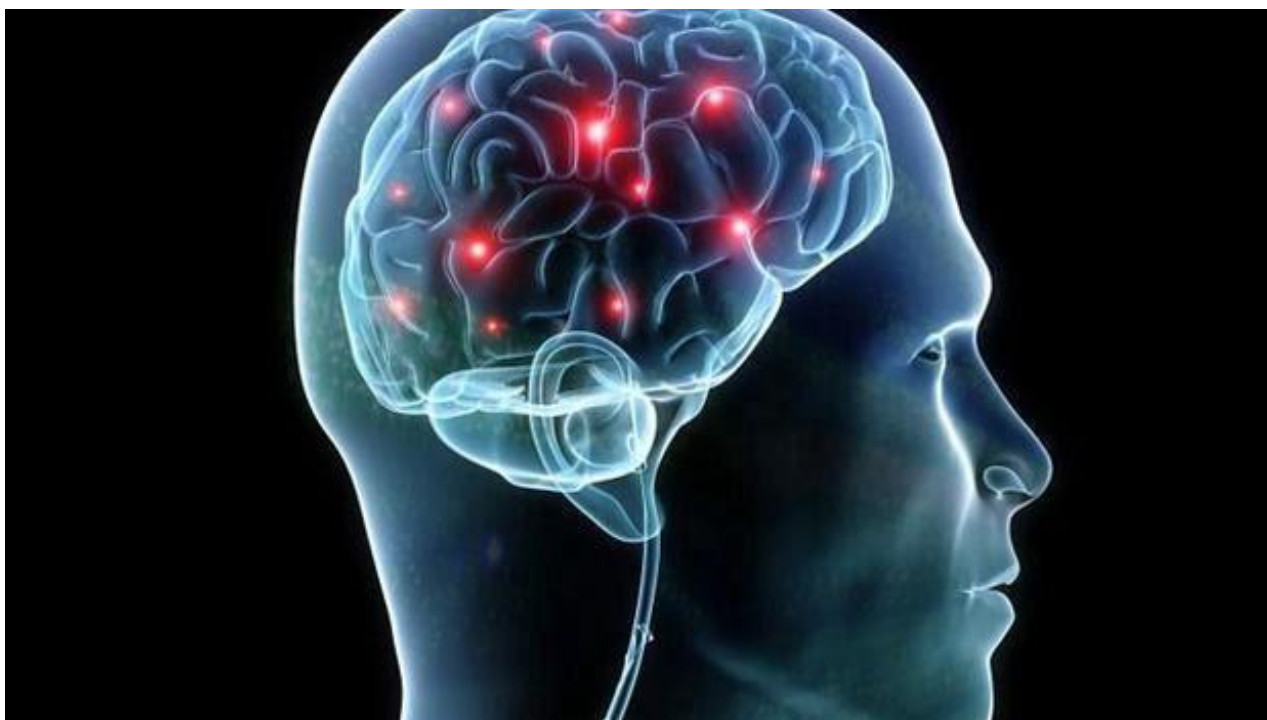
Step 1: Say: *Now choose one of the things you wrote down at the start of this session that you feel you are not good at and think about what you could do to improve your skills in that direction.*

Step 2: Say: *In the same pair you started with earlier, share with them how you hope to improve this one thing. If they have any suggestions for you for other things you might do, make a note of those. Give 10 minutes for this.*

Summarise the session by saying that we can all create a more flexible mindset in our life by checking ourselves when we think "we can't" and will never be good at something. We can turn that around by just asking ourselves HOW we might improve instead.

Say: *When we know how to do something well, we make strong deep and wide neural pathways in our brain. When we are learning something new, or something that is hard for us, we need to practice it again and again so that our brain can learn the new pathway and make it deep and wide like a highway! Brains are amazing and can grow and learn new things all the time!*

Here is a picture that shows the neural pathways in the brain:



5. Activity: The Negative Messages we receive (10 minutes)

Say: We are going to continue with a story from Liberty High and learn how to deal with some of our negative thinking using some simple questions. First we heard about how Fatima helped Hawa develop a more flexible mindset around her Maths. Hard work and practice paid off, and Hawa's results started improving. Today she has an opportunity to help Fatima.

Read this to the group:

Fatima has been feeling rather down for some time. One of the boys in her class, Michael, has started to bully her at school. He whispers horrible things to her when he passes her in the corridor and when she does well at school, she hears him mutter, "*Bitch. You think you are better than us*" behind her back. She wonders if she really is a proud person. She doesn't have a lot of friends because she is shy and private and works long hours in her father's shop and practicing her running.

This is the conversation she had with Hawa after their recent Maths session:

Hawa: I have noticed you have been very quiet recently. Is everything okay, Fatima?

Fatima: (uncertainly)...I don't know...I think I am okay.

Hawa: I overheard Michael saying something awful in class today. Does that bother you?

Fatima: (eyes filling with tears) I didn't realize anyone else had heard him...It is awful, Hawa. I had to stand up to Michael a while ago on the sports field and now he hates

me. He says I am arrogant and think that I am better than everyone else. I think everyone in our class thinks that about me.

Hawa: That is the very last thing I think about you. You have been kind and so helpful to me, even when you didn't know me very well.

Fatima: I don't think I am very good at making friends though.

Hawa: You know what Fatima, my mother told me we don't have to accept what other people say about us. We also don't have to accept the negative things we think about some situations. She always said to me, "Hawa, is that the truth? Is it really the truth?" So, I am going to ask you, is what Michael says about you – that you are arrogant and think you are better than everyone else – true?

Fatima: No. it is far from the truth. I always feel that people like you are so much better than me at making friends. You know so many people! I always think I am not as good as others.

Hawa: Fatima, what Michael says about you is far from the truth. Don't accept it. Michael's horrible comments say more about Michael than they do about you! I don't know why, but he is a very angry person. There must be something horrible going on in his life.

3. Activity: Questioning the Messages we receive (30 minutes)

Step 1: Say: *Often we are given messages about ourselves that are negative. Sometimes these messages might have some truth in them and that tells us we need to do something about the feedback we are receiving from others. But often, these messages are not true.*

Say: *The messages we receive from the adults around us as we are growing up are powerful. We take them into ourselves as though they really are a part of ourselves. This is great when they are positive, but when they are negative they can harm us – harm our self-concept. They are whispered in our ears by family and teachers and pastors and friends. Teachers that tell us we are lazy or stupid. Family members say we are fat, or ugly, too skinny or too dark; that no one will ever love us, that we are selfish and uncaring. These messages we receive are very powerful for us and the way we see things. People have a **negativity bias** and a tendency to focus on the negative messages more than the positives.*

Say: *Today we are going to learn a tool that helps us to question the negative messages received from others as well as some of the negative thoughts we have:*

Show the participants the flipchart you have prepared:

- Is this message true?
- Where does this message come from?
- How do I react when I hear or think about that message?
- Who would I be without that thought?
- Turn that thought around.

Step 2: *So, let's use these questions to unpack Fatima's story.*

Say: *Michael has said that Fatima is a "bitch" who thinks she is better than others.*

Ask: *Is this the truth?* No. Fatima thinks she is not as sociable or good at making friends than others.

Ask: *Where does this message come from?* It comes from Michael, who is angry with Fatima and hates it that she is a better runner than him and that she beats him at Math's.

Sometimes we take on gender norms about what we should be good at. Society says that boys should be stronger physically and should be able to beat girls at running and other sports. They should also be good at Maths because one day they will be breadwinners etc. This can be huge pressure for boys and men who are not talented in this way, and girls and women who ARE talented, but are sometimes forced to hide their talents. This is a way in which gender norms can be harmful for both women and men.

Say: *Michael also seems to be a very unhappy and angry person. We wonder what else is going on in Michael's life? Perhaps there are other things that make him an angry person. In other stories about Michael we know that his father doesn't provide much support to him and Michael is angry about that. Sometimes we are just angry and we choose to take that out on other people who are innocent. If we experience someone's anger that doesn't seem justified we can choose not to accept that anger as having anything to do with us.*

Ask: *How does Fatima react when she hears that message from Michael or thinks about it?* She feels ashamed and horrible. She feels small – not good enough. She feels embarrassed when others hear it too.

Ask: *Who would Fatima be without that thought?* Fatima would be happy and confident in her abilities.

Say: Now let's turn that thought around. This is where you rewrite the statement with the truth about you.

Say: *The truth about Fatima is that she is a shy and private person who worries about her lack of friends. She has a very busy life with running and schoolwork and working in her father's shop as well as being very active in her faith. Her faith makes it difficult to be friends with those who are not Muslim. Recently, she has started off a new friendship with Hawa because she has helped her with her Maths.*

Say: *Wow! Isn't this a different way of seeing the story?*

Step 3: Say: *Think about a negative message you have received recently or even a negative thought you have about yourself. Write it down in your journal in a few words or hold it in your head. It may be personal or about your work or business skills.*

4. Activity: Talking in Triads (groups of 3) (20 minutes)



Step 1: Count off groups of 3. Give them 5 minutes to

- Share their message (one sentence)
- Get help from the others in the group to use the tool to change the message.

Step 2: Time the groups for 5 minutes per person (x3). Then everyone should swap around so that each person has a turn to share their message.

Step 3: In the big group, ask the participants the following question:

- What happens when you ask yourself these questions?

Say: This is a very useful way of being sure that we don't accept the negative thoughts we have and the negative messages we receive from others. We realise that sometimes people say things about us that are not true; that they speak from their own hurt or anger.



Session 8

EMPATHY AND DEEPER LISTENING SKILLS

TIME: 2 hour 10 minutes

SKILLS

Listening

Empathy

Activity	Time	Objectives	Materials
Active Listening	60 min	To learn what active listening is and practice it	Question Cards
Empathy	40 min	To practically demonstrate a simple definition of Empathy	Post it notes Flipchart
Empathy in Practice	30 min	To apply the principles of empathy to domestic and work related scenarios	Printed or handwritten scenarios Flipchart

Preparation

Read through the session the night before and make sure you understand the process of each activity and that you have the materials needed

Prepare the question cards below:

Closed Questions	Open Questions
How old are you?	How are you today?
Where do you live?	What do you think about girls getting married early?
Where were you born?	Why do parents set rules?
How many brothers and sisters do you have?	What are you planning to do for your daughter's party?
What day is it today?	What should our next step be?
Would you like some tea?	Why do you think your mother is ignoring your calls?
Is it true that you don't like spicy food?	Why do you admire your father so much?
Who phoned you?	Where does your strength come from?

Prepare a flipchart with information about how to develop empathy

- Be kind.
- Be curious.
- We don't need to fix anything or offer advice.
- Try to understand how the person is feeling.
- Try to understand their perspective or point of view.
- Let them know they are not alone in these feelings.
- Sympathy is feeling sorry for someone – that is often not helpful for them. Empathy enables us to feel WITH a person.
- Let the person know that you are grateful they shared with you.

Prepare cards with the following scenarios written on them:

Group 1: Your wife comes home from work in the evening and says she is completely exhausted. She does laundry, helps the children with the homework, makes supper, contacts her mother who is ill, irons school uniforms and work clothes for tomorrow. You go out to check on the animals and the crops you have growing. YOU tell her you will not be long. You stop off to say hi to a neighbour and he offers you a beer. You head home late for supper but happy and content with your farming operation. Your wife hardly speaks to you and goes to bed early.

Group 2: Your brother has a drinking problem and struggles to hold down a job and constantly needs to borrow money from family, which he is unable to pay back. He calls to ask if he can come over and talk to you. You know this will be another request for money to support his children.

Group 3: In your printing business, your supplier of plain white t-shirts is late in delivering. He says the t-shirts come from Dar Es Salaam, but the factory is not coping with the demand. His transport is broken down. He can offer you locally made t-shirts but they are poor quality. He says you will have to wait another month for delivery. You have a big order from a local soccer club for their own branded t-shirts.

Group 4: A customer returns a skin lotion you sold her and says it gave her a rash. She says she has very sensitive skin and it is a struggle to find a lotion that works for her. She cannot keep the lotion and wants her money back. She wishes there was a local company that would sell cosmetics that would suit her sensitive skin.

Group 5: Your boss, who owns a supermarket, is very strict about punctuality. He says it is impossible to offer proper customer service if staff are not at the shop first thing in the morning and all the tills are open from 6.30am so people can shop before work. This supermarket is the only one in the area open early and it is busy. You have trouble with transport at that time in the morning. You have been late two mornings in a row and he says that if it happens again, you need to find a job elsewhere.

Prepare a flipchart:

- Approach the situation with curiosity

- Identify how the person might be feeling (putting themselves in that person's shoes)
- Identify what that perspective might be.
- Decide how they might respond.
- Be careful not to offer advice!

1. Listening

Time: 60 minutes

Say: *Listening is one of the most important skills we need to build relationships. We are going to do some exercises to learn what active listening is.*

Ask: *Why do we listen? Why is it worth developing our listening skills?* Brainstorm the answers to these questions and write up the answers on the flip chart.

Answers could include:

- We listen to understand more about how someone is feeling and what they are thinking; to find out more about their point of view.
- We listen so that we can understand more about our own feelings and experience.
- We listen and ask questions so that we can learn more. If there is another way of approaching a problem, are there other options?
- We listen so that we can learn more about business opportunities, ways of running a business, how we can build partnerships and alliances etc.

Listening Exercise 1: What is active listening?

Step 1

Divide participants into pairs. Ask them to each think of something really great that happened to them recently. Explain that they will each have a turn to speak about that experience. They have 2 minutes to tell the story. The other person should show them in every way that they can that they are NOT listening. Time them and then swap roles.

Step 2

Ask:

- *What was it like to NOT be listened to?*
- *How did you know your partner was NOT listening to you?*
Looking away, doing something else, body language.

Step 3

Say: *Now in the same pairs, think of something that has been difficult to deal with recently. Describe this situation to your partner in two minutes. Your partner should listen actively and with all their hearts.*

Time the first person and then get them to swap roles.

Ask:

- *What was it like to be listened to?*
- *How did you feel?*
- *How did you know your partner was listening?*
Eye contact, head nodding, focused on you, body is faced towards you and is still, not doing something else.



Listening Exercise 2: Asking Good Questions

Say: *One of the ways we can let people know we are listening is to ask good questions. If we ask a good question, then they know we have been listening carefully and it encourages them to talk more, so we understand their situation better.*

There are two types of questions, open and closed questions:

- **Closed questions** are for gathering facts and specific information and will give you one answer

Examples of closed questions:

- *How old are you?*
- *Are you happy?*
- *What is the name of your village?*

- **Open questions** are for getting many answers and to get deeper personal information.

Examples of open questions:

- *How are you feeling?*
- *How was the experience for you?*
- *What is life like in your village?*

- Place the cards with the following questions on them on the floor in front of the group. Mix them up. Ask participants to pick one up and decide whether the question is open or closed.

Closed Questions	Open Questions
How old are you?	How are you today?
Where do you live?	What do you think about girls getting married early?
Where were you born?	Why do parents set rules?
How many brothers and sisters do you have?	What are you planning to do for your daughter's party?
What day is it today?	What should our next step be?
Would you like some tea?	Why do you think your mother is ignoring your calls?
Is it true that you don't like spicy food?	Why do you admire your father so much?
Who phoned you?	Where does your strength come from?

- Notice how the open questions OPEN up conversation. CLOSED questions are useful when you want specific questions.
- Ask the participants to brainstorm a list of really good questions they can ask to open up conversation. Capture these on the flipchart.

These are some useful questions:

- **Tell me more?**
- **What else happened?**

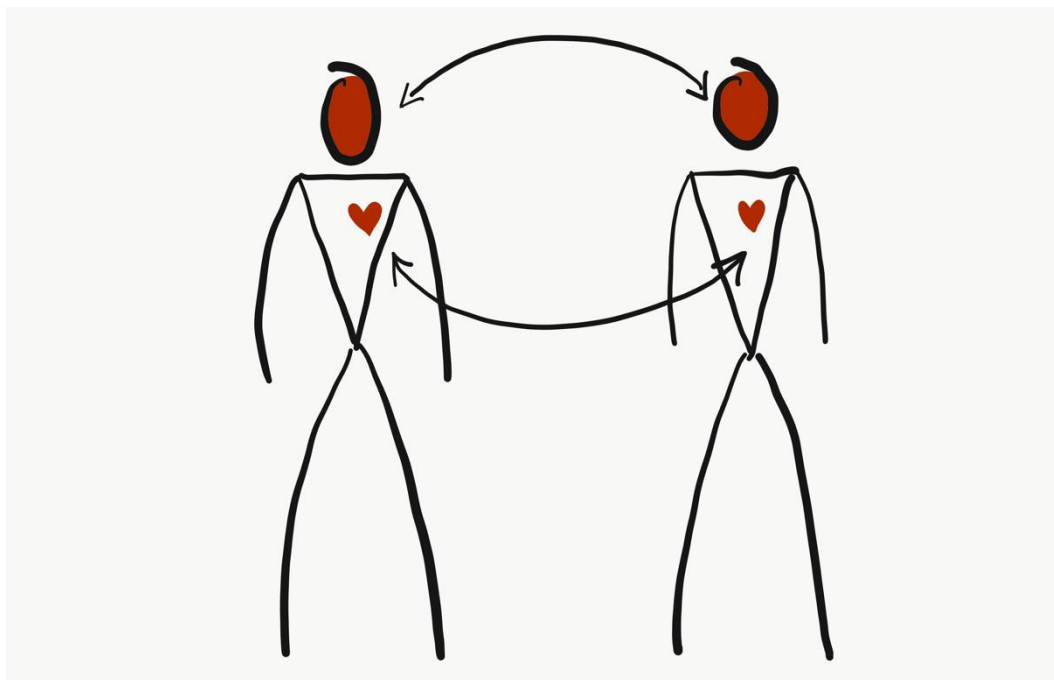
- What happened next?
- What would you like to do next?
- How can I help?
- What were you needing in that situation?
- How did you react?
- Why do you think they responded in that way?
- What action do you want to take now?
- How will you do this?
- What is the next step?

Say: *Someone who asks us good questions can help us think more about a situation, things become clearer and often we can find our own solutions. Asking good questions is better than giving advice.*

Listening Exercise 3: Listening at the level of the head and the heart

Step 1

- Ask participants to talk about their hopes and dreams and challenges for their work/business
- The listener should be listening at the level of the HEART (feelings) and the level of the HEAD (facts and perspective)
- Give 3 minutes for this and then ask the listener to feedback the FACTS & PERSPECTIVE of the storyteller and what they think the person might FEEL about it.
- Then swap around and time the other story for 3 minutes. Ask the other listener to feedback what they heard.
- They should check that what they heard is correct.



Step 2

Ask:

- *How could you identify how someone FEELS about something they are describing?* Their tone of voice, they may tell you, body language, the words they use to describe the event etc.
- *How can you identify what someone THINKS about a situation?* They often say “I think...” You can tell by some of the words they use

2. Empathy

Time: 40 minutes

Note to Facilitator:	This exercise should be done with a very serious tone that sets the scene for the gravity of the experience. You need to hold people's burdens very carefully and ask the group to do the same. At the end, collect the pieces of paper and keep them safely until after the workshop.
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Say: *We will now be learning about empathy. In this first exercise we are going to think of a particular burden we are carrying around right now and anonymously write this onto a piece of paper. We will then choose someone else's paper and imagine ourselves into that person's situation.*

Step 1

Distribute post-it notes (make sure they are all the same colour and therefore not identifiable as belonging to someone else) or a small piece of paper to each of the participants. Ask them to write on the paper something difficult they are carrying with them in their lives; something that is heavy and worries them a lot. This should be anonymous – it should **not** have their name on it. They should fold it in 4.

Step 2

Collect the pieces of paper from each person into a small basket or container. Shuffle these around and distribute them back to the group. If they receive their own paper they should say so and swap it for another in the container.

Step 3

They should quietly read the challenge someone in the group has and use their imagination to think about how it would be to have that particular challenge. They should try to stand in that other person's shoes for a moment.

Then they should pass on the paper to the person on their right around the circle and sit for a few minutes holding this new problem and using their imaginations to think about what it

would be like to deal with this issue in their life. Give people 3 experiences of different problems. Then ask them to carefully put them back into the basket or box.

Say that you will be holding these challenges carefully and respectfully for people for the duration of the workshop.

Step 4

Ask:

- *How did it feel to write your challenge down and put it into the box?*
- *How did you feel when you read about other people's challenges?*

Say: *Empathy is our ability to connect with others and stand in their shoes, in their world, for a moment. It is not always a very comfortable experience!*



It is about connecting to the emotion the person is feeling, rather than the experience (we may not have had the experience before, but often we have had the feeling before). This requires us to use our imagination to think about how we might feel in the situation, or how we felt in similar situations, and to listen carefully for feelings when they speak.

It is also about hearing someone's perspective, their point of view, their attitude towards something - what do they think about something?

Harper Lee who wrote a famous book called To Kill a Mockingbird said, "You never really understand a person until you consider things from his point of view... until you climb into his skin and walk around in it."

Empathy is not always easy to show to everyone. Usually when a friend loses a loved one we can find it easy to have empathy for that. We can imagine how it would be to lose our mother, father, child etc. And we are able to use our experience to connect with the experience of others. Some people are harder to empathise with.

Ask:

- Are there any people in your life or your business who are difficult to empathise with?
- What are the barriers we experience to feeling empathy with someone?
It is sometimes hard to empathise with people who are different to ourselves, who have different values and our judgement gets in the way.
- Why is it sometimes worth trying to empathise, even if we don't feel like it?
When someone expresses genuine empathy towards us we feel we are not alone. This can help us to cope better, to be better husbands, children, workers, suppliers, customers etc.
- How can empathy with customers help us do well in business?
It helps us to anticipate what they need and want. They feel understood and helped and the relationship is strengthened.

Say: *So, empathy is about just being there for someone. It is about connecting with someone so that they know they are not alone.*

There are a few ways we can do this. Show the prepared flipchart one by one:

- Be kind.
- Be curious.
- We don't need to fix anything or offer advice.
- Try to understand how the person is feeling.
- Try to understand their perspective or point of view.
- Let them know they are not alone in these feelings.
- Sympathy is feeling sorry for someone – that is often not helpful for them. Empathy enables us to feel WITH a person.
- Let the person know that you are grateful they shared with you.

Say: *You will find this information in your workbook. Learning to express empathy can improve all your relationships very significantly.*

Note to Facilitator:	Some participants may ask you the difference between sympathy and empathy. Empathy is the ability to understand someone's feelings as if we were having them ourselves. Sympathy refers to the ability to take part in someone's feelings, mostly by feeling sorrowful about their misfortune. Sympathy is not helpful for the other person and becomes very draining for the person who has sympathy.
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3. Empathy in Practice (30 minutes)

Divide the participants into 5 groups and give each of them one of the following scenarios.

Group 1: Your wife comes home from work in the evening and says she is completely exhausted. She does laundry, helps the children with the homework, makes supper, contacts her mother who is ill, irons school uniforms and work clothes for tomorrow. You

go out to check on the animals and the crops you have growing. YOU tell her you will not be long. You stop off to say hi to a neighbour and he offers you a beer. You head home late for supper but happy and content with your farming operation. Your wife hardly speaks to you and goes to bed early.

Group 2: Your brother has a drinking problem and struggles to hold down a job and constantly needs to borrow money from family, which he is unable to pay back. He calls to ask if he can come over and talk to you. You know this will be another request for money to support his children.

Group 3: In your printing business, your supplier of plain white t-shirts is late in delivering. He says the t-shirts come from Dar Es Salaam, but the factory is not coping with the demand. His transport is broken down. He can offer you locally made t-shirts but they are poor quality. He says you will have to wait another month for delivery. You have a big order from a local soccer club for their own branded t-shirts.

Group 4: A customer returns a skin lotion you sold her and says it gave her a rash. She says she has very sensitive skin and it is a struggle to find a lotion that works for her. She cannot keep the lotion and wants her money back. She wishes there was a local company that would sell cosmetics that would suit her sensitive skin.

Group 5: Your boss, who owns a supermarket, is very strict about punctuality. He says it is impossible to offer proper customer service if staff are not at the shop first thing in the morning and all the tills are open from 6.30am so people can shop before work. This supermarket is the only one in the area open early and it is busy. You have trouble with transport at that time in the morning. You have been late two mornings in a row and he says that if it happens again, you need to find a job elsewhere.

Each group should: (refer to the flip chart)

- Approach the situation with curiosity
- Identify how the person might be feeling (putting themselves in that person's shoes)
- Identify what that perspective might be.
- Decide how they might respond.
- Be careful not to offer advice!

The groups should have 10 minutes to discuss and 3 minutes each to share with the group.

Ask:

- *How was it to try and be empathetic?*
- *Why is empathy important? How can empathy help you in your personal relationships and in your business relationships?*

Session 9

THE GENDER MESSAGING WE RECEIVE

TIME: 2 hours 40 minutes

SKILLS DEVELOPMENT:

- Emotional awareness
- Self awareness
- Empathy
- Listening
- Gender theory

ELA SESSIONS:

SenT1M3SP1

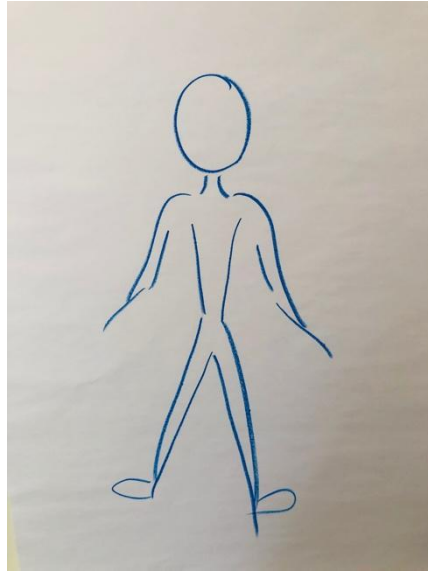
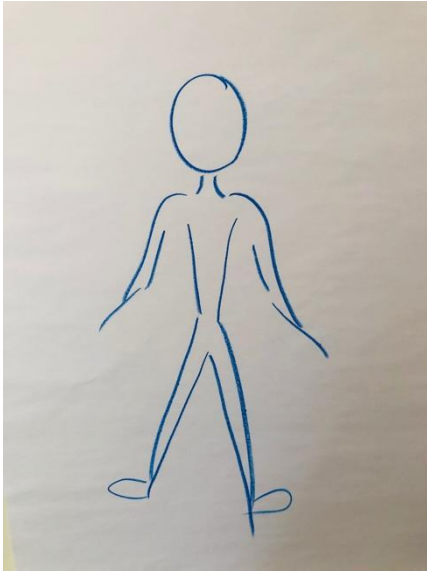
SenT1M3SP2

SenT1M1SP4

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Introduction	5 minutes	To introduce the gender session	
Activity: Early Messages	15 minutes	To identify some of the early messages we receive about being a boy or a girl as we are growing up	
Activity: The Roles We Play	40 minutes	To identify the roles we are expected to play as men and women	Flipcharts with outlines Art materials
Discussion: It's a Man's World	20 minutes	To identify the challenges men and women face	
Gender Talking Circles	40 minutes	To better understand the experiences of the other gender	
Activity: What Women are Up Against Activity:	40 minutes	To focus in on some of the particular challenges women face in terms of roles, their bodies and money	3 posters

Preparation

- Prepare 2 outlines of a person. You can do this on normal paper or flipchart paper.



- Prepare three posters with the following words:

WOMEN'S ROLES	WOMEN'S BODIES	MONEY
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1. Introduction (5 minutes)

Say: *In this session, we are going to talk about the things that make life different for men and for women. Often, these things guide and define our lives, the roles we play and the responsibilities we carry.*



2. Activity – Early messages (15 minutes)

Step 1: Say: *Now we are going to talk about some of the things we have been told about what it means to be a girl and what it means to be a boy.*

Step 2: Invite the participants to find a talking partner.

Step 3: Ask: *What are some of the messages you have been given about being a boy or being a girl while you were growing up?*

Step 4: Give the participants 5 minutes to discuss this question with their talking partner.

Step 5: Invite the participants to share some of their answers in the big group. If you can, make a list of their answers on a paper or flipchart and stick it up on the wall.

Step 6: Say: *From the time we are very young, our families and our society are telling us how we should behave, what we should like and the jobs we should be doing. Those things are different for boys and for girls and these messages can place a lot of pressure and expectations on both men and women.*

3. Activity – The roles we play (40 minutes)

Step 1: Divide the participants into two groups.

Step 2: Hand out the outline of a person to each group.

Step 3: Invite each group to spend 10 minutes drawing the biology of their person. Group 1 should draw male biology and features/clothing, and Group 2 should draw female biology and features/clothing.

Step 4: Now, on the left side of the poster, Group 1 should make a list of the roles that men are expected to play. Group 2 should list the roles that women are expected to play.

Note to Facilitator: Examples of roles: the roles women play are things like being expected to be a mother, a cook, the one who cares for others and takes care of the home. For men it is to be the protector and the provider.

Step 5: Invite each group to spend 10 minutes discussing the way men or women are expected to behave at home and in the workplace. Explain that they should list these on the right side of the paper.

Step 6: At the bottom of the page the group should write down the typical jobs men/women are expected to do in their community.

Step 7: Invite each group to present their answers to everyone. Each group has 5 minutes to do this.

Step 8: Now, invite each group to discuss some of the challenges and some of the benefits of being a man, or being a woman. They have another 10 minutes for this.

Step 9: When the 2 groups have finished presenting their answers, ask:

- *How do you feel when you think about the roles we are meant to play as men and women?*
- *How do you feel about the way men and women are expected to behave?*
- *There are expectations of men or women taking up certain jobs. How does this impact on men and women?*
- *What impact do you feel this has on you?*

Do: Invite some of the participants to share their thoughts.

Thank the participants for their responses.

Say: Being a girl is something very special, but it also comes with a lot of messages. These messages can make it hard for us to be free and to do what we want. Some of us maybe want to be a politician, a police officer or be the breadwinner and do sports. We are often told that because we are women, we cannot do these things. It is important for you to know that even though it might be difficult, we can do everything that a man can do, and more! The messages that are given to boys put a lot of pressure on men to be protectors and

providers and to always be in control. Men are forced not to show gentleness and emotion. Many men may want to play different roles and be caring, gentle people in their families. It is important for you to know that men, just like women, do not have to remain trapped in these expectations.

Invite each group to name their outlines and put them up on the wall.



4. Discussion - It's a man's world (20 minutes)

Ask:

- *Do you think it is harder to be a man, or to be a woman?*
- *Why is that?*

Say: Men and women both face challenges, but some challenges are specific to men and some challenges are specific to women.

Ask: Can you think of challenges that only men face?

Ask: Can you think of challenges that only women face?

Women are expected to stay home and raise children, not encouraged to attend school, menstruation, childbearing, physical vulnerability, being kept out of work to raise families, expected to do the majority of work at home, expected to care for others. We call this the burden of care.

5. Activity – What women are up against (40 minutes)

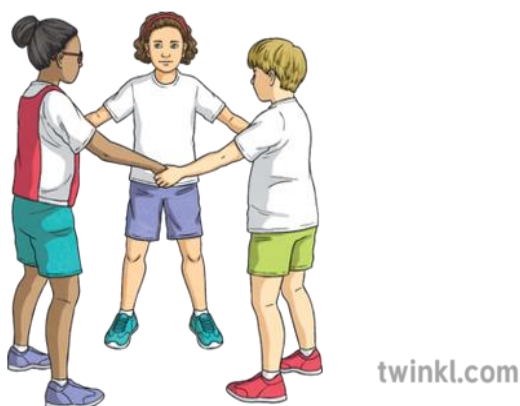


Step 1:

Invite 3 of the participants to be volunteers.

Give each volunteer a card.

Invite the volunteers to stand in a big triangle.



Step 2:

Invite the participants to look at the cards being held by the 3 volunteers.

Say: *In the hands of our volunteers, we can see 3 cards. One says WOMEN'S ROLES, one says WOMEN'S BODIES and one says MONEY. These 3 cards show us the three areas that make life the most challenging for women; the roles we are expected to play, the things female bodies do, and our access to money and work.*

Step 3:

Say: *I would like each of you to select an area that you are interested in. Once you have decided which area you are interested in, go and stand by the volunteer that has the card.*

When all the participants have done this, there will be three groups.

Step 4:

Say: *In your groups, I want you to think of as many things for your specific area that might make life harder for a woman. You have 10 minutes to do this.*

Step 5:

When the 10 minutes are finished, invite each group to share their thoughts with everyone. If the groups have missed some of the possible responses, you can add when they have finished.

Roles

Women are expected to stay home, take care of others and have children. They are not encouraged to go to school. This makes it difficult for a woman to earn money. It also means that all of our time is spent caring for others. This is called the burden of care.

Our bodies

From the time we enter puberty, we have to protect ourselves from men. Menstruation makes it difficult to attend school. If we become pregnant, this makes it almost impossible to finish school and it also makes it harder to find work. With many children at home, going back to school or finding work becomes more difficult and we end up relying on men for money.

Money

We have already discussed how all the above can stop us from earning money and being able to make financial decisions. In a world where money is freedom, being prevented from earning money means we have to rely on others.

Ask:

- *How much power do women have in making decisions in these 3 areas in their life?*
- *How can we address some of these issues using some of the new knowledge and skills we have learnt in this workshop so far? Listening, empathy, assertive behaviour, growth mindsets, reframing etc.*

Say: *Traditional attitudes to gender roles can be harmful for both women AND men, but women bear the biggest burden of this. We all need to shift the ways we think and the ways we behave so that women have access to the many advantages men experience, and for men to be able to step up and take on more responsibilities at home.*

Session 10

HOW WE COPE

TIME: 1 hour 50 minutes

SKILLS DEVELOPED:

- Self awareness
- Empathy
- Listening

ELA SESSIONS

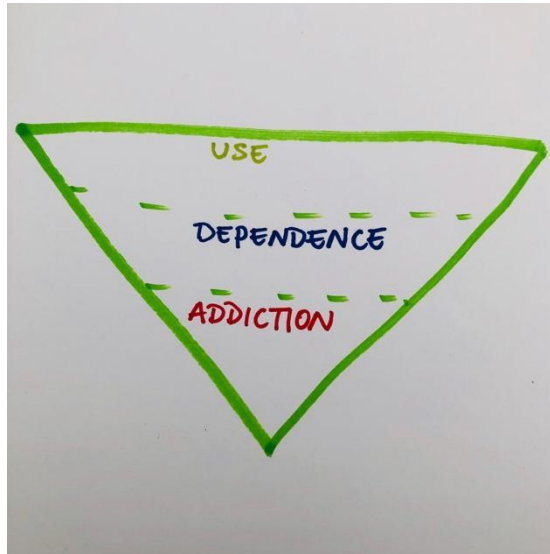
SenT3M2SP11

SenT3M3SP9

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Introduction	5 minutes	Introducing the idea of coping skills and how these can be developed	
Activity: How We Cope	45 minutes	Identifying some of the healthy and unhealthy ways we cope with stress	Flipchart Markers
Presentation: Addiction	20 minutes	Understanding more about addiction	Addiction triangle
Activity: What All of this Means for Us	40 minutes	To understand more about the impact of addiction	Paper Art materials

Preparation

- Prepare the basic triangle poster.



1. Introduction

(5 minutes)

Say: *In our work or if we are starting a business of our own, things can get quite stressful. In this session, we are going to look at how we respond to stressful things in our lives. Many of us have developed different ways of coping with life and the many things that life throws at us. When something bad happens, we do things to make ourselves feel better.*

2. How we cope (45 minutes)

Step 1 (10 minutes)

Ask: *What are some of the things that you do to make yourself feel better when something bad happens or if you are having a bad day?*



Responses might include:

- *Drinking*
- *Listening to music*
- *Crying*
- *Smoking a cigarette*
- *Playing video games*
- *Reading a book*
- *Sex*
- *Exercise*
- *Eating sweets or junk food*
- *Social media*
- *Taking drugs*

Do: List the things shared by the participants.
Thank the participants for their contributions.

Say: All of us have things we do to cope, or to make ourselves feel better.

Step 2 (10 minutes)

Ask: Are there any of these that you think could be unhealthy?

Do: Allow the participants to share some responses.

Thank the participants for their thoughts.

Say: Some of the things on this list are healthy and some of the things on this list are unhealthy. But even healthy things can become unhealthy if we are always doing them to make ourselves feel better or to try and escape from our lives. Exercise is very healthy, but if you are exercising so much that it starts to have an effect on your life and your relationships, that can become unhealthy.

Step 3 (5 minutes)

Invite each participant to spend 2 minutes looking at the list and select some things that they feel they have an unhealthy relationship with.

Step 4 (10 minutes)

Split the participants into pairs. Invite each person to share with their partner about the things they feel they have an unhealthy relationship with. Each person should take 5 minutes to share.

Step 5 (10 minutes)

Once the 10 minutes is finished, invite participants back into the larger group.

Ask: How was it, to talk about some of the things we have an unhealthy relationship with?



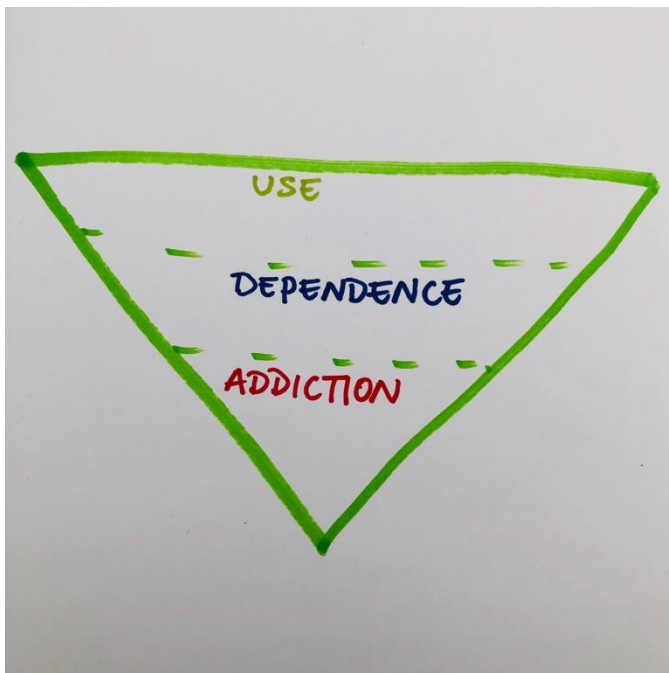
3. Addiction (20 minutes)

Ask: *Does anybody know what it means to be addicted to something?*

Do: Allow the participants to share some responses.
Thank them for their responses.

Say: *When we are addicted to something, it means that we are not able to stop doing something. Normally, it is something harmful.*

There are three different levels to addiction.



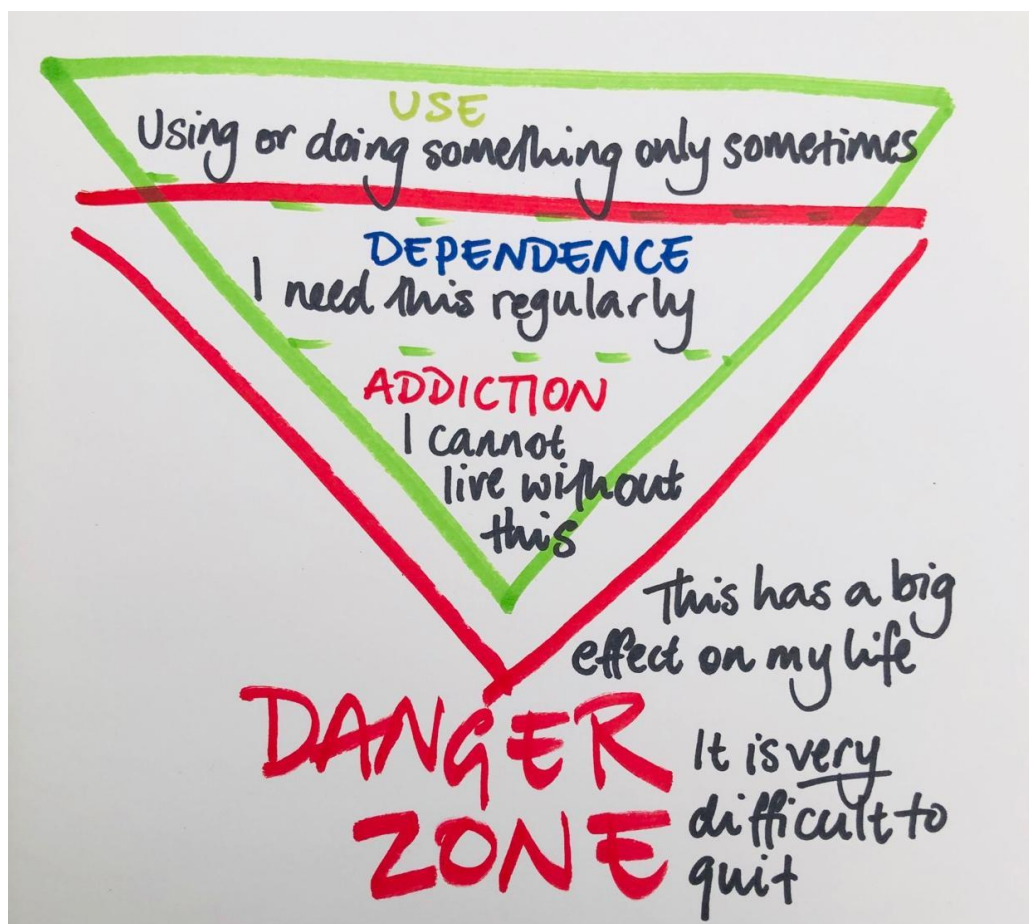
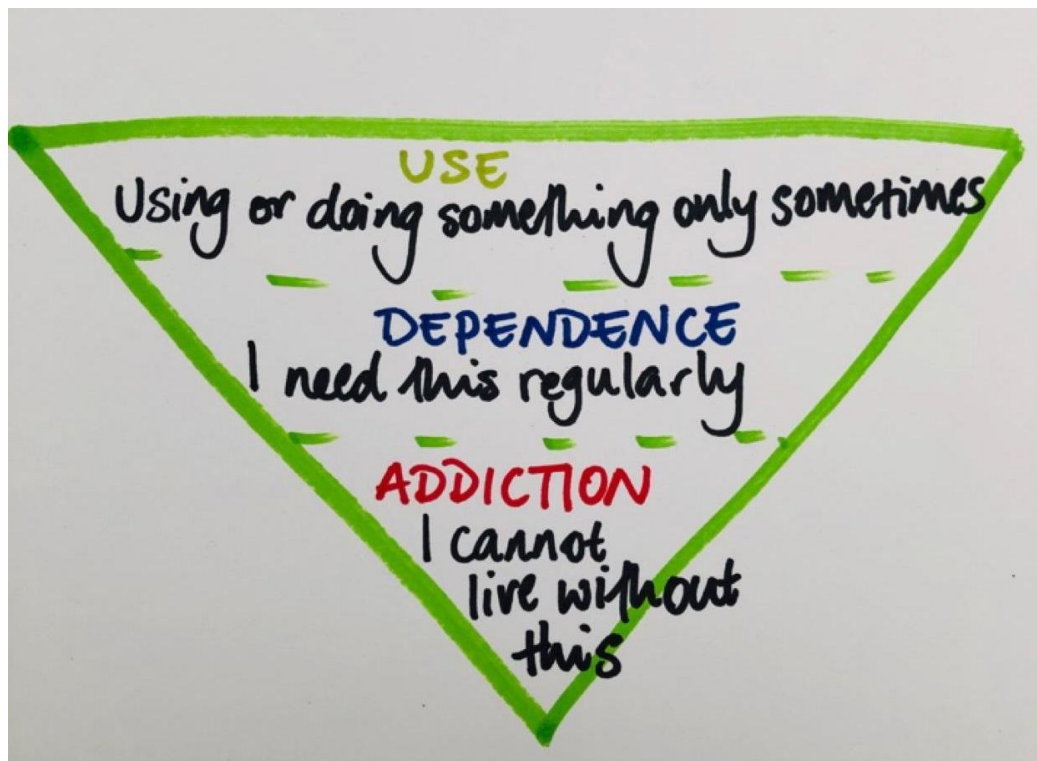
Do: Show the participants the triangle you have prepared.

Say: *The first level is use, the second level is dependence, and the third level is addiction.*

Use: This is when we use a substance or an activity only sometimes. It might be a beer once a month with your friends, or a cup of coffee in the mornings. It doesn't not affect your life too badly.

Dependence: This is when we need a substance or an activity regularly and it starts to affect our lives a lot. It is difficult to stop, and our bodies and minds can struggle without the substance or activity.

Addiction: This means that it is difficult for me to live without this thing and I do it or use it all the time. This could happen with many things, including food, drugs or alcohol. Addiction has a big negative effect on my life and my relationships.



Say: When we look at this triangle, we can think about dependence and addiction being in the Danger Zone. The Danger Zone is where something can have a big negative impact.

4. What all of this means for us (40 minutes)

Step 1

Say: Now that we have explored more about some of the harmful things we do to cope and to feel better, it will be good to talk about what this means for us in our lives.

Step 2

Do: Hand out a piece of paper to each participant. Place some art materials where everyone can help themselves.

Step 3

Say: I would like for each of you to take 10 minutes to think about someone you know well who is addicted to something. Think of the negative impact this has had on their lives and maybe even your life. You can draw or write about this.

Step 4

Say: Now, I would like for you to take 10 minutes to think about the items on the list that you think you may have an unhealthy relationship with. Think about whether it is something you use, something you depend on, or something you are addicted to.



Step 5

Say: Now, think about how your life may look without this thing. Take 10 minutes to draw or write about this.

Step 6

Ask: How do you feel after thinking about addiction in this way?

Do: Allow some of the participants to respond.

Thank the participants for sharing.

Say: Dependency and addiction can make it difficult for us to live healthy lives. This can also mean that it is harder for us to earn money, find a job and keep our professional relationships positive and alive. It can impact our businesses very negatively if we are business owners. It is important for us to be aware of the effect that addiction can have on us not only emotionally and physically, but also financially and how it could affect our futures.

INSPIRATION: THE BEAUTIFUL THINGS OUR BODIES CAN DO



Step 1

Say: *We have spent quite a bit of time now looking at some of the things that can hurt us when we become dependent on them, but there are also many many positive things that we can celebrate. One of these things is our bodies and all that they can do.*

As we come to the end of our day, it will be nice to celebrate ourselves.

Step 2

Invite everyone to form a circle.

Step 3

Note to the facilitator: This activity should be lighthearted and fun – encourage everyone to relax and enjoy themselves.

Invite the participants to do the following:

- *Reach your arms up as high as you can – reach up towards the sky.*
- *Make yourself as small as possible – see how much you can shrink yourself.*
- *Stand up and reach your arms out to the side – how wide can you make yourself? How much space can you take up?*
- *Stand firmly on your two feet. Feel the connection with the floor. Feel the muscles in your legs.*

- *Bend your body from side to side – feel how your spine, so strong and so straight, can also be so mobile.*

Say: Our bodies are amazing. They carry us through our lives. They run, jump, dance, leap and help us to express ourselves. Every person here has talents and skills. I would like each of you to say one thing that your body is good at – something physical that you really enjoy.

Ask: Why do you think it is important for us to know what we are good at?

It is important to know what we are good at so that we can make the most of our talents.

When thinking about how we might start a business or find a job, it is good to think of what we are good at and what we might be successful at.



Session 11

THINK LIKE AN ENTREPRENEUR

TIME: 2 hours 15 minutes

SKILLS

- Self awareness
- Empathy
- Listening
- Entrepreneurial thinking

ELA Sessions

New ELA sessions

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Discussion: Who We Admire	50 minutes	To identify people in our community who inspire us.	Paper Writing materials
Presentation: Exploring Some Qualities	25 minutes	To understand what it means to think like an entrepreneur	Entrepreneurial thinking poster
Activity: My Strengths	60 minutes	To become aware of where my strengths may lie.	

1. Discussion – Who we admire (50 minutes)

Step 1

Say: *In these next few sessions, we are going to talk about economic empowerment. That means we will be looking at how to find jobs, or even to start our own journey as entrepreneurs.*

Ask: *Has anyone heard of the word entrepreneur? What do you think it means?*

Do: Allow some of the participants to respond.

Thank the participants for their responses.

Say: *Often, when we hear the word 'entrepreneur', the first thing that comes to mind is someone who starts or owns their own business. It can also mean someone who thinks creatively, solves problems and sees opportunities.*



Step 2

Invite each person to sit for 5 minutes and think about someone in their community who is an entrepreneur. They should think about what they admire about this person.

Step 3

Invite the participants to form groups of 4.

Step 4

Explain that in their groups they will be discussing entrepreneurs in their own communities and what we admire in them and can learn from them. They should make a list of all the qualities that they admire. They have 15 minutes to do this.

Step 5

Once the 15 minutes is up, invite each group to share 1 thing at a time from their list, making sure not to repeat something that has been said by another group.
Do: Make a list of the qualities that the groups share.

This list should include:

Creativity
Risk taking
Resilience
Growth mindset
Seeing gaps and opportunities
Taking responsibility
Thinking ahead
Flexibility
Hard worker
Solving problems
Good with people

Thank the participants for their responses.

Step 6:

Say: *One thing that all these people have in common is entrepreneurial thinking. Entrepreneurial thinking is the ability to see things differently than the rest of the world. We are often taught that it is something you are born with, but it can be easily developed. It is more like a state of mind that opens our eyes to new learning opportunities and helps us grow.*



2. Presentation - Exploring some qualities (25 minutes)



Do: show the participants the above poster.

Say: *These are some of the best examples of entrepreneurial thinking. We are going to learn a little bit about each of them.*

Do: read out the descriptions of the examples while the participants look at the poster.

Creative	<i>Most people look for reasons why something can't be done. Entrepreneurial thinkers find creative ways for things to be done, even when it seems impossible.</i>
Empathetic	<i>An idea isn't very good if nobody finds it useful. Entrepreneurial thinkers can put themselves in other people's shoes and know what they want.</i>
Comfortable with teamwork	<i>Most successful entrepreneurs surround themselves with people who can help them. Entrepreneurial thinkers also know how to follow when someone else is leading.</i>
Problem solver	<i>No matter what background, education or personality they come from, entrepreneurial thinkers are good at solving problems and finding creative solutions.</i>
Resilience in uncertainty	<i>Entrepreneurial thinkers are able to adapt quickly to changing environments and can even turn obstacles into advantages.</i>
Working with limited resources	<i>Entrepreneurial thinkers ask, "what can I do with what I already have?". They usually do not have enough money or</i>

	<i>other resources for their ideas, and they still find a way to make it work.</i>
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Ask: *What do you think of when you hear more about these qualities?*

3. My strengths (60 minutes)

Step 1

Say: *Now that we have talked a bit about some of the things that can help us think like an entrepreneur, we are going to spend some time thinking about which of these are strengths for us.*

Step 2

Invite participants to spend 10 minutes on their own, identifying two or three of the qualities of an entrepreneur that they think they possess.

Step 3

Once the 10 minutes is up, split the participants into pairs. Explain that they will be sharing some of their strengths with each other. Each participant has 5 minutes to share with their partner.

Step 4

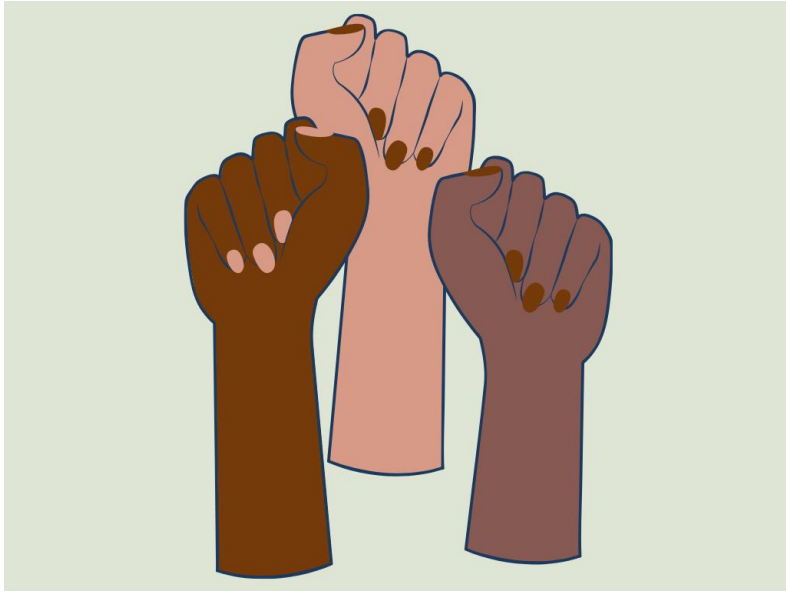
Bring the participants back into the big group.

Ask:

- *How was it, to think of your strengths in this way?*
- *Was there anything new that you learned about yourself?*
- *Why do you think we are discussing our strengths?*

Step 5

Invite the participants to form a big circle. Invite each person to say one of their strengths. Everyone should clap and cheer for each other's strengths.



Session 12

ENTREPRENEURIAL SKILLS

TIME: 2 hours

SKILLS:

- Self awareness
- Entrepreneurial skills awareness

ELA Sessions

New ELA sessions

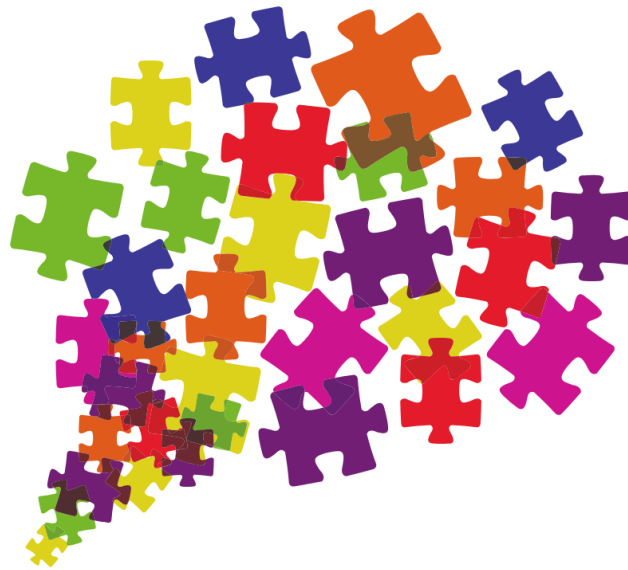
ACTIVITY	TIME	OBJECTIVES	MATERIALS
Introduction	15 minutes	Reinforcing the skills needed for entrepreneurship	
Activity: The Indoor Marketplace	90 minutes	To identify some of the skills we might need in business, consider which of those skills we might possess, and where we may need to improve.	Paper Art materials Scraps of paper (3 – 5 scraps of paper per person) Paper balls (3-5 paper balls per person)
Case Study: Entrepreneurial Skills	15 minutes	To learn about a successful African entrepreneur.	

Preparation:

- Write the following questions up on the flipchart:
 - *What is my best talent or skill that I could turn into a business for this marketplace?*
 - *What do the people in my community want or need?*
 - *How can I make my stall look different and unique?*
 - *How can I make my stall more attractive than the others?*
- Prepare the paper scraps and paper balls. Make sure there are enough for 3-5 scraps and 3-5 balls per person.

1. Introduction (15 minutes)

Say: *In our previous session, we looked at the type of mindset that can move us forward in business. But in order for us to really be successful, we need some skills, too.*



Ask: *What kind of skills do you think you need to be successful as an entrepreneur?*

Do: Allow the participants to give some answers.

Do: Make a list of the qualities that the groups share.

Thank them for their participation.

Make sure this list includes:

- *Knowing talents and strengths*
- *Using listening and empathy to predict what people want*
- *Being a good negotiator*
- *Marketing*
- *Good customer service*
- *Planning*
- *Decision-making*
- *Assertiveness*
- *Resilience*

Say: *All of us have some of these skills already, but it will be fun to put them to the test. That way, you can also think about which of these skills you need to improve on.*

2. The indoor marketplace (90 minutes)

Say: *For us to become aware of our talents in business, we are going to create an indoor marketplace right here and right now for our agri-business. Each of you will spend some time thinking about what you could sell in an outdoor market.*

Step 1



Hand out paper and art materials to everyone. Reveal the questions you have written up on the flipchart.

Invite each participant to spend 20 minutes writing or drawing their answers to the questions on the flipchart.

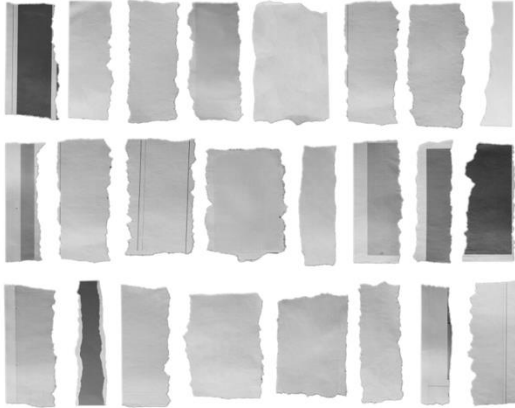
Flipchart questions:

- *What is my best talent or skill that I could turn into a business for this marketplace?*
- *What do the people in my community want or need?*
- *How can I make my stall look different and unique?*
- *How can I make my stall more attractive than the others?*



Step 2

When the 20 minutes is up, divide the participants into two groups. To Group 1, hand out small pieces of paper that will represent their product, goods or service. To Group 2, hand out some small paper balls. Explain that 1 piece of paper costs 1 paper ball.



Step 3

Invite Group 1 to stand in a big circle around the room holding their papers with their ideas and thoughts.

Invite Group 2, to be the marketplace customers. Encourage them to move around the stalls, talking to the stall owners and finding out about what they are selling.

It is the job of Group 1, to collect as many balls as possible by selling their goods. They need to think about which skills they need to connect with their customers.

Give the customers 15 minutes to move through the stalls and spend their paper balls. Feel free to have some fun with this.

Step 4

Once the 15 minutes is up, ask each person in Group 1 to count their number of paper balls. Whoever has the most paper balls wins the first round!



Step 5

Now the groups should swap, so now Group 2 is standing in a big circle holding their papers and Group 1 become the customers. Repeat the process of buying and selling, again, they have 15 minutes. Once the 15 minutes is up, ask each person in Group 2 to count their number of paper balls. Whoever has the most paper balls wins the second round!

Ask:

- *How was that?*
- *What were the most important skills?*
- *Which skills do you think you need to improve?*
- *Why do you think the winners of round 1 and round 2 were so successful?*

2. Case study – Entrepreneurial skills (15 minutes)

Zimbabwean student Ruvimbo Katiyo, graduating from Berea College in Kentucky, is making a splash with her uniquely African fashions!



Ruvimbo Katiyo has created the Hair and Beauty Hub, a platform that connects brands and customers in ethnic hair and cosmetics. She has held workshops all over Zimbabwe doing product awareness and educating customers on proper hair care. Ruvimbo was also involved in the production of Zimbabwe Hair Show, the first ever Zimbabwean television show focusing on ethnic hair styles. Ruvimbo is also a fashion and jewelry designer.

Here is a quick question and answer session with this exciting young African entrepreneur.

Q: How would you best describe Ruvimbo?

A: *I am a fighter, an aggressive one and I am a high achiever. I do not know what it means to give up. If I want something, no barrier can stop me. I will manoeuvre my way till I achieve*

it. I don't believe in short cuts; hard work and prayer are my mantra. I am also very inquisitive.

Q: What's A Typical Working Day Like For Ruvimbo?

A: My day is never the same and is never predictable but one thing that is consistent is my morning routine. When I wake up, I work out for 30 minutes every day. I resigned from my 8-5 to focus on my entrepreneurial ventures, so my working hours vary a lot. I can be in my studio working on some jewellery pieces or some fashion designs or I can be out for a meeting or doing some consulting work for a client or you can see me conducting a workshop. It's never one thing. I will be starting my post graduate studies soon, so recently I have been studying a lot and also working on improving my French to professional proficiency.

Q: Ruvimbo has such a fresh dress sense, where do you draw your fashion inspiration from?

A: I like dressing up and looking great but I am very economical as well. So, I don't splurge on clothes, I design and make what I wear and I always make sure the cuts are perfect fit in order to complement my figure. Having that ability to make my own clothes and jewellery allows me to be as creative as I can with my look at a very minimal cost and it also gives me confidence knowing that my outfits are unique and my look is distinct.

Q: When did you realize you were passionate about fashion and do you have plans for this passion?

A: Since primary school, that's why I did fashion and fabrics till O' Level. And my maternal grandmother likes sewing and is very fashionable. I pinch some of her vintage outfits from her wardrobe and modify them to my taste. She gave me a sewing machine when I was in Grade 5 and that aided in nurturing my talent. While in the USA, going to fashion shows in New York, Washington DC, Atlanta and Texas just opened my eyes even more to the world of fashion and afforded me the opportunity to see what the international market is like. I would like to hone my skills and make a huge impact commercially.

Q: Any words of wisdom to the youth of Zimbabwe?

A: Building and maintaining good relationships with people is very important regardless of color, status or creed. Those who are in business if you are offering a service, your customers are imperial. Provide them with the best possible service that will make them want to associate with your brand. That is how you build a strong client base. In all our endeavors let's be resilient and steadfast, giving our best efforts for a better tomorrow. There is no substitute for hard work, may hard work, honor, forthrightness and integrity preside over us in our undertakings.

Say: Ruvimbo's story is very inspiring and she mentions many skills in her interview.

Ask:

- *How was it, to hear Ruvimbo's story?*
- *Was there anything that stood out for you?*
- *How do you think stories like this can help you in your own journey?*

Session 13

FINDING A JOB

TIME: 1 hour 30 minutes

SKILLS DEVELOPED:

- Self awareness
- Listening
- Empathy
- Economic empowerment

ELA Sessions

New ELA sessions

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Introduction	20 minutes	To identify what jobs are available in the community	
Activity: Low Hanging Fruit	40 minutes	To identify ways of getting the jobs most easily available in the community	Flipchart Paper Art materials
Activity: My Dream Job	30 minutes	To think about our dream jobs	Flipchart Paper Art materials

Preparation

Prepare two flipcharts with the following:

Flipchart questions:

- *What are the easiest and simplest jobs available?*
- *What skills do we have that could help us get these jobs?*
- *Why do we not have these jobs, yet?*
- *Who do we know who could help us to get these jobs?*

Flipchart questions:

- *What is my dream job?*
- *What skills and strengths do I have that can help me do my dream job?*

- *Why do I not have it, yet?*
 - *Who do I know that could help me to get this dream job?*
- 1. Introduction (20 minutes)**

Say: Welcome back, everyone. In our last two sessions, we spoke about how to think like an entrepreneur. But not all of us will be entrepreneurs, some of us will be more comfortable finding a job working for someone else.

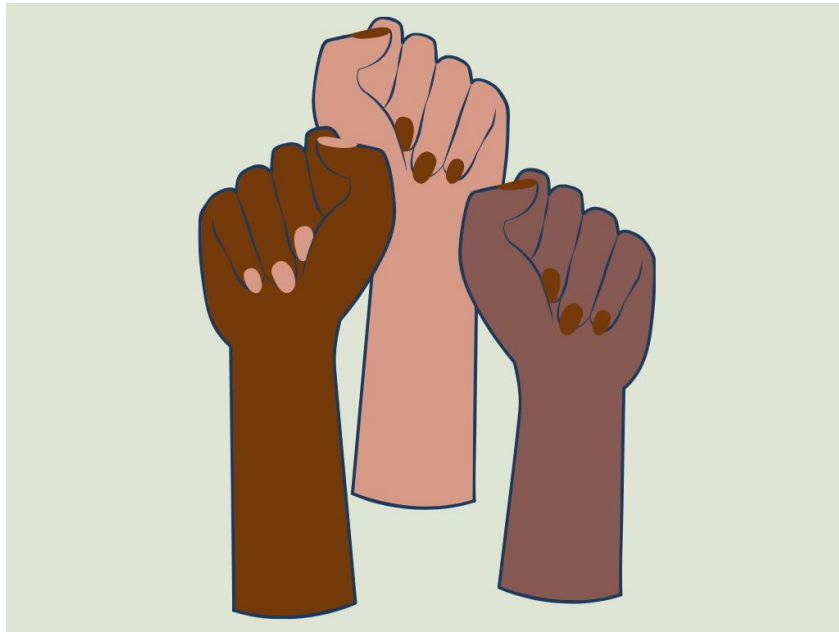


Ask:

- *What jobs are available in your community?*
- *Is it easy or difficult to get a job? Why do you feel that is?*
- *What type of people seem to be able to get jobs in your community?*
- *We spoke about the mindset we need in order to be an entrepreneur. What kind of mindset do you think you need to find a job?*

This list should include:

- *A positive mindset*
- *Never give up*
- *Be a good listener*
- *Be enthusiastic*
- *A good team player*
- *Hard working*
- *Friendly and open*
- *Dedicated*
- *Hungry for work*
- *Knowing what you want*



2. Low-hanging fruit (40 minutes)

Step 1

Split participants into 5 groups. Invite each group to form a circle and give them paper and something to write or draw with.

Step 2

Explain to the participants that in their groups, they have 5 minutes to discuss and list the easiest, simplest jobs in the community.

Step 3

Once the 5 minutes is up, reveal the questions you have written on the flipchart. Explain to the groups that they have 20 minutes to discuss the questions with one another.

Flipchart questions:

- *What are the easiest and simplest jobs available?*
- *What skills do we have that could help us get these jobs?*
- *Why do we not have these jobs, yet?*
- *Who do we know who could help us to get these jobs?*



Step 4

When the 20 minutes is up, invite each group to share two of the most interesting pieces of information they came up with.

Ask:

- *How was it, to think about finding jobs in this way?*

Congratulate the groups on their hard work.

3. My dream job (30 minutes)

Step 1

Hand out a piece of paper and art materials to each participant.

Step 2

Explain that they will now be thinking about their dream job. There are no limits here, it can be ANYTHING they want. Encourage the participants to think big.



Reveal the questions on the flip chart and explain that they have 15 minutes to write or draw about their dream job using the questions as prompts.

Flipchart questions:

- *What is my dream job?*
- *What skills and strengths do I have that can help me do my dream job?*
- *Why do I not have it, yet?*
- *Who do I know that could help me to get this dream job?*

Step 3

When the 15 minutes is up, invite the participants to break into pairs. They each have 5 minutes to share with their partner about their dream job.

Step 4

Ask:

- *How do you feel about your dream job, now?*

Do: Allow some of the participants to respond to the question.

Thank the participants for their responses.

Say: It is not always easy to find a job, but when we are strategic about it and dedicated to finding one, it can raise our chances of success.

Step 5

Invite each participant to say their dream job out loud. Clap and cheer for each other's future success!



Session 14

GOALS AND DREAMS FOR THE FUTURE

TIME: 2 hours 15 minutes

SKILLS DEVELOPED:

- Self awareness
- Internal resilience

ELA SESSIONS

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New ELA session

ACTIVITY	TIME	OBJECTIVES	MATERIALS
Introduction	5 minutes		
Gallery Walk	15 minutes	To recap the concepts covered during the week	Refer to all flipcharts
Activity: Drawing my Dreams	30 minutes	To become aware of our goals and dreams	Paper Art materials
Case Study: Overcoming Obstacles	20 minutes	To hear the story of someone who faced extraordinary challenges and overcame them	
Activity: My Own Obstacles	20 minutes	To think about how we can overcome challenges in our own lives	Paper Art materials
Celebrating Each Other and Saying Goodbye	45 minutes	To celebrate one another and say goodbye	Paper Writing and art materials

1. Introduction (5 minutes)

Say: We have now come to the end of our workshop. In this, our final session, we are going to turn to the future and think even more about our hopes and dreams before we say goodbye. We will be using our creativity to become aware of some new dreams that may have developed for us as well as thinking about some of the obstacles that will come into our paths along the way.

2. Gallery Walk (15 minutes)

Walk the participants around the room showing them the important concepts they have learnt this week. These include:

- Thinking about their life story, the important people they have had in their lives and their compost heaps
- Defining their self concept and their personal support system
- Identifying strengths and how they might use these more in life and in work
- Being able to identify positive and negative emotions with high and low energy with a particular focus on anger
- Learning about growth mindsets and how to question our negative thoughts
- Empathy and listening skills
- How gender impacts on our lives
- Healthy and unhealthy ways of coping
- Entrepreneurial qualities and skills
- Three ways to find your first job
- Establishing goals and dreams for the future.

3. Drawing my dreams (30 minutes)

Step 1

Hand out paper and art materials to each participant.

Say: We have been on a long and interesting journey together. Now, it is time to focus on what we might do now that our time together is coming to an end.



Explain to the participants that each of them will draw their dreams and goals for the future. They should reflect deeply about the skills and talents they have that could make those dreams a reality.

They have 20 minutes to do this.

Step 2

Split the participants into pairs and invite them to each spend 5 minutes sharing about their hopes and dreams with their partner.

Say: Not every path is straight, sometimes we have twists and turns and challenges come into our lives. We are going to learn about someone who had to overcome enormous challenges and obstacles to achieve her goals and dreams.

4. Overcoming obstacles – Malala (20 minutes)



Malala Yousafzai was born on the 12th day of July in 1997 in Pakistan. In the region of Pakistan where Malala lived, a group called the Taliban decided that girls should not attend school. Malala's dream was to go to school and for all girls to go to school with her, so when

she was 11 years old she began protesting against the ban and she soon became famous for her activism.

On 9 October 2012, while on a bus after taking an exam, Malala was shot by a Taliban gunman in retaliation for her activism. Malala was hit in the head with a bullet and for a long time, it seemed as though she might die. But Malala recovered and left Pakistan to live in the UK.

The attempt on her life sparked an international outpouring of support for Malala and the Taliban were told to stop all their activities.

Even though the Taliban threatened to try and shoot her again, Malala has continued her activism. She co-founded the Malala Fund, wrote a book called "I am Malala" and was awarded the Nobel Peace Prize in 2014.

Malala is now studying politics and economics in the UK.

Ask:

- *What do you think people like that do to overcome obstacles?*
- *What qualities do they have?*
- *Is there anything in particular about Malala's story that inspired you?*

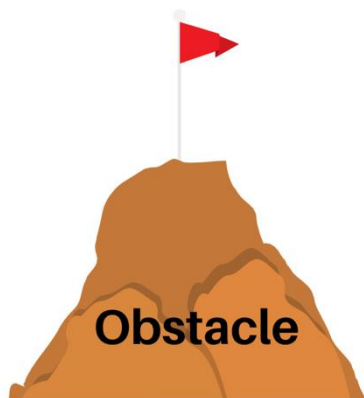
Say: *Take 5 minutes to Think quietly to yourself about the qualities that you might have to get you through challenges and obstacles.*

Do: Give the participants 5 minutes to think about this for themselves.

5. My own obstacles (20 minutes)

Step 1

Invite participants to spend 10 minutes thinking about and drawing some of the challenges they might face on the road to their dreams. They should also think of the skills and qualities they might possess that could help them overcome these challenges.



Step 2

Invite participants to once again move into their pairs and share for 5 minutes each about some of the challenges they may face on the way to achieving their goals and dreams.

Step 3

Invite everyone to hold up their dreams high in the air. Invite them to repeat after you:

OUR DREAMS ARE AMAZING.

OUR DREAMS ARE POWERFUL.

I WILL NOT GIVE UP.

I AM STRONG.

End with a loud cheer!



6. Celebrating each other and saying goodbye (45 minutes)

Step 1

Say: *And now, it is time for us to say goodbye! We have a special way that we do this.*

Hand out a piece of paper and drawing/writing materials to each participant.

Step 2

Explain that they should each place their hand on a piece of paper and draw an outline of their hand. When that is done, they should write their name at the top of the paper.



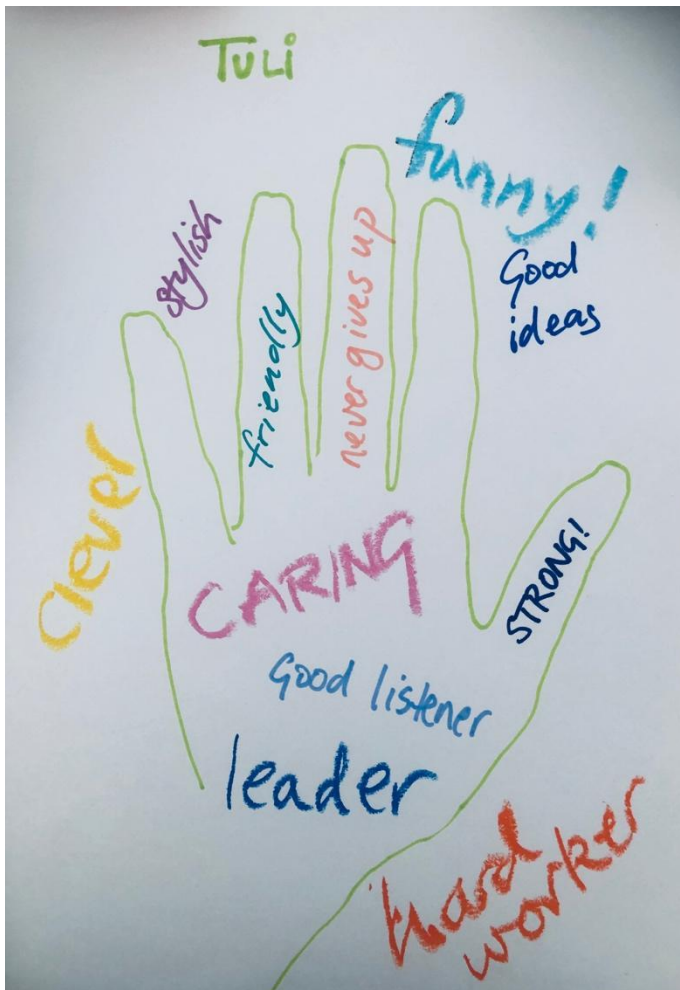
Step 3

Once this is done, invite each participant to pass their paper to the person on their right. That person should then write one word about what they admire in that person.



The participants should continue doing this, writing one word inside each person's hand until the hands are full of love and admiration.

The activity ends when your hand comes back to you.



Step 4

Say: *Thank you everyone, for your dedication and participation this week. It has been very special to get to know you. I hope that those hands will remind you of the special qualities you possess in times where you might doubt yourself.*

Step 5

As a final goodbye, invite all of the participants to chant with you and then clap and cheer for the end of the workshop and the start of a new life.

Chant:

“POWER”

“POWER”

“POWER”

“POWER”

“POWER!”

