



university of  
 groningen



# **“RADIATE YOUR LIFE GOAL WITH CONFIDENCE AND COMMUNICATION SKILLS”**

**- a training for TYM women**

# Vinh Phuc 2023

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**OVERVIEW OF TRAINING ACTIVITIES IN EACH SESSION**

**OVERVIEW OF SESSION 1 TRAINING ACTIVITIES**

<b>Activities</b>	<b>Purpose(s)</b>	<b>Description</b>	<b>Methods</b>	<b>Time</b>	<b>Material/ Handout</b>
<i>Welcoming</i>	Welcome participants	Participants sign their name and trainers check the attendance	Trainers' explanation	3min	Annex A
<i>Ice-breaker</i>	Participants get to know each other	Trainers ask participants to share information about themselves and their expectations about the training	Plenary discussion	20 min	Slides session 1 + small ball
<i>Training introduction</i>	Informing of the overall training	Trainers explain the overall training and training topics	Trainers' explanation	10min	Slides session 1
<i>Session introduction</i>	Informing of the training session	Trainers explain the content of the 1st session	Trainers' explanation	3min	Slides session 1
<b>Activity 1.</b>	Identifying a life goal	Participants think of their future and identify one main life goal they want to achieve (participants write in the handbook) and identify motivations	Group exercise + plenary sharing	30min	Participant handbook + slides session 1
<b>Activity 2.</b>	How can small goals help achieve life goals?	Trainers share how small goals can help to achieve life goals with examples + Group reflection	Trainers' explanation + Group discussion + plenary sharing	35min	Slides session 1

FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

<b><i>BREAK</i></b>				15min	Snacks/drinks
<b><i>Activity 3.</i></b>	Setting SMART goals	Trainers teach about SMART criteria one by one and allow participants (working in groups) to revise their life goals and saving goals to make them SMART	Trainers' explanation + exercise in groups + plenary sharing	45min	Slides session 1 + Participant handbook
<i>Conclusion</i>	Concluding the session	Trainers summarize today's session and ask participants to share reflections	Trainers' explanation	5min	Slides session 1
<i>Reflection on session</i>	Participants reflect and share about today's session	Asking participants to share their thoughts on the session	Plenary discussion	15min	Slides session 1
<i>Wrap up</i>	Homework and questionnaire	Trainers introduce the homework for the next weeks and ask to fill questionnaire	Trainers' explanation	20min	Slides + questionnaire

FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

**OVERVIEW OF SESSION 2 TRAINING ACTIVITIES**

<b>Activities</b>	<b>Purpose(s)</b>	<b>Description</b>	<b>Methods</b>	<b>Time</b>	<b>Material/ Handout</b>
<i>Welcoming</i>	Welcome participants	Participants sign their name and trainers check the attendance	Trainers' explanation	5min	Annex A
<i>Warm-up</i>	Play a game to warm up	Trainers introduce a game to warm up the room	Game	10 min	TBD (by trainers)
<i>Recap of last session and homework</i>	To recap the session 1 learnings and to observe if participants did the homework	Trainers will ask a few participants to recap what they learned in the prior session and to share what they thought of the homework Trainers give a short summary	Plenary reflection + trainers' explanation	15 min	Slides session 2
<i>Session introduction</i>	Informing of the training session	Trainers explain the content of the 2nd session	Trainers' explanation	5min	Slides session 2
<i>Activity 1.</i>	Showing the video	Participants will watch a video of a role model who succeeded in her life goal of opening a small business	Projecting video	5-7min	Projector
	Reflection activity	Participants will first reflect on the woman's life goal and will then identify some qualities that the woman portrayed in the video Trainers briefly summarize the discussion	Group discussion and activity + trainers' summary	50min	A0 poster (1 per group) + markers Slides session 2
<b><i>BREAK</i></b>				15min	Snacks/drinks
<i>Activity 2.</i>	3C model. <b>Committing</b> to our goals	Participants are introduced to the 3C model for confidence and practice the first: commit to their goals	Trainers' explanation + individual activity	10min	Slides session 2 + handbook
	3C model. Identifying our	Participants play a game aimed at identifying their	Group activity +	30min	Slides session 2 +

FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

	strengths ( <b>Competence</b> )	strengths and strengths of others in their small group	plenary discussion		handbook + ball
	3C model. Having the <b>Courage</b> to overcome future barriers	Participants identify a potential barrier they might face on the way to achieving their goal and how they can overcome it with their strengths	Individual reflection & group discussion	30min	Slides session 2 + handbook
<i>Conclusion</i>	Concluding the session	Trainers summarize today's session and ask participants to share reflections	Plenary discussion	20min	Slides session 2
<i>Wrap up</i>	Homework and questionnaire	Trainers introduce the homework for the next weeks and ask to fill questionnaire	Trainers' explanation	30min	Slides + online questionnaire

**OVERVIEW OF SESSION 3 TRAINING ACTIVITIES**

<b>Activities</b>	<b>Purpose(s)</b>	<b>Description</b>	<b>Methods</b>	<b>Time</b>	<b>Material/ Handout</b>
<i>Welcoming</i>	Welcome participants	Participants sign their name and trainers check the attendance	Trainers' explanation	3min	Annex A
<i>Warm-up</i>	Play a game to warm up	Trainers introduce the "personal preferences" game to warm up the room	Game	10 min	Ball
<i>Recap of last session and homework</i>	To recap the session 2 learnings and to observe if participants did the homework	Trainers will ask a few participants to recap what they learned in the prior session and to share what they thought of the homework Trainers give a short summary	Plenary reflection + trainers' explanation	15 min	Slides session 3
<i>Session introduction</i>	Informing of the training session	Trainers explain the content of the 1st session	Trainers' explanation	3min	Slides session 3
<b>Activity 1.</b>	Showing the video	Participants will watch the same video as in session 2, this time focusing on communication	Projecting video	5-7min	Projector
	Reflection activity	Participants will recall the woman's life goal and will then identify some her communication qualities and how it helped her Trainers briefly summarize the discussion	Group discussion and activity + trainers' summary	40min	A0 poster (1 per group) + markers + tape Slides session 3
<b>BREAK</b>				15min	Snacks/drinks
<b>Activity 2.</b>	Learning about the 3W1H communication model and preparing a communication scenario	Trainers present the 3W1H model, using examples from the video and asking participants to reflect in pairs	Trainers' explanation + discussion in pair and writing in handbook	30min	Slides session 3 + participant handbook + handout #2

FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

<i>Activity 3.</i>	Practicing the 3W1H model in a role play exercise	Volunteer (2 pairs) will be called to do the role play in front of the class while the rest of the class observes and provides feedback on the role play (5-7 min for role play, 10 min for comments )	Role play in the plenary	40min	Slides session 3
<i>Conclusion</i>	Participants reflect and share about today's session	Trainers summarize today's session and ask participants to share their thoughts on the session	Plenary discussion	20min	Slides session 1
<i>Wrap up</i>	Homework and questionnaire	Trainers introduce the homework for the next weeks and ask to fill questionnaire	Trainers' explanation	20min	Slides + questionnaire

**OVERVIEW OF SESSION 4 TRAINING ACTIVITIES**

<b>Activities</b>	<b>Purpose(s)</b>	<b>Description</b>	<b>Methods</b>	<b>Time</b>	<b>Material/ Handout</b>
<i>Welcoming</i>	Welcome participants	Participants sign their name and trainers check the attendance	Trainers' explanation	3min	Annex A
<i>Session introduction</i>	Informing of the training session	Trainers explain the content of the recap session	Trainers' explanation	3min	Slides session 4
<b>Activity 1.</b>	Recap of the previous sessions	Trainers will ask participants in a first part to recall what they learned in the previous sessions	Groups activity and plenary sharing	30 min	Slides session 4 + A0 poster
<b>Activity 2.</b>	Reflecting on experiences and planning for the future: beyond the training classroom	Participants will reflect on experiences in different training topics (e.g., success stories and challenges faced). They will also be asked to think of how will they continue applying the training's learnings	Individual work with group discussion and plenary sharing	90 min	Slides session 4 + participant handbook
<i>Giving gifts</i>	Rewarding the most active participants	Trainers give the gifts to the most active participants in the training		5 min	Gifts for participation
<b><i>BREAK</i></b>				15min	Snacks/drinks
<i>Game</i>	Research: to conduct an experiment to assess the behavior of participants	<i>See game protocol for more explanation</i>		60 min	Game materials (see in game protocol)
<i>Wrap up</i>	Questionnaire	Trainers ask to fill questionnaire	Trainers' explanation	10min	Questionnaire

## SUMMARY OF EACH SESSION LAYOUT

### *Session 1 layout*

- Welcoming participants - 3 min
- Icebreaker. Getting to know each other – 20 min
- Introducing the overall training – 10 min
- Introducing today's session - 3 min
- **Activity 1.** Identifying life goals – 35 min
- **Activity 2.** How can saving goals help us achieve bigger goals – 25 min
- *BREAK – 15 min*
- **Activity 3.** Setting SMART saving goals to help us achieve life goals – 45 min
- Concluding the session - 5 min
- Reflecting on today's session – 15 min
- Introducing homework for the next session – 5 min
- Completing the questionnaire – 15 min

### *Session 2 layout*

- Welcoming participants – 5 min
- Warm up activity - 10 min
- Brief recap on last session and homework - 15 min
- Introducing today's session - 5 min
- **Activity 1.** Video about a confident woman achieving her goals - 10 min
- Group activity to reflect on the video – 50 min
  - What did we like about the story? What did the woman achieve and how? How did she overcome barriers? How did confidence help her?*
- *BREAK - 15 min*
- **Activity 2.** The 3C model of confidence – 70 min
  - Commitment. Committing to our goals - 10 min
  - Competence. Identifying our strengths - 30 min
  - Courage. Finding the courage to overcome barriers on the way of our goals - 30 min
- Concluding and reflecting on the session - 20 min
- Introducing homework for the next session – 10 min
- Completing the questionnaire – 15 min

### *Session 3 layout*

- Welcoming participants – 3 min
- Warm up activity - 10 min
- Brief recap on last session and homework - 15 min
- Introducing today's session - 3 min
- **Activity 1.** Video watching (focusing on communication) - 10 min
- Group activity to reflect on the video – 40 min
  - How did the woman communicate to achieve her goals/What was her communication style? Do you identify with the communication style?*
- *BREAK - 15 min*
- **Activity 2.** Learning and preparing a communication scenario according to the 3W1H model – 30 min
- **Activity 3.** Practicing the communication scenario - 40 min

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

- Concluding and reflecting on the session - 20 min
- Introducing homework for the next session – 5 min
- Completing the questionnaire – 15 min

### *Session 4 layout*

- Welcoming participants – 3 min
- Introducing today's session - 3 min
- **Activity 1.** Recap on the previous sessions - 30 min
- **Activity 2.** Experience sharing and planning beyond the training - 90 min
- Brief conclusion on the recap session - 5 min
- Giving gifts - 5 min
- BREAK (completing the questionnaire) - 15 min
- **Game** - 60 min
  - Instructions with the powerpoint - 20 min
  - Participants share their choice with trainers (Google form) - 10 min
  - Game activities - 30 min

## DETAILED GUIDELINE FOR THE SESSIONS

### SESSION 1 GOAL SETTING

#### Objectives and content of the session

##### *Objective(s)*

**Overall session's objective:** To reflect on life goals and to set small SMART saving goals to help us achieve our bigger life goal

##### **Specific objectives:**

- To think of the “road of life” (where we have come so far and where we are headed) and to identify a life goal
- To learn how small saving goals can help in achieving bigger goals
- To learn what are SMART goals and to practice setting small SMART saving goals to achieve bigger life goals

##### *Content*

This session aims at introducing the context of the training and aims.

- In the first activity, participants will reflect on their lives; they will be asked to identify one main life goal. Participants will be asked to reflect on their motives for their bigger life goals.
- In a second activity, women will learn how small goals, especially saving goals, can help them in achieving their bigger goals.
- Lastly, women will learn about SMART goals and will practice one SMART saving goal that can help them achieve their bigger life goal.

##### *Material needed*

- Participant registration sheets
- Projector with slides for session 1
- A0 posters and markers
- Small ball
- Participant handbook

## Facilitator instructions for the session

### *Welcoming participants (3 min)*

Welcome the participants to the room and make them feel comfortable in the room. Ask participants to sign their name on the registration sheet *Annex A* (ensure all participants are there).

### *Ice-breaker. Getting to know each other (20 min)*

- Inform the objective of the ice-breaker game to participants (to get to know each other better):
- Explain the ice-breaker game to participants:
  - Each participant introduces herself (name, age, and occupation) and shares one **expectation** for the training (or one reason why you chose to join this training).
  - Everyone stands up in a circle and tosses a ball around, the one who receives the ball shares her information and then throws the ball to another participant who didn't yet speak.  
*\*1 minute for each participant to share\**
- Trainers start by sharing their information then throw the ball to a first participant to share.

### *Introducing overall training (10 min)*

#### **Presenting the overall training program**

- Each session will last for half a day (about 3.5 hours) with 2 weeks in between.
- Participants come in groups of 5, and they will be provided with practice exercises to be done outside of the training sessions with their group (mostly online)
  - **Groups should be made with participants who know each other and should remain the same throughout the training**
- The sessions will be participatory, so it is important to create a space in which everyone feels that they can contribute and speak freely (we will discuss this in a minute).
  - The participants will be rewarded if they actively participate (gifts for the 5 most active at the end of the training)
- Trainers will facilitate the sessions; they will present concepts and will be there to answer questions.
- At the end of each session, participants will be asked to reflect on the session by answering a few questions.

#### **Introducing the participant handbook**

- Each participant receives one handbook in which they will do exercises in the class and complete homework outside the class.
- It is important that participants keep the handbook with them and bring it to class, as exercises build upon each other and sessions are linked together.

#### **Informing participants about participation incentives:**

- Trainers will put stamps in the handbook every time participants share in the plenary section (asking questions, or volunteering to participate/share).

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

- After the last session, the total stamps will be counted and the 5 most performing participants will receive small prizes.

### **Establishing some “ground rules” for the overall training:**

- Participants should respect others; each session should be an open safe space where everyone can share their opinion freely.
- Participants should not interrupt others while they are speaking- everyone should be able to share and express themselves fully.
- Participants should try to be on time for the sessions.
- Phones should be on silent mode and participants should go outside to pick up calls if necessary.
- **Emphasize that participation is crucial- the training will be more effective if participants join every session.**

Ask participants if they have questions on logistics, or on the training program. Take a few minutes to answer questions.

### ***Introducing today’s session (3 min)***

Inform participants of today’s session (goal setting):

- They are going to take time to think of their life plans or dreams
- They are going to learn how to set small specific goals that can help them in their life journey.

\*Ask participants if they have questions for today's session. Take a few minutes to answer questions.

### ***Activity 1. Identifying life goals (30 min)***

*Activity’s objective(s):* Visualizing goals set and achieved until now and identifying a main **life goal**.

#### **Introduction (3 min)**

Inform participants: “Now we will do an activity together to help you reflect where you want to go in your life. You are going to think deeper about your **life goals**.”

#### **Identifying a life goal and motivations (30 min)**

**Set up:** Ask participants to sit in their groups of 5 from the start of the activity.

**Part 1.** Ask participants to think of **one life goal** that is important to them and the motivations behind the life goal.

To help them with identifying the life goal, ask them to think of their life in 5-10 years - you can suggest to them to think of an event that they might face in 5-10 years. For example:

- A woman with young children may want to provide a good life to her children, namely by helping them attend a good university, or by supporting them to have a beautiful marriage.

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

- An older person may want to stay healthy to keep providing for her family.

-> Show different domains of life goals (on the slide): health, personal advancement, career, family, etc.

**Part 2.** Ask participants to reflect on their life goal motivation, ask the following questions:

- Why are you trying to achieve this life goal?
- How will it help you improve your life?

Ask participants to first reflect and write in their handbook individually \*5 min\*

Then participants share in their groups \*10 min total\*

Ask 3-4 participants to share in the plenary \*10-15 min\*

### ***Activity 2. How can smaller saving goals help us achieve our bigger goals (35 min)***

*Activity's objective(s):* Understanding how small goals, specifically saving goals, can help in achieving bigger life goals

**Set up:** Place participants in their groups of 5

**Part 1.** Introducing the activity and story

- Trainers introduce the activity's objective (mentioned above) to participants.
- Trainers share the success story of Ms. Tran Thi Chinh (projected on slides)

**Part 2.** Trainers ask participants to reflect on the story:

- Identify the 3 life goal(s) of Ms. Chinh
  - How did the saving goal help her achieve each of her bigger life goals mentioned above?

*\*Give participants 10 minutes to discuss in their small groups and to write on their poster\**

Ask a few participants to share their reflections in the plenary \*10 minutes sharing\*

Trainers give a few concluding remarks on the story:

- As you can see in the story, Ms. Chinh had a clear idea of what she wanted to achieve in the long run and planned well how she would save to achieve her bigger life goals.
- The story of Ms. Chinh is an example of how smaller savings goals helped in achieving bigger life goals.

**Part 3.** Trainers ask participants to reflect on their **own saving goal** that can help them achieve their bigger life goal

*\*Allow 10 min participants to discuss in their small groups and write down their saving goal in their handbook\**

----- **15 MINUTES BREAK** -----

### ***Activity 3. Setting SMART saving goals to achieve our life goals (45 min)***

*Activity's objective(s):* learning about SMART goals and practicing setting a small SMART saving goal to help in achieving life goals.

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

**Set up:** Ask participants to sit in their groups of 5 from the start of the activity.

- Trainers introduce the activity's objective (above)
- Explain what are SMART goals by showing the SMART chart on the screen.  
\*Show the SMART goal slide.
- Trainers introduce the SMART criteria: "The most important aspects to think about when you set a goal are the following:
  - Specific
  - Measurable
  - Achievable
  - Relevant
  - Time-bound"

### **Instructions for the activity**

- Trainers will define each term of SMART and will let the participants make their saving goal SMART; criteria by criteria
- Participants work in their small groups and will have about 5 minutes to discuss and write down their goal in each criteria
- After the group discussion in each criteria, some participants are asked to share in the plenary in 5 min
- Before starting the exercise, trainers should explain briefly the exercise and ask participants to take a brief moment to recall the saving goal they discussed in the previous activity
- During the exercise trainers should walk around the room and consult with the groups to see how the discussions are going

### **Criteria 1 – SPECIFIC**

A **SPECIFIC** goal answers the questions:

- Who is involved?
- What do I want to accomplish?

Example: a specific goal could be to create an *emergency fund*

*\*Give participants 5 minutes to discuss and write\**

*\*Ask a few participants to share in the plenary in 5 min\**

### **Criteria 2 – MEASURABLE**

A **MEASURABLE** goal allows for progress to be measured; it answers the question:

- How much do I need to save for my goal?

Example: a measurable goal might be to save *11m VND*

*\*Give participants 5 minutes to discuss and write\**

*\*Ask a few participants to share in the plenary in 5 min\**

### **Criteria 3 – ATTAINABLE**

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

An **ATTAINABLE** goal is a goal to which you are both willing and able to work towards. It is something that you can achieve. You need to develop the attitudes, abilities, and skills to reach your goal. It answers the questions:

- What can I do to work towards this goal?
- Which steps do I need to take to reach my goal?

Example: a goal can be made attainable by *cutting down on some expenses every week*.

*\*Give participants 5 minutes to discuss and write\**

*\*Ask a few participants to share in the plenary in 5 min\**

### **Criteria 4 – RELEVANT**

A **RELEVANT** goal is a goal that is important to you. It answers the questions:

- How will this goal help me?

Example: the emergency fund is relevant because it can help in overcoming challenges (e.g., COVID-19 pandemic)

*\*Give participants 5 minutes to discuss and write\**

*\*Ask a few participants to share in the plenary in 5 min\**

### **Criteria 5 – TIME-BOUND**

A **TIME-BOUND** goal is tied to a time frame. You need to set a time frame when you want to complete your goal. It answers the question:

- When do I want to achieve my goal?

Example: *5 months* is a time-bound example

*\*Give participants 5 minutes to discuss and write/draw\**

*\*Ask a few participants to share in the plenary in 5 min\**

### **Concluding the activity**

Trainers briefly summarize the importance of SMART goals and ask the participants if they have any questions

### ***Concluding the session (5 min)***

Conclude the session:

- Today participants reflected and identified a life goal.
- Now we understand the importance of setting life goals
- We learned why it is important to set small goals to achieve bigger ones and how to set small SMART goals.
- Emphasize that these skills should be used in their daily lives and that it is important to set small SMART goals to reach larger goals

### ***Reflecting on today's session (15 min)***

Ask some volunteers to share in the bigger group with some open-ended questions

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

- What did you enjoy most about today's session?
- Did you learn anything new?
- Was it easy to set a SMART saving goal?
- Does it help you visualize how you will achieve your bigger life goal?

Reassure participants: "There is no judgment, we are here to support one another, and your reflection or story can inspire another woman."

\*Ask 3 or 4 women (from different groups) to share their reflections.

Close the section by asking if participants have any questions or need clarifications on the session.

### ***Introducing homework for the next session (5 min)***

Explain to participants: that it is also important to implement and practice these behaviors regularly

Introduce the homework's objective: to make your life goal SMART and to revise your saving goal, with the ultimate objective to make your goals even more attainable.

**Part 1.** Make your life goal SMART

**Part 2.** Check your saving goal according to your revised life goal, will it still help you achieve your life goal?

⇒ If not, take a moment to revise it.

**Part 3.** Share your SMART life goal and saving goal in Zalo:

⇒ Encourage others to share their goals

Ask if there are any clarifying questions: "Are there any questions and or clarifications on the homework?"

### ***Filling the questionnaire (15 min)***

Ask the participants to complete the questionnaire on their smartphone

-> for those who do not have a proper phone, they can borrow from another member by logging in with their unique ID

Remind participants that the questionnaire is to understand if they liked the training, how the training helped, and what can be improved.

After they completed the questionnaire they can leave.

## SESSION 2

# CONFIDENCE TO ACHIEVE OUR GOALS

### Objectives and content of the session

#### *Objective(s)*

**Overall session's objective:** To reflect on what confidence looks like and how it can help in reaching goals and to practice the 3C model to improve confidence

#### **Specific objectives:**

- To watch a video and reflect on how confidence can help in reaching goals
- To learn about the 3C model to improve confidence
  - To remember goals set in the last session and *commit* to take consistent action
  - To identify our own strengths (*competence*)
  - To reflect on how to overcome barriers to achieve our goals with our strengths (*courage*)

#### *Content*

- In this session, women will reflect and will learn how confidence looks like through a role model in a video
- They will understand how confidence can help in achieving goals
- Women will learn about a practical model that can help them improve their confidence and through this model:
  - They will be more *committed* to their goals;
  - They will gain a better understanding of themselves by identifying their strengths **needed to achieve their goals** (*competence*)
  - They will gain *courage* by identifying on how their strengths can help overcome barriers to achieving goals

#### *Material needed*

- Participant registration sheets
- A0 poster (2\*4) and markers
- Projector with slides for session 2
- Small ball
- Participant handbook
- Handout #1

## Facilitator instructions for the session

### *Welcoming participants (5 min)*

Welcome the participants to the room and make them feel comfortable in the room. Ask participants to sign their name on the registration sheet *Annex A* (ensure all participants are there).

### *Warm-up game (10 min)*

Trainers select a game related to **solidarity** to warm-up the room (e.g., participants stand in a circle and give each other “massage”/rubbing back, and then switch the order of the circle - the meaning of the game is that you help someone and they will help you in return)

### *Reflection on last session learnings and homework (15 min)*

Remind participants of the last session’s topic (goal setting)

**Part 1.** Participants take a moment to reflect on the last session

- Take a moment to remember the life goal you set in the last session (looking at your handbook) and reflect on how you made your goals smarter  
\*Ask a 1 or 2 participants to share in the plenary (5-7 min) \*
- Trainers give a short summary of the last session (3 min):
  - We identified a life goal
  - We reflected on how a smaller saving goal can help us achieve our bigger life goal
  - We made our saving goal SMART

**Part 2.** Invite 1-2 participants to reflect on the homework (5-7 min)

- Ask participants if they completed the homework, if it was easy, if it helped them
- Trainers give a short summary of the homework:
  - In your homework, you made your life goal SMART and potentially adjusted your saving goal once more to make it more relevant to achieve your SMART life goal.

Thank the participants for sharing!

### *Introducing today’s session (5 min)*

**Trainers introduce the session:**

- In this session, participants will look at a video to reflect on what confidence looks like
- They will understand how confidence can help in achieving goals
- Participants will learn about a practical model that can help them improve their confidence and through this model, they will be
  - They will be more *committed* to their goals;
  - They will gain a better understanding of themselves by identifying their strengths needed to achieve their goals (*competence*)
  - They will gain *courage* by identifying on how their strengths can help overcome barriers to achieving goals

**Activity 1. Video and discussion (60 min)**

*Activity's objective(s):* Watching a video of a success story to reflect on what confidence looks like and how it can help in achieving goals

**Set-up:** Place the participants in their groups of 5 and ask them to choose a representative for this activity to share in the plenary (each group will present once).

Inform participants that they will watch a video today, focusing on confidence (they may take notes/make illustrations in your handbook during the video to discuss later). Establish a respectful environment that encourages inclusive participation (acknowledge that everyone has a unique experience and is encouraged to share and respect the person speaking).

*\*Show the 5 min video\**

**Instructions for activity:**

**Set-up:** Place the participants in their groups of 5 and each group gets a poster (A0 paper) and markers

**Part 1.** Ask participants to reflect on the story and identify the key themes of the story,

- Ask "Can you summarize in a few words what happened in the story? What was the life goal of the woman in the video?"

*\*Participants discuss in the small group in 5-10 minutes and write on the poster\**

**Part 2.** Ask participants to reflect on how they identify with the story:

- Ask "How do you feel about this woman/her story? Do you identify with the story? What did you like or dislike about the story? Why?"

*\*Participants discuss in the small group in 5-10 minutes and write on the poster\**

**Part 3.** Ask participants to reflect specifically on the level of confidence that the woman portrayed in the video

- Ask "In your view, do you think the woman seemed confident? What did confidence look like for the woman (identify a few key strengths of the woman)?"

*\*Participants discuss in the small group in 5-10 minutes and write on the poster\**

**Part 4.** Now, ask participants how those confident attitudes helped the woman

- Ask "How did these behaviors help the woman achieve her goals?"

*\*Participants discuss in the small group in 5-10 minutes and write on the poster\**

2 or 3 representative from different groups are asked to present their poster in the plenary in a few minutes *\*15 min in total\**

-> trainers collect posters afterwards and take a photo to be sent to RUG team (for research purpose)

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

Trainers then summarize the key points of the video:

Life goal and saving goal of Linh	<p><b>Life goal:</b> She dreamed to continue the maternal tradition of making Banh Mi and expand the business to better support and to have more time for her family</p> <p><b>Saving goal:</b> She planned to first save 15m in over 1 year and 3 months (1m every month from her salary) to start-up a small Banh Mi shop</p>
How did the strengths help Linh achieve her goals?	<ul style="list-style-type: none"> <li>- Ms. Linh was <b>family-oriented</b> and (2) <b>collaborative</b>, and (7) <b>humble</b>. She was aware of her weaknesses and asked for support and guidance from others, including her husband and mother. Because she shared her intentions, her family gave her support, and she collaborated with her mother to start and expand the business.</li> <li>- Ms. Linh was (9) <b>respectful</b> of others. She was able to ask others for advice on her business and she received valuable recommendations to expand her business</li> <li>- Ms. Linh is (6) <b>loyal</b> and (8) <b>considerate</b> to her family and community. She supported others in difficult moments, was thoughtful of others, and showed that she wanted to contribute to the family and community well-being. In return, her family and community helped her in difficult times and gave her good advice for her decisions.</li> <li>- Ms. Linh wanted to (4) <b>preserve traditions</b> and was (10) <b>sensible</b>; she considered others when making decisions and choices. Others felt appreciated and wanted to support this type of traditional, family-inspired business model.</li> <li>- Ms. Linh is (3) <b>attentive to others</b> and (5) <b>community-oriented</b>, she listens to others needs and desires and wants to contribute to the community. This helped her gain support from her community.</li> </ul>

----- 15 MINUTES BREAK -----

### ***Activity 2 - Discuss and practicing 3C model: commitment, competence, and courage (70 min)***

*Activity's objective(s):* Learning about the 3C model to improve confidence and practicing the tool in class

**Set-up:** Place the participants in their groups of 5 and explain the game:

Trainers briefly introduce the 3C model to participants:

- Commitment is about being dedicated and determined to achieve goals
- Competence is about having the necessary skills and strengths to achieve goals and believing in these skills/strengths (having confidence in our abilities/strengths)
- Courage is about having the confidence that we can overcome challenges, believing in our resilience

### **C. Committing to our goals (10 min)**

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

Trainers inform participants that in the 3C model, the first step is to set a goal (done in session 1) and to **commit** to this goal!

Trainers explain that in order to stay committed to our goals we need to make our commitment clear (like a contract with ourselves) and we need to track our progress. Trainers ask participants:

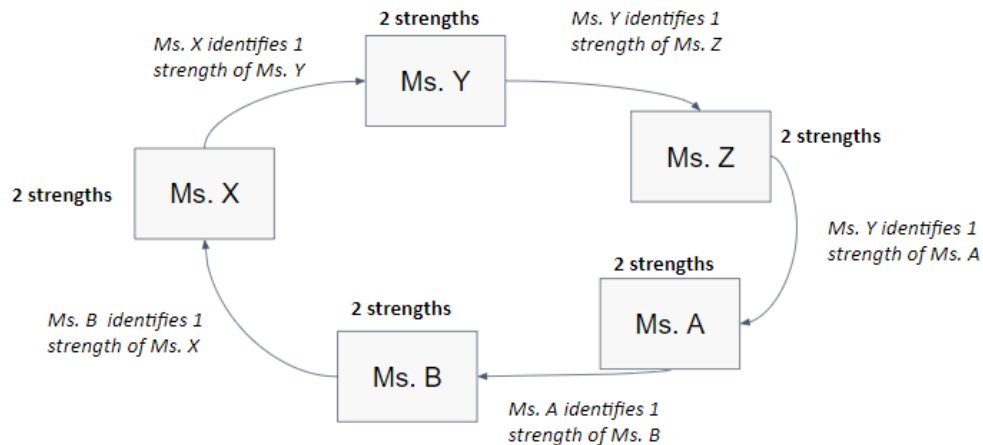
- Do you commit to achieve your goal?
- How will you track your commitment?
  - E.g., checking progress every month

*\*Give participants 3 or 5 min to briefly think and write down in their handbook\**

### C. Competence - Identifying our own strengths that can help us achieve our goals (30 min)

Instructions of the game:

- Everyone will identify 2 of their own strengths that can help them achieve their life goal (trainers give examples) and 1 strength of another group member (allow a moment to think before playing the game);
  - They should write it down in their handbook
- Members stand in a circle and share their two strengths clearly and loudly with confidence, as well as the one strength of the next person
- Then they throw the ball to the next person, and the exercise is repeated



### GIVE THE HANDOUT #1 TO PARTICIPANTS

*\*Give participants 5-10 min to think of their own strengths and of the strength of their partner (and write it down in their handbook)\**

*\*After participants wrote down in their handbook, give 15 minutes to play the game\**

Participants play the game and trainers observe - one or two volunteers are called and asked to share in the plenary about the exercise:

- Ask participants what they learned from the exercise;
- Did they identify new strengths that they didn't think of before?

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

- How did it feel to practice the exercise? Did they feel more confident after the exercise?  
*\*10 min\**

Trainers briefly summarize:

- We find more strengths than we thought, thanks to our group members
- When we recognize and say our strengths outloud it helps us to believe in ourselves
- We may feel happier/more confident about ourselves after this exercise

### **C. Courage - How to overcome barriers with our strengths to achieve goals (30 min)**

**Set up:** Place the participants in their group of 5.

#### **Part 1.** Remembering life goals.

- Ask participants to remember their life goal *\*3 minutes\**

#### **Part 2.** Identifying barriers in the way of our goals

- Ask participants to identify **ONE** barrier **EACH** that they might face in achieving their life goal
  - They will each write **one** barrier in their handbook *\*5 min\**
  - They will then discuss in their small group *\*5 min\**  
-> Trainers walk around and help participants (trainers also help participants link barriers to confidence)
- Ask 2 participants to share in the plenary (ask them what barrier their group identified and how they think it relates to confidence)  
*\*10 minutes to share in the plenary\**
- Trainers summarize how expected barriers might relate to confidence

#### **Part 3.** Identifying **HOW** strengths can help in overcoming barriers

- Ask participants to think of **HOW** their identified strengths (in Activity 2) can help them overcome their respective barriers
  - They will each write **how** their strengths can help them overcome the barrier they identified in their handbook *\*5 min\**
  - They will then discuss in their small group *\*5 min\**  
-> Trainers walk around and help participants (trainers help participants to understand **the way in which strengths can help them overcome barriers** - not just listing the strengths)
- Ask 2 representatives to share the group discussion in the plenary (ask them to share some examples discussed in the group and to share how the activity felt)  
*\*10 minutes to share in the plenary\**

Trainers summarize the activity:

- Many of the barriers we perceive on the way to our goals relate our confidence level, but we can see that we do have ways to overcome them with our strengths
- Being aware of expected challenges and recognizing that we have the skills/strengths/ways to overcome them can make us more confident about our future and that we can achieve our goals

### ***Concluding the session (20 min)***

Conclude the session:

- Confidence is important to reach our goals.
- To be more confident, we can follow the 3C model, first we need to **commit** to our goals, then we need to be aware of our **competences**, and finally we need to be **courageous** to overcome the challenges on our way.
- Confidence is not something that is built in one day - we need to continuously and actively work on ourselves, and it is crucial to have a good knowledge of ourselves, so we can practice this model at home!

Ask participants to sit in a circle and to share reflections on today's session:

-> They can share anything about today's session, in one sentence (it can be about what they learned today, what was new to them, what they liked about the session, how they felt).

\*Do a round, make sure participants only share one sentence to stick to the time \*

Close the section by asking if participants have any questions or need clarifications on the session.

### ***Introducing homework for the next session (5 min)***

Now participants will practice the 3C model again at home now with **the saving goal**. They will i) identify NEW strengths, and ii) a barrier (a different one than in class) that they might face on the way to their saving goal. They will think how their strengths can help overcome the barrier.

- Practicing this exercise again and again is a good practice to realize that we are capable of overcoming any barrier in the future, to make us more confident.
- Participants may also identify new strengths that they had not thought of in the session.

They will share their story (the challenge they faced and how they used their strengths to overcome it) in Zalo with their group

-> In the next session, 1 or 2 participants will be invited to present their homework in the plenary

### ***Filling the questionnaire (15 min)***

Ask the participants to complete the questionnaire on their smartphone

-> for those who do not have a proper phone, they can borrow from another member by logging in with their unique ID

Remind participants that the questionnaire is to understand if they liked the training, how the training helped, and what can be improved.

After they completed the questionnaire, they can leave.

## SESSION 3

# COMMUNICATING OUR GOALS

### Objectives and content of the session

#### *Objective(s)*

**Overall session's objective:** To reflect on what effective communication looks like and how it can help in reaching goals and to practice the 3W1H communication model

#### **Specific objectives:**

- To understand how effective communication can advance goal achievement
- To learn about the 3W1H communication model (What, Who, Why, How)
- To practice a communication scenario: Sharing your life goal to your husband

#### *Content*

- In this session, women will learn about the importance of good verbal communication.
- They will understand how effective communication (inside the household) can help them in achieving their goals.
- Women will learn about the 3W1H model for effective communication
- They will have the opportunity to practice in the session by doing role play and simulating a communication scenario with their husband where they need to share about their life goal

#### *Material needed*

- Participant registration sheets
- A0 poster (2\*4) and markers
- Projector with slides for session 3
- Small ball
- Participant handbook
- Handout #3 & #4

## Facilitator instructions for the session

### *Welcoming participants (5 min)*

Welcome the participants to the room and make them feel comfortable in the room. Ask participants to sign their name on the registration sheet *Annex A* (ensure all participants are there).

### *Warm-up game (10 min)*

Trainers introduce the “Princess, Prince, Lion” game to encourage communication for collaboration

#### **Instructions:**

- Divide the group in 2 groups:
  - Each group has 3 characters Princess, prince, and lion
  - Princess is scared of lion
  - Prince is scared of princess
  - Lion is scared of prince
- The group decides together which character they want to join the fight against the other group

Trainers conclude that the game introduced the importance of communication while collaborating and working together to solve problems.

-> We need to listen to others and work together to reach common goals (e.g., winning the battle)

-> We need to be able to communicate well to reach common goals (we will learn through the WWWHow model)

### *Reflection on last session learnings and homework (15 min)*

Remind participants of the last session’s topic (confidence)

**Part 1.** Participants take a moment to reflect on the last session

- Take a moment to remember the 3C model of confidence we discussed in the last session and reflect on what you learned
  - \*Ask a 1 or 2 participants to share in the plenary (5-7 min) \*
- Trainers give a short summary of the last session (3 min):
  - We made a *commitment* to our goals
  - We gained a better understanding of ourselves by identifying our strengths (*competences*) needed to achieve our goals
  - We identified how our strengths could help us overcome potential future barriers on the way to achieving our goals and this gave us *courage*

**Part 2.** Invite 1-2 participants to reflect on the homework (5-7 min)

- Ask participants if they completed the homework, if it was easy, if it helped them, how they felt after completing it (did they feel more confident in achieving their goals?)
- Trainers give a short summary of the homework:

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

- In your homework, you identified new strength(s) and you reflected on barriers on the way to achieving your saving goal and identified how your strength(s) could help you overcome the barrier

Thank the participants for sharing!

### ***Introducing today's session (5 min)***

#### **Trainers introduce the session:**

- In this session, participants will look at the same video as last time, this time focusing on communication
- They will understand how good communication can help in achieving goals
- Participants will learn about the WWWHow communication model (What, Who, Why, How) that can help prepare an effective communication scenario
- They will have the chance to practice a communication scenario: sharing their life goal with their husband doing a role play exercise

### ***Activity 1. Video and discussion (50 min)***

*Activity's objective(s):* Watching a video of a success story to reflect on effective communication and how it can help in achieving goals

**Set-up:** Place the participants in their groups of 5 and ask them to choose a representative for this activity to share in the plenary.

Inform participants that they will watch the same video as they watched in the last session, but this time they will focus on the communication skills of Ms. Linh (they may take notes/make illustrations in your handbook during the video to discuss later). Establish a respectful environment that encourages inclusive participation (acknowledge that everyone has a unique experience and is encouraged to share and respect the person speaking).

*\*Show the 5-7 min video\**

#### **Instructions for activity:**

**Set-up:** Place the participants in their groups of 5 and each group gets a poster (A0 paper) and markers

**Part 1.** Ask participants to remember the story and identify the key message of the communication scenario

- Ask "Can you recall in a few words what happened in the story? What did the woman communicate to her husband? What was her intention (why did she communicate to her husband)?"

*\*Participants discuss in the small group in 5-10 minutes and write on the poster\**

**Part 2.** Ask participants to reflect specifically on how the woman communicated with her husband in the video

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

- Ask “What communication strengths of Ms. Linh can you identify in the conversation with her husband?”  
*\*Participants discuss in the small group in 5-10 minutes and write on the poster\**

**Part 3.** Ask participants to reflect on how the communications strengths helped Ms. Linh:

- Ask “How did these communication strengths support Ms. Linh to achieve her goal?”  
*\*Participants discuss in the small group in 5-10 minutes and write on the poster\**

2 or 3 representatives from different groups are asked to present their poster in the plenary in a few minutes *\*15 min in total\**

-> trainers collect posters afterwards and take a photo to be sent to RUG team (for research purpose)

Trainers then summarize the key points of the video:

- **What:** Ms. Linh communicated with her husband about her life goal of opening a breakfast shop to better take care of her family and to contribute to the community
- **Why:** Ms. Linh’s intention was to seek advice and gain support from her husband
- **How:** Ms. Linh demonstrated the following communication strengths:
  - **Humble and collaborative:** She was not afraid to admit that she needed advice and support to achieve her goal. She listened attentively and empathetically to her husband’s opinion, and she wanted to work with others (namely her mother) to achieve her goals
  - **Attentive to others:** She demonstrated empathy and understanding towards her husband’s emotions and preferences, and she was receptive to his advice
  - **Respectful:** She showed that she respects the opinions and ideas of her husbands and others in the community, and she was able to engage in constructive dialogue seeking advice
  - **Considerate and loyal:** She was considerate of her husband and of others; she considered others’ opinions when making decisions, and she found a common ground by showing her loyalty to her family and community (wanting to contribute to the well-being of others). Her family and community wanted to support her in her dream.

----- **15 MINUTES BREAK** -----

### **Activity 2. The What Who Why How (3W1H) model (30 min)**

*Activity’s objective(s):* Learning the 3W1H model and thinking of a communication scenario based on participant’s story

**Note:** The trainer can engage the participants in the exercise by asking them what they think (e.g., what do you think is the meaning of the What criteria? What do you think is the importance of Why criteria)?

**Set-up:** Place participants **in pairs** to discuss the practical parts of the exercise and support each other write in their handbooks

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

### **Step 1.** Prepare **What** you want to communicate

- *Meaning:* **What** focuses on the content or message being communicated. It involves the core information or idea you want to convey.
- *Importance:* Identifying your message will help make your communication more relevant and concise.
- *Action:* Clearly define your subject matter
  - > What message/idea do you want to convey?
  - > What are some key points or facts you want to communicate?

Example: In the video, Ms. Linh wanted to share about her dream (life goal) of opening a breakfast shop to her husband

*\*Ask participants to think of WHAT they will share (recall their life goal and saving goal and write down a few key points), and write down in their handbook (5min) \**

### **Step 2.** Identify **Who** you are communicating with

- *Meaning:* **Who** refers to the intended audience or recipient of the communication.
- *Importance:* Understanding your audience can help you tailor (adjust) your message; adjust the tone of voice needed, the language style, and prepare key points to emphasize for potential challenges you may experience in the discussion.
- *Action:* Think about the characteristics, needs/preferences, familiarity with the audience, and level of knowledge of the audience.

Example: In the video, Ms. Linh communicated with her husband. She knew that he was very family-oriented (and so was she), and appreciative of when she asked for advice, so she emphasized on these points.

*\*Ask participants to think of the WHO with whom they will share (their husband), and write down a few of his characteristics/ideas on his preferences in their handbook (5min) \**

### **Step 3.** Identify **Why** you are communicating your message

- *Meaning:* **Why** delves into the purpose of the objective of the communication.
- *Importance:* Understanding the purpose of the communication helps to shape the tone, approach, and desired outcomes. It also helps to communicate the relevance and value of the message to the audience
- *Action:* Define the purpose or objective of the communication

Example: In the video, Ms. Linh communicated with her husband to gain his support and seek his advice in pursuing her dream.

*\*Ask participants to think of WHY they will share about their life goal and their saving goal (following the example of Linh), and write down in their handbook (5min) \**

### **Step 4.** Set the tone: **How** will you communicate your message

- *Meaning:* How refers to the methods and strategies employed to convey the message.
- *Importance:* By considering “how”, you can adjust your communication style and adapt it to different situations.

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

- *Action*: Think about all the steps before (what, who, and why) and identify the best way to communicate your message.

Give the **HANDOUT #2** to participants and share example in the video, Ms. Linh used the following strategies:

- Be **humble** in your communication style:
  - Be confident in seeking advice and support
  - Listen attentively and empathetically to the other's opinion  
Showing your willingness to **collaborate** to reach shared goals can be a sign of humility and can help you sympathize with the other
- Be **attentive** to the other:
  - Show empathy and understanding towards the other's emotions and preferences
  - Be receptive to their advice
- Be **respectful**:
  - Show that you respect the opinions and ideas of the other
  - Engage in constructive dialogue seeking advice
- Be **considerate** of others:
  - Consider others' opinions when making decisions.
  - Find common grounds, for example by showing your **loyalty** to the audience (wanting to make a positive contribution for the other as well)  
Others will want to support you in return.

*\*Ask participants to think of HOW they will share, following some communication strategies of Ms. Linh and write down in their handbook (5min) \**

### **Activity 3. Practicing a communication scenario (40 min)**

*Activity's objective(s)*: Practicing the 3W1H model in pairs as role play (one participant practices and the other plays the role of the husband)

#### **Instructions:**

- The participants will practice their communication scenario by doing role play (in pairs - the same as the previous activity) in front of the class
- First, give them **HANDOUT #3** to remind them of the overall instructions, and give them 5 minutes to think of what they want to share in the role play
- Ask 2 pairs to come in front of the class and do the role play (1 by 1 and allow 5-7 min for each to do the role play)
- Other participants in the class observe and take notes on the strengths and weaknesses of the discussion. They answer the following questions:
  - Was the message communicated well (clear and relevant)? Was it convincing?
  - How did she communicate? Did she follow the example of Linh?
  - What were strengths and weaknesses of the communication?
  - What could have been done differently?

*\*5-7 min for the role play, 10 min for discussion; 2x\**

### **Concluding the session (20 min)**

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

Conclude the session:

- Communicating our goals is the first step to start working towards them. It helps us to make our goals clearer, to get feedback and advice, and to gain support from others to progress towards our goals.
- To communicate effectively, we can prepare our speech by using the 3W1H model (identifying What we want to communicate, to Who, Why, and How we will communicate)
- Just like confidence, communication is not something that is built in one day - we need to continuously and actively practice and reflect on how we can improve our communication skills.

Ask participants to sit in a circle and to share reflections on today's session:

-> They can share anything about today's session, in one sentence (it can be about what they learned today, what was new to them, what they liked about the session).

*\*Do a round, make sure participants only share one sentence to stick to the time \**

Close the section by asking if participants have any questions or need clarifications on the session.

### ***Introducing homework for the next session (5 min)***

In the following 2 weeks, participants will leverage learnings from the class. They will practice their communication scenario in real life, if they feel comfortable enough, they can implement with their husband, if not they can practice again with a friend or in front of their mirror

After their practice, they will do a self-reflection asking themselves "What went wrong, what went right, what could I have done better" writing in their handbook

They will share their reflections (the strengths and weakness they identified while communicating to their husbands or challenge they faced) in Zalo with their group

-> In the next session, 1 or 2 participants will be invited to present their homework in the plenary

### ***Filling the questionnaire (15 min)***

Ask the participants to complete the questionnaire on their smartphone

-> for those who do not have a proper phone, they can borrow from another member by logging in with their unique ID

Remind participants that the questionnaire is to understand if they liked the training, how the training helped, and what can be improved.

After they completed the questionnaire, they can leave.

## SESSION 4

# RECAP OF ALL SESSIONS

### Objectives and content of the session

#### *Objective(s)*

**Overall session's objective:** This recap and integration session aims to reinforce the key concepts covered in the goal setting, confidence building, and communication sessions. It provides an opportunity for participants to reflect on their learning, share their experiences, and consolidate their knowledge in a collaborative setting.

#### **Specific objectives:**

- To recap learnings from the previous sessions (goal setting, confidence, and communication)
- To reflect on progress and challenges experienced in each topic
- To think beyond the training; to reflect on how to continue learning and improving in each training topic

#### *Content*

- In this session, women will spend time to review the key themes and lessons learned from the previous sessions
- They will reflect on success stories, progress, and challenges experienced in each training topic
- Finally, participants will have the opportunity to do a deeper reflection on their improvements in each topic and will reflect how they will continue applying learnings and continue progressing

#### *Material needed*

- Participant registration sheets
- Projector with slides for session 4
- A0 poster
- Small ball (optional for warm-up game)
- Participant handbook

**Facilitator instructions for the session**

***Welcoming participants (5 min)***

Welcome the participants to the room and make them feel comfortable in the room. Ask participants to sign their name on the registration sheet *Annex A* (ensure all participants are there).

***Introducing today’s session (3 min)***

**Trainers introduce the session:**

- In this recap session, participants will reflect on the previous sessions and will make a summary of what they learned in each session
- Participants will reflect and share experiences on each session; they will share about their experience in implementing learnings from each session’s topics, any challenges they may have experienced
- Lastly, participants will have a chance to plan for the future for each training topic; they will reflect on their updates/progress, and will think about how they can continue progressing in each topic.

***Activity 1. Recap of the previous sessions (25 min)***

***Objective of the activity:*** To help participants reflect on their learnings from the previous sessions (each group reflects on one training topic)

**Set-up.** Participants sit in their small groups of 5: they will discuss together (one of the topics below), write on their A0 posters, and then share in the plenary

Trainers will first ask participants to reflect on the key concepts and exercises covered in the previous sessions (each group will discuss 1 topic as presented in the below table):

- What did you learn in the previous sessions (goal setting, confidence, communication, in the video)? What has impacted you?

<b>Group</b>	<b>Topic to discuss</b>
Group 1	Goal setting
Group 2	Confidence
Group 3	Communication
Group 4	Video

*\*Participants first discuss their topic in their groups of 5 and write on the poster in 10 min\**

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

*\*Ask 1 representatives from each group to present their poster in a few minutes (10 min for all groups - about 2 minutes each to present)\**

-> trainers collect posters afterwards and take a photo to be sent to RUG team (for research purpose)

Trainers give a brief summary (5 min):

- We learned in session 1, that it is important to set life goals and reflect on the motives for these goals. Smaller saving goals can help us to achieve these bigger life goals. We also learned that we need to make our goals **SMART**.
- In session 2 and 3, we learned that *confidence* and effective *communication* are important to reach our goals.
  - To be more confident, we can follow the **3C model**; committing to our goals, being aware of our competences (strengths), and being courageous enough to use our strengths to overcome challenges.
  - To communicate effectively, we can prepare our speech by using the **3W1H model** (by identifying What we want to communicate, to Who, Why, and How we will communicate)
- In the video Ms. Linh showed her strengths; she was **humble** and **attentive**, willing to ask for advice from her husband. This helped her in her communication. She also was **respectful** in her communication style, she was **considerate** of her husband's opinions and advice, which helped her gain his support.

### ***Activity 2. Reflecting on experiences and thinking beyond the training (90 min)***

**Objective of the activity:** To encourage participants to reflect on their progress from the training session and to think beyond the training (how to apply the training's learning and to continue working towards their goals with confidence and good communication skills)

**Set-up.** Participants sit in their small groups of 5: they will discuss together and reflect, and write in their handbook.

### **Reflecting on the goal setting session (30 min)**

#### **Part 1. Reflecting on experiences during the training (15 min)**

Participants are first asked to complete Part 1 of the handbook page they are assigned to work on. They have 10 minutes to fill Part 1 in their handbook and then one volunteer will be asked to share in the plenary in 5 minutes MAX

1. Ask participants to first recall what they identified for themselves in the previous sessions. They will remember their life/saving goals.
2. Ask participants to share a **success story** of how they **progressed** towards their goals .  
-> Focus on success stories that result from the training session (not old success stories before the training)
3. Ask participants to share **challenges** they faced when applying the learnings from the training session. They will think of a challenge they faced while progressing towards their goals.

*\*Participants discuss in the small group and write in their handbook (10 min)\**

*\*Ask 1 volunteer to share in the plenary (5 min MAX)\**

### **Part 2. Thinking of the future: how to continue applying learnings in our lives after the training (15 min)**

Participants are now asked to complete Part 2 of the handbook page they are assigned to work on. They have 10 minutes to fill Part 1 in their handbook and then one volunteer will be asked to share in the plenary in 5 minutes MAX

Ask participants what they want to keep improving in their respective topic and how they will continue applying the learnings from the training in their lives. Ask them to reflect on the steps they will take to continue progressing towards their goals and how they will continue applying the SMART tools.

*\*Participants discuss in the small group and write in their handbook (10 min)\**

*\*Ask 1 volunteer to share in the plenary (5 min MAX)\**

### **Reflecting on the confidence session (30 min)**

#### **Part 1. Reflecting on experiences during the training (15 min)**

Participants are first asked to complete Part 1 of the handbook page they are assigned to work on. They have 10 minutes to fill Part 1 in their handbook and then one volunteer will be asked to share in the plenary in 5 minutes MAX

1. Ask participants to first recall what they identified for themselves in the previous sessions. They will remember the strengths they identified for themselves.
2. Ask participants to share a **success story** of a moment when they used their strengths.  
-> Focus on success stories that result from the training session (not old success stories before the training)
3. Ask participants to share **challenges** they faced when applying the learnings from the training session. They will think of a challenge they faced in confidence building.

*\*Participants discuss in the small group and write in their handbook (10 min)\**

*\*Ask 1 volunteer to share in the plenary (5 min MAX)\**

#### **Part 2. Thinking of the future: how to continue applying learnings in our lives after the training (15 min)**

Participants are now asked to complete Part 2 of the handbook page they are assigned to work on. They have 10 minutes to fill Part 1 in their handbook and then one volunteer will be asked to share in the plenary in 5 minutes MAX

## FACILITATOR GUIDELINE - TRAINING SESSION INSTRUCTIONS

Ask participants what they want to keep improving in their respective topic and how they will continue applying the learnings from the training in their lives. Ask them to think of what strengths they want to keep building/new strengths they want to acquire and how they will continue applying the 3C model.

*\*Participants discuss in the small group and write in their handbook (10 min)\**

*\*Ask 1 volunteer to share in the plenary (5 min MAX)\**

### **Reflecting on the communication session (30 min)**

#### **Part 1. Reflecting on experiences during the training (15 min)**

Participants are first asked to complete Part 1 of the handbook page they are assigned to work on. They have 10 minutes to fill Part 1 in their handbook and then one volunteer will be asked to share in the plenary in 5 minutes MAX

4. Ask participants to first recall what they identified for themselves in the previous sessions. They will remember the effective communication strategies they identified.
5. Ask participants to share a **success story** of when they used one of the effective communication strategies.  
-> Focus on success stories that result from the training session (not old success stories before the training)
6. Ask participants to share **challenges** they faced when applying the learnings from the training session. They will think of a challenge they faced in communication.

*\*Participants discuss in the small group and write in their handbook (10 min)\**

*\*Ask 1 volunteer to share in the plenary (5 min MAX)\**

#### **Part 2. Thinking of the future: how to continue applying learnings in our lives after the training (15 min)**

Participants are now asked to complete Part 2 of the handbook page they are assigned to work on. They have 10 minutes to fill Part 1 in their handbook and then one volunteer will be asked to share in the plenary in 5 minutes MAX

Ask participants what they want to keep improving in their respective topic and how they will continue applying the learnings from the training in their lives. Ask them to think of what communication skills they want to improve and on how they will continue applying the 3W1H model.

*\*Participants discuss in the small group and write in their handbook (10 min)\**

*\*Ask 1 volunteer to share in the plenary (5 min MAX)\**

***Closing of the recap (5 minutes)***

Trainers will:

- Express appreciation to participants for their active engagement throughout the training program, and
- Reiterate the importance of ongoing growth, of continuously working on our confidence and communication skills, to help us reach our goals.
  - It is also important to assess our goals on a regular basis, to assess if we are on track, if we need to adjust our goals, and what we need to continue progressing.

***Closing of the recap (5 minutes)***

Trainers give the gifts to the participants who were the most active during the training

----- **15 MINUTES BREAK** -----

***GAME (60 minutes)***

See game protocol

## HANDOUT #1 (for Session 2)

### Examples of strengths

<b>Strengths/</b>	<b>Definition</b>
<i><b>Family-oriented</b></i>	“I prioritize the well-being of my family’s and allocate time and attention to strengthen the family harmony”
<i><b>Collaborative</b></i>	“I do well in collaborative environments and actively look for opportunities to work with others to achieve shared objectives”
<i><b>Attentive to others</b></i>	“I actively listen and pay attention to the needs, desires, and requests of others, and I show interest and empathy in understanding their perspective and experiences”
<i><b>Tradition preserving</b></i>	“I recognize the importance of preserving and passing down traditions, customs, and cultural heritage for future generations”
<i><b>Community oriented</b></i>	“I actively aim to contribute to the well-being and progress of my community, engaging in initiatives and actions that can benefit the collective well-being”
<i><b>Loyal</b></i>	“I fulfill my commitments and responsibilities towards my family and community, prioritizing their well-being and standing by them through difficult and good times”
<i><b>Humble</b></i>	“I acknowledge my weaknesses and limitations and I am open to seeking support and guidance from others to continuously improve and work towards my goals”
<i><b>Considerate</b></i>	“I am thoughtful and attentive to the needs, feelings, and ideas of others. I take into account others’ opinions when making decisions and taking action.”
<i><b>Respectful</b></i>	“I deeply respect the opinions and ideas of others as I recognize the value of diverse perspectives. I actively engage in constructive dialogue and seek advice from others as a form of respect”
<i><b>Sensible to my environment</b></i>	“I am aware, deliberate, and thoughtful when making decisions and taking actions. I consider the consequences on others well-being, and I make choices after careful consideration of others”

## HANDOUT #2 (for Session 3)

### How to communicate effectively: *Some tips on effective communication skills...*

Be **humble** in your communication style:

- Be confident in seeking advice and support
  - Listen attentively and empathetically to the other's opinion
- Showing your willingness to **collaborate** to reach shared goals can be a sign of humility and can help you sympathize with the other

Be **attentive** to the other:

- Show empathy and understanding towards the other's emotions and preferences
- Be receptive to their advice

Be **respectful**:

- Show that you respect the opinions and ideas of the other
- Engage in constructive dialogue seeking advice

Be **considerate** of others:

- Consider others' opinions when making decisions.
- Find common grounds, for example by showing your **loyalty** (e.g., making a positive contribution for others as well)

**HANDOUT #3 (for Session 3)**

***Brief guidelines for the communication scenario to practice in class***

- 1) What:** You want to present your **life goal** and ideas about how you will achieve it (namely through your **saving goal**)
  
- 2) Who:** Anyone relevant (e.g., your husband, a family-member, a close friend)
  
- 3) Why:** You are seeking **support** to achieve your life goal and further advice on your saving goal
  
- 4) How:** You can follow the example of Linh:
  - Be **humble** in your communication style
  - Be **attentive** to the other
  - Be **respectful**
  - Be **considerate** of the other