Students Civic Engagement Training Curriculum

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1. About the Manual

What is the Civic Engagement and Employment Training Guide?

This manual is designed to provide potential trainers with six training modules focused on leadership and volunteerism to promote workforce and community engagement through experiential learning. While each module can be used as a stand-alone two-hour program, the module progression is collectively designed to build a comprehensive leadership program. Each module includes a one-page overview: module background, objectives, expected application, data collection plan, pre-training preparation, and module outline. The guide also includes training rationale, best practices tips for trainers, evaluation guide, glossary and printable worksheets.

What is the Civic Engagement and Employment Training Curriculum?

Through student-centered activities, the six training modules assist participants to improve their understanding of civil society and the link between volunteering and employment. This curriculum was designed by World Learning under the MEPI funded Promoting Education, Altruism and Civic Engagement- PEACE Project.

Who is the target audience of the training?

While this manual is designed for trainers, the target audience of the training content is Algerian university students and civil society members across the country. The content can also be easily adapted to different audiences for it tackles universal ideals and values.

Who can run the Civic Engagement and Employment Training Curriculum?

This manual is intuitive and self-explanatory, and it aims to allow any professional with minimum training experience to effectively run the modules. Nevertheless, for a most efficient facilitation, the trainer should:

- Read this manual carefully before the training;
- Be open-minded and tolerant of different opinions;
- Be flexible and adapt quickly;
- Encourage active participation and free expression of ideas;
- Promote active listening and respectful environment;
- Have good classroom and conflict management skills; and
- Learn about civil society and civic engagement in the Algerian context.

What are the training's intended outcomes?

By the end of the training, participants will be able to:

- Identify interrelated concepts of personal leadership and individual responsibility;
- Gain transferable skills applicable in the workforce and in the civic life of their community, including communication, collaboration, and goal-driven problem solving skills;
- Recognize their own identities and the identities of others; recognize obstacles faced by persons with disabilities, by youth, and by others in society; recognize the rights of others and recognize individual responsibility to develop strategies to overcome obstacles;
- Identify challenges, brainstorm solutions, and create action plans for problems they identify in the community and in the workplace;
- Link the development of civic engagement/volunteerism skills with critical skills necessary in the workplace;
- Develop a goal-oriented vision for themselves and strategies to overcome obstacles to that vision; and
- Identify strategies to be proactive in overcoming self-identified obstacles to being active volunteers in their communities and barriers faced by people with disabilities to participating equally in community strengthening activities.

What the Civic Engagement and Employment Curriculum is NOT

It is highly important to clarify that this curriculum is NOT:

- A series of teacher-led lectures;
- A training course that provides students with readymade definitions and theoretical backgrounds; or
- A degree course or another line to add on the CV.

Ideal classroom environment to run the training

- This program is designed to be implemented in a highly interactive classroom environment, applying experiential leaning techniques and following recommendations in the following two sections.
- The ideal class size is between 15 and 25 students.
- The ideal timing of the training is two hours per module, preferably run over the course of three days.
- As modules build on one another, it is important to run them in the order they appear in this manual. However, it is possible to run one of the modules independently if need be.

2. Approaches and Methodology

Rationale for Experiential Learning

What is Experiential Learning?

The experiential learning approach to training and teaching is designed to promote learning through self-discovery. Experiential learning is active, not passive. Unlike traditional models of teaching wherein the teacher/trainer lectures and the participants listen, experiential learning promotes the establishment of interactive learning environments to guide the learner to his or her own conclusions through self-discovery. While learners absorb information through lectures and readings, experiential learning promotes the incorporation of active, kinesthetic learning that includes movement, activities, and peer-learning. Research shows that participants recall the experience of learning through experiencing it personally, which in turn promotes increased retention rates of content delivered in the classroom.

How can Experiential Learning be implemented?

Experiential learning can be encouraged in a classroom in multiple ways. These modules rely on peer-to-peer learning and on participant self-discovery. A few approaches used in this curriculum include:

a. Group work. Participants analyze ideas and themes, prepare presentations, and exchange ideas in small and large groups. This encourages all participants to engage in the learning process through direct participation.
b. Interactive feedback. Participants learn from each other through commenting and reflecting on the ideas of others in small and large groups. Rather than presenting the trainer as the "expert," this empowers all participants to engage with the trainer and with their peers.
c. Peer-to-peer learning. Participants interact with each other in the classroom and learn directly from each other through discussions of their ideas and opinions.
d. Learner-centered classrooms. The classroom is a place to exchange ideas and for participants to reach their own conclusions. There are multiple ways to facilitate learning-centered classrooms, including:
    a. Establishing a contract or group policy for working together; participants themselves are setting rules for the classroom and have a stake in ensuring those rules are followed. An example of a rule that is often set by participants is that all learners should respect each other when speaking.

b. Step Up, Step Back. This is a policy set by trainers to ask participants to reflect throughout the training about how often they are contributing to a discussion. If they are not contributing, they may realize they need to "step up" and take part. If they are contributing often but dominating the conversation, they may realize that they need to "step back" and listen to others.
c. Student Talk versus Teacher Talk. Trainer should pay attention to the amount of time s/he is speaking to the class compared to the time participants spend talking and/or working in pair, group and class activities. Trainer should aim to limit his talking time to 20% of class time.

3. Best Training Practices

This section sites tips and best practices for trainers to run a workshop. The ideas here apply to the Civic Engagement and Employment Training Curriculum as well as any other training workshop.

1- *Clear Instructions*: While running your workshop, it is highly important that your instructions are always clear and well understood by the audience. Clear instructions ensure a smooth running of activities and save you a lot of time. In order for your instructions to be clear, make sure you
   - Use clear and simple language that everyone is familiar with
   - Keep your sentences short and concise
   - Use numbers to order your instructions
   - Emphasize keywords
   - Write down instructions on the board or provide support for visual learners
   - Avoid using long and complicated instructions
   - Break down activities into phases if they are complex
   - Try rehearsing the instructions

2- *Illustration, Modeling and CCQing*: A very effective practice that helps trainers clarify instructions and explanations is the use of Illustration and Modelling. Whenever you explain an idea, a rule or an instruction make sure you provide an example and/or model the activity. For example, if you ask students to list community issues in their town, list one or two examples of community issues in your community, "For example, in my community, there is a serious problem of traffic. Trash is also an issue where I live." Here are the main points that you need to know about Illustration and Modelling:
   - Examples are usually used to explain an idea; modelling is used for instructions
   - Examples should be concrete and as close to reality as possible
   - Examples should be simple and easy to understand
   - Task students to provide examples and model to keep them involved

3- *Concept Checking Questions*: One method to verify students' understanding of instructions and explanation is CCQing (Concept Checking Questions). If you only ask students if they understood after you are have explained a point, it is almost certain everyone will say yes. It is, therefore, important to check their comprehension by asking them to repeat the point or asking questions related to what you just explained. CCQing helps you:
   - Spot the students who did not understand the point or only understood one part of it
   - Task a student to repeat the point in a different way that might appeal better to some students
   - Identify what is missing in what you have just delivered so that you can complete it
   - Make sure students follow with you the entire time if they know they might be asked to repeat at any point

   Note: The objective of CCQs is NOT to embarrass the students who did not understand in front of the class. It is just to ensure complete understanding.

4- *Time Management*: When delivering a workshop, it is important to respect stick the time allocated for the session. While time management is a major challenge for most trainers/teachers, it is necessary to respect students' time and time of other trainers/organizers if the workshop is part of a larger agenda. Some tips to train yourself on good time management are:
   - Prepare a workshop plan with exact time allocated for every single activity

- Share the workshop plan with students to help you follow it
- Remind students of how much time they have before each activity
- Make sure you watch the time allocated for each activity
- Try to make up lost time from other activities
- Prepare a backup workshop plan in case you lose control of time: what are the most important activities? Which ones can you skip?
- After the workshop, reflect on the workshop plan to see what needs to be changed

5- *Managing group discussions*: While group discussions are very fun and seem like they require little preparation and effort from the trainer's part, they are very easy to go out of control. When running a group discussion, you want to make sure these situations do **not** happen:

- One or more students dominate the entire discussion
- One or more students are not involved in the discussion
- The conversation goes off the topic
- The conversation takes longer than planned
- Participants are disrespectful to each other
- No student is participating
- Students lose interest in the conversation

In order for you to avoid this situations, make sure you:

- Set rules in advance to encourage students to be respectful and non-dominant
- Task the shy students to answer specific questions
- Determine how much time you want to spend on the discussion activity and how much time you want to give for each question/topic
- Share your discussion plan with the class to encourage them to follow it
- Write your questions on the board beforehand to allow students time to think about them
- Ask students to discuss the questions in smaller groups if the class is too large to manage. Be sure to give clear instructions and specific assignments for each group.

6- *Running Group Presentations*: While presenting a group's work can be motivating for students, using the old fashioned way of presenting one group at a time might be a little boring for students, especially if class size is too big or presentations take place very often. Another challenge with this method is that it does not allow students equal timing for presentation/involvement or especially reflection on other presentations. Instead, there are several other ways to run group presentations such as:

- *Gallery Walk*: Have one representative of each group stand in one corner (with their poster) of the room while the rest of the class walk freely around the room. When group representatives receive visitors, they briefly present their work and allow time for feedback and questions. This method saves time, and gives students more time to interact with presenters. Also, the walking makes it more dynamic.
- *Grasshopper*s: Ask each group to designate one representative. Have group representatives rotate around other groups to present their work while host groups provide comments and suggestions. To keep it organized, announce the time limit for each representative to finish the presentation before everyone has to go to the next group.

- *Jigsaw*: If you have three to five groups of four, go to every group and assign a number between 1 and 4 for each participant in the group. Then ask all students to together with people with the same numbers (1s together, 2s together, etc.). Now each of the new groups has at least one representative from one of the previous groups. Give students time to complete the four different presentations and provide feedback. This method is very effective because every single students is involved in both presentation and reflection. You only need to prepare them before they start preparing the presentation, "Everyone is going to be responsible for representing their group, so make sure you all take notes."

Note: For all of these methods to work effectively, it is important to tell students how much time they have in advance, and keep a stopwatch to check the time during presentations.

4. Note to Facilitators

What do the boxes mean?

When you see a **Green Box** you know there are alternative ways you can deliver an activity. You may find the alternative suggestion easier to facilitate with your group. You also may have students repeat courses so changing the activities can change their experiences. You may just want variety in the way you implement the module!

When you see an **Orange Box** you know there is a suggestion that involves using technology: a video, a website, or a projection.

When you see a **Blue Box** you know that there will be more information about the content you are delivering. These are not designed to share with participants. They are designed to help you as the facilitator understand more about the material you are delivering so you are more comfortable facilitating a discussion!

When you see a **Red Box** you know it is a Trainer Tip! These are designed to suggest alternative ways of facilitating the activity based on the number of participants or the complexity of the module.

The **Purple Box** in the module overview marks the data that needs to be collected from each session in order to evaluate the impact of the training content on participants. Refer to **Data Evaluation Guide and Rubrics** for effective assessment guidelines.

5. Suggested Ice-Breakers and Warm-Ups

1- **Musical Chairs**: Have participants stand in a circle around a circle of chairs (the number of chairs needs to be the number of participants minus 1. For instance, if there are ten participants, you need to have nine chairs). Explain the rules to the group: you will play a song as they all walk around the chairs. Once the music stops, everyone has to sit down in the chair next to them. The last one standing is out. Then you take off another chair, and the do the same thing over and over until there is only one person left: the winner.

Note: Some might find this activity inappropriate, so you need to make sure your group is all comfortable playing it.

2- **Appointments**: This activity can help you make discussions more interactive and save time. If you want your students to discuss or share ideas about a certain topic, one thing you can do is use Appointments. Model on the board as you ask participants to draw a rectangle on a piece of paper. Inside the rectangle, they write on each line; 10:00, 12:00, 2:00 and 4:00, leaving enough space after each line to write a name. The result should look like Graph A below. After that, give participants one minute to walk around the room with their papers looking for appointments with different people. Participants cannot have two appointments with the same person or two people at the same time. When they are done, the get back to their seats. Their papers should now look like Graph B below. Now you give them the topic they are supposed to discuss, and you tell them to go to their 10:00 appointments. So everyone stands up next to the person they are have for 10:00 and discuss the topic. After a few minutes, you say it is 12:00, so they all go to their 12:00 appointments and so on.

10:00
……
12:00
……
2:00
……
4:00
……

Graph A

10:00
Ahmed
12:00
Sonia
2:00
Amine
4:00
Selma

Graph B

3- **The Moving Line**: Another way to run discussion activities is to have participants stand in two lines (with equal numbers) facing each other. You tell them that one of the lines will be the steady line and the other one will be moving; i.e. each time you clap your hands the first one in the moving line will go to the end and everyone else moves one step to the right. When you say GO, each person discusses the topic at hand with the one opposite to them. After a couple of minutes, you clap your hands and the moving line moves and everyone discusses the same topic with the person opposite to them (now everyone is talking to a different person). Like this, you need to clap your hands each time you want them to move. With this pace, within ten minutes, every one discusses the same topic for two minutes with at least five different people.

4- **Jigsaw**: This activity is helpful for reporting and sharing group work, If you are running a group work and you need a maximum of sharing and discussion between the groups, you can run this activity. Suppose you have three groups of four. Go around each group and assign a number (from one to four) to each member. Then ask all the ones to sit together the twos together, the threes together and the four together. This way, you will have four groups of three, and in every group there is one person from each of the previous groups. Now they can share what they worked on or discussed in the previous activity. It saves time, you do not have to go around the room for everyone to say something, and it saves a lot of time.

5- **Personal Numbers**: This is a good introduction activity that you can play at the beginning or in the middle of sessions. Start by writing on the board four different numbers that are significant for you (age, shoe size, number of kids, birth date, favorite number, number of purses, anything that is somehow significant to you. Then, briefly have participants try to guess what each number refers to in your life. Now that you have gotten people interested, give them a few minutes to write their own significant numbers on pieces of paper. Then ask participants to stand up in pairs and try to guess each other's numbers. Every few minutes, you clap your hands and everyone has to find another person to share the numbers with. You can go for a few rounds before you stop the process. This activity is really good for getting people to know each other.

> **Trainer Tip!** If you want to use this as an ice-breaker in the first session you can also mention in the instructions that everyone should learn their partner's name before they start guessing. You can also use "Moving Line" to run this activity if you want an organized switch of partners.

6- **Multiples of 3**: This is a good warm-up activity that you can use to energize your class, usually in the middle of a workshop. Estimated time is ten minutes, and it is a whole class activity that requires very basic math skills. First, have participants stand in a circle and explain instructions. The circle will count from 1 to the point when there is only one person standing, each student saying their respective number. The tricky part is when it is their turn to say the number 3 or any multiple of 3, the participant **cannot** say it. They should

clap their hands instead. So it should go as follows, "1, 2, Clap, 4, 5, Clap, 7, 8, Clap… etc." Whoever makes a mistake (says a multiple of 3 or claps when it is not a multiple of 3) is out. Use a test round to model the activity and ensure clarity of instructions before you start playing. Make sure the pace of the activity is a little fast to increase the level of challenge. The last participant standing is the winner. This activity is a very good energizer that you can play with different age groups and in any context.

7- **The Picture Hunt**: It is a very fun activity that you can use to at the beginning of a session to break the ice, as well as a targeted warm-up activity related to the theme of your session. Estimated time is 20 minutes. Nowadays, almost every has pictures on them, most probably on their phones. In this activity, students will work in groups to find as many pictures as possible matching the themes from a prepared list. To prepare for the activity, you need to compile a checklist of themes that you want students to work on. A typical list for an Ice-breaker activity may include: "A blonde baby portrait, a family portrait, friends on the beach, a bride and groom portrait, a live concert, a flower portrait, a picture from a stadium, and elderly couple, a three-generation portrait, a bird portrait, etc." You can also prepare a list of items that match with the theme of the workshop. For instance, if the theme is "Overcoming Collective Obstacles," the list can include, "Group work portrait, social issue portrait, physical work, brainstorming activity, success story portrait, civic engagement portrait, etc." Have students work in groups of 4, and explain the instructions: every group has to search their phones (or even pictures they carry with them) least one picture that matches with each item on the list. The group with the biggest number of checks is the winner. As they check off the item, the owner of the picture tells the group the story behind it. Encourage groups to involve all members in the group, and to keep their stories brief (one minute max). While no briefing is required for this activity, you may ask each group to report on their favorite picture if time allows.

8- **Personal Ringtones**: This is a 15-minute ice-breaker that encourages students to introduce themselves through ringtones. Ask students to take a minute to be ready to play their phone ringtones and explain what it tells about their personality. Then go around the class asking each student to first introduce themselves and then play the ringtone and talk about it. It is a fun activity that helps students feel comfortable with the class environment and their classmates. The use of phones can also appeal to teenagers and young participants.

9- **Bouncing Balls**: This is a highly interactive game that you can use to energize your class. To prepare for the game, you need 3-5 small balls (stress balls preferably). There are three different phases in the activity:

   a) Starting out with you, the participants randomly throw the ball to one another in the circle making sure **everyone** receives the ball and **no one** receives it more than **once** before the ball gets back to you. Also, encourage each participant to call out the name of the next person before they throw the ball.

b) Now participants throw the ball around the circle again in the exact same order they did in the first round. (Make sure you do not mention this detail before the first round). Remind students to call the names before throwing the ball.

c) Once phase B is complete, introduce two more balls. Repeat the same as phase B, throwing one ball at a time with 5 to 10-second intervals. Student should respect order and pace and no ball should fall down before it gets back to trainer.
You can repeat phase two or three times until it is perfected. You can also introduce one or two more balls. Also, allow time between rounds for students to discuss how they want to improve their performance in the next round.

While this activity can be used to work on your students' communications skills and group work, you can also play it as an energizer with any age group and in any context.

6. Guide to Module PPT Presentations

The Civic Engagement for Employment training modules are supported by PPT presentations to assist trainers in the facilitation of workshops and guide participants through activities. There is a total of 6 PPT presentations that match respectively with each module, highlighting key instructions, graphs and discussion questions.

Note:

While the presentations contain all the main instructions included in the module descriptions, they are only designed to accompany the facilitation of the activities and not instead of the Trainer's Guide. The trainer still needs to refer to the guide for a complete understanding of the content and an efficient facilitation of workshops.

Color Codes:

In order to further assist the trainer in determining the type of activity, the PPT Activities contain color codes that indicate whether it is: a) an individual activity, b) pair work, c) group work or d) a whole class activity. The type of activity is marked by a small bar in the top left corner, and here is the key to understand the color coding:

Blue	Individual Activity
Orange	Pair Work
Green	Group Work
Grey	Whole Class Activity

7. Data Evaluation Guide and Rubrics

This section provides directions to evaluate students answers work developed during the training sessions. Evaluating students' work helps trainer to a) Determine the success of training, b) Measure the impact of content and c) Identify areas of improvement.

The rubrics match with the purple "Data Collection" boxes in the corresponding modules. This guide scales answers on a 1-to-5 scale, 1 being "Meets the Criteria" and 5 "Basic Answer," and provides four main criteria to assess each module.

1- Module 1 Leadership

The following rubric is to evaluate the definitions of leadership provided by students before and after the training.

1 Meets the Criteria	✓ Provides a definition of leadership that mentions leadership styles ✓ Recognizes that everyone is a leader in their own way ✓ Identifies the characteristics of several leadership styles. ✓ Emphasizes on the importance of understanding each other's styles in order to effectively work in groups on achieving goals
2 Appropriate Answer	✓ Provides a definition of leadership that mentions leadership styles ✓ Recognizes that everyone is a leader in their own way ✓ Identifies the characteristics of several leadership styles. o Emphasizes on the importance of understanding each other's styles in order to effectively work in groups on achieving goals
3 Average Answer	✓ Provides a definition of leadership that mentions leadership styles ✓ Recognizes that everyone is a leader in their own way o Identifies the characteristics of several leadership styles. o Emphasizes on the importance of understanding each other's styles in order to effectively work in groups on achieving goals
4 Needs Guidance	✓ Provides a definition of leadership that mentions leadership styles o Recognizes that everyone is a leader in their own way o Identifies the characteristics of several leadership styles o Emphasizes on the importance of understanding each other's styles in order to effectively work in groups on achieving goals
5 Basic answer	o Provides a definition of leadership that mentions leadership styles o Recognizes that everyone is a leader in their own way o Identifies the characteristics of several leadership styles o Emphasizes on the importance of understanding each other's styles in order to effectively work in groups on achieving goals

2- <u>Module 2: Overcoming Individual Obstacles</u>

The following rubric is to evaluate the answers about responsibility at the beginning and at the end of the module.

1 Meets the Criteria	✓ Provides a definition of responsibility that includes helping others overcome their individual weaknesses and obstacles and defend their rights ✓ Recognizes that everyone has the responsibility to mobilize their strengths in order to help the growth of others in the community. ✓ Recognizes that everyone has strengths and weaknesses ✓ Recognizes that individuals are responsible for the growth of their community just as the community is responsible for their own growth.
2 Appropriate Answer	✓ Provides a definition of responsibility that includes helping others overcome their individual weaknesses and obstacles and defend their rights ✓ Recognizes that everyone has the responsibility to mobilize their strengths in order to help the growth of others in the community. ✓ Recognizes that everyone has strengths and weaknesses o Recognizes that individuals are responsible for the growth of their community just as the community is responsible for their own growth.
3 Average Answer	✓ Provides a definition of responsibility that includes helping others overcome their individual weaknesses and obstacles and defend their rights ✓ Recognizes that everyone has the responsibility to mobilize their strengths in order to help the growth of others in the community. o Recognizes that everyone has strengths and weaknesses o Recognizes that individuals are responsible for the growth of their community just as the community is responsible for their own growth.
4 Needs Guidance	✓ Provides a definition of responsibility that includes helping others overcome their individual weaknesses and obstacles and defend their rights o Recognizes that everyone has the responsibility to mobilize their strengths in order to help the growth of others in the community. o Recognizes that everyone has strengths and weaknesses o Recognizes that individuals are responsible for the growth of their community just as the community is responsible for their own growth.
5 Basic answer	o Provides a concise definition of responsibility that includes helping others overcome their individual weaknesses and obstacles and defend their rights o Recognizes that everyone has the responsibility to mobilize their strengths in order to help the growth of others in the community. o Recognizes that everyone has strengths and weaknesses o Recognizes that individuals are responsible for the growth of their community just as the community is responsible for their own growth.

3- <u>Module 3: Overcoming Collective Obstacles</u>

The following rubric is to evaluate the action plans developed by participants in **Part 4. Action Planning**

1 Meets the Criteria	✓ Explains how to work with authorities and obstacles in order to achieve goals. ✓ Identifies those who would support the implementation of the action plan and those who would oppose it. ✓ Explains how to use the right media tools to target the right people in order to serve project purposes ✓ Clearly describes the activities to be implemented, the data to be collected, the people to be involved and the timeframe needed to implement the activities.
2 Appropriate Answer	✓ Explains how to work with authorities and obstacles in order to achieve goal ✓ Identifies those who would support the implementation of the action plan and those who would oppose it. ✓ Explains how to use the right media tools to target the right people in order to serve the purposes o Clearly describes the activities to be implemented, the data to be collected, the people to be involved and the timeframe needed to implement the activities.
3 Average Answer	✓ Explains how to work with authorities and obstacles in order to achieve goals ✓ Identifies those who would support the implementation of the action plan and those who would oppose it. o Explains how to use the right media tools to target the right people in order to serve the purposes o Clearly describes the activities to be implemented, the data to be collected, the people to be involved and the timeframe needed to implement the activities.
4 Needs Guidance	✓ Explains how to work with authorities and obstacles in order to achieve the goals. o Identifies those who would support the implementation of the action plan and those who would oppose it. o Explains how to use the right media tools to target the right people in order to serve the purposes o Clearly describes the activities to be implemented, the data to be collected, the people to be involved and the timeframe needed to implement the activities.
5 Basic answer	o Explains how to work with authorities and obstacles in order to achieve the goals. o Identifies those who would support the implementation of the action plan and those who would oppose it. o Explains how to use the right media tools to target the right people in order to serve the purposes o Clearly describes the activities to be implemented, the data to be collected, the people to be involved and the timeframe needed to implement the activities.

4- <u>Module 4: Volunteering and Employment:</u>

The following rubric is to evaluate the Transferable Skills Chart completed by participants in **Part 6. Linking Volunteerism and Careers**

1 Meets the Criteria	✓ Has the chart fully completed and shows a clear relation between the volunteer activities, the skills developed and the job opportunities. ✓ Has the chart fully completed. ✓ Has at least one skill and one job for every volunteering activity ✓ Has at least two rows of the chart completed.
2 Appropriate Answer	○ Has the chart fully completed and shows a clear relation between the volunteer activities, the skills developed and the job opportunities. ✓ Has the chart fully completed. ✓ Has at least one skill and one job for every volunteering activity ✓ Has at least two rows of the chart completed.
3 Average Answer	○ Has the chart fully completed and shows a clear relation between the volunteer activities, the skills developed and the job opportunities. ○ Has the chart fully completed. ✓ Has at least one skill and one job for every volunteering activity ✓ Has at least two rows of the chart completed.
4 Needs Guidance	○ Has the chart fully completed and shows a clear relation between the volunteer activities, the skills developed and the job opportunities. ○ Has the chart fully completed. ○ Has at least one skill and one job for every volunteering activity ✓ Has at least two rows of the chart completed.
5 Basic answer	○ Has the chart fully completed and shows a clear relation between the volunteer activities, the skills developed and the job opportunities. ○ Has the chart fully completed. ○ Has at least one skill and one job for every volunteering activity ○ Has at least two rows of the chart completed.

5- <u>Module 5: Personal Goals and Objectives: Action Planning:</u>

The following rubric is to evaluate the Action Plans developed by participants in **Part 5. Action Planning to Overcome Obstacles**

1 Meets the Criteria	✓ Explains how to work with the authorities and opponents in order to achieve the goals. ✓ Identifies those who would support the implementation of the action plan and those who would oppose it. ✓ Explains how to use the right media tools to target the right people in order to serve the purposes ✓ Clearly describes the activities to be implemented, the data to be collected, the people to be involved and the timeframe needed to implement the activities.
2 Appropriate Answer	✓ Explains how to work with the authorities and opponents in order to achieve the goals. ✓ Identifies those who would support the implementation of the action plan and those who would oppose it. ✓ Explains how to use the right media tools to target the right people in order to serve the purposes o Clearly describes the activities to be implemented, the data to be collected, the people to be involved and the timeframe needed to implement the activities.
3 Average Answer	✓ Explains how to work with the authorities and opponents in order to achieve the goals. ✓ Identifies those who would support the implementation of the action plan and those who would oppose it. o Explains how to use the right media tools to target the right people in order to serve the purposes o Clearly describes the activities to be implemented, the data to be collected, the people to be involved and the timeframe needed to implement the activities.
4 Needs Guidance	✓ Explains how to work with the authorities and opponents in order to achieve the goals. o Identifies those who would support the implementation of the action plan and those who would oppose it. o Explains how to use the right media tools to target the right people in order to serve the purposes o Clearly describes the activities to be implemented, the data to be collected, the people to be involved and the timeframe needed to implement the activities.
5 Basic answer	o Explains how to work with the authorities and opponents in order to achieve the goals. o Identifies those who would support the implementation of the action plan and those who would oppose it. o Explains how to use the right media tools to target the right people in order to serve the purposes o Clearly describes the activities to be implemented, the data to be collected, the people to be involved and the timeframe needed to implement the activities.

6- <u>Module 6: Dealing with Students' Obstacles when Volunteering</u>

The following rubric is to evaluate the solutions suggested by students during **Action Planning** activity.

1 Meets the Criteria	✓ Solutions provide meaningful opportunities for students to develop their skills and advance their careers ✓ Solutions respond to the needs of people with disabilities who want to volunteer ✓ Solutions respond to most needs and obstacles reported by students in the module ✓ Solutions respond to most needs and obstacles reported by students in the module ✓ Solutions provide concrete, real-life and achievable action steps
2 Appropriate Answer	✓ Solutions provide meaningful opportunities for students to develop their skills and advance their careers o Solutions respond to the needs of people with disabilities who want to volunteer o Solutions respond to most needs and obstacles reported by students in the module o Solutions respond to most needs and obstacles reported by students in the module o Solutions provide concrete, real-life and achievable action steps
3 Average Answer	✓ Solutions provide meaningful opportunities for students to develop their skills and advance their careers ✓ Solutions respond to the needs of people with disabilities who want to volunteer o Solutions respond to most needs and obstacles reported by students in the module o Solutions respond to most needs and obstacles reported by students in the module o Solutions provide concrete, real-life and achievable action steps
4 Needs Guidance	✓ Solutions provide meaningful opportunities for students to develop their skills and advance their careers ✓ Solutions respond to the needs of people with disabilities who want to volunteer ✓ Solutions respond to most needs and obstacles reported by students in the module ✓ Solutions respond to most needs and obstacles reported by students in the module o Solutions provide concrete, real-life and achievable action steps
5 Basic answer	o Solutions provide meaningful opportunities for students to develop their skills and advance their careers o Solutions respond to the needs of people with disabilities who want to volunteer o Solutions respond to most needs and obstacles reported by students in the module o Solutions respond to most needs and obstacles reported by students in the module o Solutions provide concrete, real-life and achievable action steps

8. Civic Engagement Modules

Curriculum Overview

Module Descriptions	Module Themes	Objectives	Pages
Module 1: Leadership This module enables participants to identify and analyze their own leadership styles and the leadership styles of others. It will empower them to cultivate their own leadership, to recognize different types of leaders in their communities, and to work across leadership styles to solve problems and achieve goals. It will also address civic responsibility, tolerance of others, and examine sources of authority.	Transferable skills building Personal leadership Leadership Styles Individual responsibility	Participants will be introduced to the interrelated concepts of personal leadership and individual responsibility; provide participants with transferable skills applicable in the workforce and in the civic life of their community, including communication, collaboration, and goal-driven problem solving skills.	1
Module 2: Overcoming Individual Obstacles: An Inclusive Vision of Our Community This module enables participants to recognize rights of "the other" and understand the importance of promoting the rights of people they identify as different from themselves. They will define their own identity and examine different types of identities to understand obstacles for themselves and for others in their community, including women, youth, and persons with disabilities, and look inward to understand the responsibility they have to assist others overcome obstacles in community and in the workforce.	Identity and identity of "the other" Obstacles faced by persons with disabilities Obstacles faced among youth regarding employment Individual Responsibility	Participants will be empowered to: recognize their own identities and the identities of others; recognize obstacles faced by persons with disabilities, by youth, and by others in society; recognize the rights of others; recognize individual responsibility to develop strategies to overcome obstacles.	13
Module 3: Overcoming Collective Obstacles: An Inclusive Vision of Our Society This module is focused on improving participants' abilities to make a case for a specific issue using a modification of the World Bank's Community Score Cards to expand the scorecards to apply to the business sector as well as the community. Participants will be empowered to identify challenges, brainstorm solutions, and create	Overcoming Obstacles: action planning Identifying multiple sides of problem solving (individual responsibility, NGO responsibility,	Participants will be empowered to identify challenges, brainstorm solutions, and create action plans for problems they identify in the community and in the workplace.	23

action plans for addressing problems they identify in the community and in the workplace.	government responsibility) Action activity for overcoming obstacles in the workplace/community		
Module 4: Volunteering and Employment: Forging Pathways of Success This module will emphasize linkages between skills developed through volunteerism and skills needed for the job market. It is designed to enable participants to think about careers in a new way: to see the linkages between community change for the better and their own individual capacity development. Participants will be empowered to link the development of civic engagement/volunteerism skills with critical skills necessary in the workplace –existing workplaces and the "workplace of ideas" to promote entrepreneurship.	Empowerment skills for the workplace/volunteer space Substantive links between volunteering and employability/job creation	Participants will be empowered to link the development of civic engagement/volunteerism skills with critical skills necessary in the workplace – both existing workplaces and the "workplace of ideas" to promote entrepreneurship.	27
Module 5: Personal Goals and Objectives: Action Planning This module is designed to empower participants to articulate their own visions of the future, to identify obstacles to that vision, and to develop strategies to overcome those obstacles. The session will be based on action-driven problem solving to empower participants to be proactive to address challenges and to see the value of problem solving as a group.	Articulation of a personal goal/mission statement Articulation of concrete steps that individuals can take to achieve their goals Identification of anticipated obstacles Action Planning	Participants will be empowered to develop a goal-oriented vision for themselves and to enable them to develop strategies to overcome obstacles to that vision.	34
Module 6: Dealing with Students' Obstacles when Volunteering This module will empower participants to identify strategies to be proactive in overcoming self-identified obstacles to being active volunteers in their communities and to identify barriers faced by people with disabilities to participating equally in community strengthening activities.	Volunteerism Balancing working, volunteering, and academia Student-centered Problem Solving	Participants will be empowered to identify strategies to be proactive in overcoming self-identified obstacles to being active volunteers in their communities and to identify barriers faced by people with disabilities to participating equally in community strengthening activities.	42

Module 1: Leadership

Themes Discussed:	Expected Application:
Transferable skills building Personal leadership Leadership Styles (top down vs. grassroots; NSEW styles) Individual responsibility	By the end of the workshop, participants will be able to: **1.** Articulate their own leadership style **2.** Identify different types of leadership **3.** Strategize on how to work with other leadership styles to problem solve and achieve goals

Background: Participants may come to the workshop with a narrow conception of leadership as "top down." This workshop will help participants develop a different vision of leadership, in which every member of the group is a leader and has an important role to play; it will also help participants recognize how to work with people who have different types of leadership styles.

Objectives: This session will: (1) introduce participants to the interrelated concepts of personal leadership and individual responsibility; and (2) provide participants with transferable skills applicable in the workforce and in the civic life of their community, including communication, collaboration, and goal-driven problem solving skills.

Data Collection Methodology: Information will be collected at the beginning and end of the module to examine shifts in participants' understandings of leadership.

Pre-training preparation: Print four leadership style outlines. Post the four leadership styles around the room. Bring at least 6 sheets of poster paper and 6 markers.

Module Outline: (2 hours)

1. **Group Introductions and Data Baseline Collection (10 min)**
2. **Workshop Introduction (5 min)**
3. **Four Directions (10 min)**
4. **Primary Direction (25 min)**
5. **Going to Extremes (15 min)**
6. **Exploring other directions (15 min)**
7. **Applying your leadership style and working across styles (25 min)**
8. **Reflection (15 min)**

1. **Group Introductions and Data Baseline Collection (10 min)**

This exercise is designed to be interactive and to introduce participants to each other. Trainer asks participants to stand up and line up based on the order of their birthdays in the calendar year - *without speaking*. Participants may communicate through any other means but they cannot use verbal communication or language. After participants are lined up, ask them to introduce themselves and to say their birthday date.

Baseline data collection questions: Ask participants to spend 5 minutes writing a response to the questions, "What is leadership? What defines a good leader?" Use poster paper. Divide it into two parts: Pre-Training Definition & Post-Training Definition. Participants can use post-its with their names on the back to stick their answers to the questions above under the Pre-Training Definition.

2. **Workshop Introduction (5 min)**

Present the following in your own words:

Alternative Activity!

1- Ask participants to raise their hands if they think they are leaders. Ask two people who raise their hands to say why they think they are leaders and two who do not raise their hands to say why they do NOT think they are leaders.

"This is an exercise that introduces a framework of four "directions" representing qualities of work styles. When we understand the concept, the different type of work styles can be a great source of productivity and creativity in our communities and in our jobs. If we do not understand that people use different types of leadership skills, these differences can bring about misunderstanding, tension, and confusion.

Today, we will be concentrating on the direction which we use and can use in our clubs, organizations, jobs, volunteer activities, and community. Please answer and evaluate your responses in terms of how you currently approach your involvement in projects you work on – such as projects in your community, school, or job.

Add a Video! (English language) You can also show the following video after you have collected the answers about leadership: http//www.youtube.com/watch?v=hVCBrkrFrBE

One leadership style isn't better than any other. In fact, this workshop will allow us to look more deeply at the different styles we use in different settings. All of the styles have strengths and challenges."

3. **Introduce the Four Directions (10 min)**

Make sure the four *Leadership Styles* sheets are posted around the room. Explain that you are going to discuss their leadership style as compass points – and ask them to walk around the room and read the compass points. Write the following questions on the board and ask participants to think about what leadership style they identify with based on these questions:

a. What is your first tendency when you get a new project?

b. What is your first tendency when you are under pressure?
c. What feedback have you been given about your work in groups?
d. What seems most comfortable?

Ask participants to think about the questions as they walk around the classroom reading the styles. When they are done reading the styles, ask them to identify what is their PRIMARY DIRECTION. This is the direction they most identify as their own style, especially when working as a leader. Tell participants that many of us work in some or all of the directions at the same time, but to select the one they are drawn to based on the previous questions.

Have participants write down the direction that best fits them.

4. Primary Direction (25 min)

When they are finished writing, explain that they will discuss these questions in small groups with people of the same direction. Ask participants to move to the area they identified as their primary direction. Tell them that while people can recognize that although they identified as the same primary direction, they may have different responses. In their "primary directions" group, ask participants to write responses to the following questions. Groups should be prepared to report out.

Trainer tips!

1- It is important for participants to read each style closely. It may help to prompt participants by letting them know that they should familiarize themselves with each leadership style since they will be using it later in the module.
2- Students might face difficulties finding their leadership style, saying that they identify with all of the directions. Just remind them to choose the style where they identify with the biggest number of characteristics.

What is really great about being your direction?
What is really hard about being your direction?
What are difficulties in working with people from other directions?

Ask each group to report their responses to the above three questions.

Trainer tip! Sometimes a direction may only have one participant. Or a direction may not have any participants. As a facilitator, you can take a style if one is not represented. It is also okay to have only one person in a leadership style; it demonstrates that sometimes your leadership style is in the minority. If one direction attracts more than five people, have them work in two different groups to allow everyone more chances of contributing to the group discussion.

After all groups have given their reports allow for some direct questions and conversation between groups. You can ask, "*does anyone want to ask anything of people from other directions?"* You can also ask the group for their own observations – or provide your own. Keep the tone positive

and reflective while bringing out interesting questions and points of agreement and difference. You can also provide an opportunity for anyone who thinks they are in the wrong place to move to a new group.

5. **Going to Extremes (15 min)**

Explain that we will discuss some of the challenges of your primary direction. This exercise will help participants understand how their style might be misunderstood, conflict with others, or be taken too far in a group dynamic. This should raise awareness of people for the balancing possibility of different styles as well as raise awareness of strategies for addressing conflicts between styles.

As groups to discuss the following question:

a. When you take your direction to an extreme, or you are inflexible with your style, what do you think the other directions say about working with you?

Trainer tip!

Students might find difficulties understanding instructions. It helps to illustrate with at least one example from each style before they start working in groups.

Then, go around the room and hand out the *Styles Overuse* sheets for the corresponding directions. Tell participants, "Take a look at the charts. Some of the items you may recognize came up in your group, some may be new." The discussion of overuse in styles will lead into the next activity.

6. **Exploring other directions (10 min)**

Ask participants to move to the direction they think is their "Secondary" leadership style and discuss in the group why they have chosen this direction, then ask them to move to their third and weakest direction. Explain that in the next part of the workshop, they design a strategy to engage with others in different leadership styles.

7. **Applying your Leadership Style and Working Across Styles (25 min)**

Ask participants to return to their primary direction groups, give each group poster paper and markers. Each group must think of one community projects they could work on together as a group. The tasks should be specific, doable in a three month timeframe, and address a real community need. Examples of a community project might include cleaning up trash, improving traffic in a certain area, or improving access to higher education. The trainer can post instructions for participants:

Task: Identify one specific project that your group can work on together and identify the goal of your project. What approach would you take based on your group's leadership style? What would you do to address some of the inflexibility of your group's leadership style? As part of your project, you have to work with people from the other three leadership styles. Design a plan for how you will solicit support from people with each of the other three leadership styles to help you accomplish your goal. Select one person to present your work.

8. **Reflection (15 min)**

Facilitate a discussion of the groups' presentations. Questions can include:

1. How did you feel about the other groups' presentations?
2. Which group convinced you to work with them on their project? Why were they successful?
3. What do you notice as similar between each group plan?
4. What did you think was different?
5. Why do you think working within and across leadership styles is important?

Post-Module Data Collection: At the end of the session, have participants answer the same questions again, "What is leadership? What defines a good leader?" and stick their answers with their names on the back of post-its under Post-Training Definition on the same poster paper you used at the beginning of the session. If time allows, go over some of the definitions to point out the differences.

Leadership Styles

NORTH

- Assertive, active, decisive
- Likes to determine the course of events
- Likes to be in control of professional relationship
- Enjoys challenges presented by difficult situations and people
- Thinks in terms of "bottom line"
- Quick to act or decide.
- Expresses urgency for others to take action
- Perseveres, not stopped by hearing "No"
- Probes and presses to get at hidden resistances
- Likes variety, novelty, new projects
- Comfortable being in front of a group
- Values action-oriented phrases, "Do it now!", "I'll do it"

Leadership Styles

SOUTH

- Integrates other's input in making decisions
- Value-driven regarding aspects of professional life.
- Uses professional relationships to accomplish tasks.
- Interaction is a primary way of getting things done.
- Supportive to colleagues and peers.
- Willing to trust others' statements.
- Feeling-based, trusts own emotions and intuition.
- Regards intuition as "truth."
- Receptive to other's ideas, builds on ideas.
- Team player, noncompetitive.
- Able to focus on the present.
- Values words like "right" and "fair."

Leadership Styles

EAST

- Visionary who sees the big picture.
- Generative and creative thinker.
- Able to think outside the box.
- Very idea-oriented; focuses on future.
- Makes decisions by standing in the future.
- Insight into mission and purpose.
- Looks for overarching themes and ideas.
- Good at and enjoys problem solving.
- Likes to experiment and explore.
- Appreciates a lot of information.
- Values words like “option,” “possibility,” “imagine.”

Leadership Styles

WEST

- Understands what information is needed in decision making.
- Seen as practical, dependable and thorough.
- Provides planning and resources to others.
- Moves carefully and follows procedures.
- Uses data analysis and logic to make decisions.
- Weighs all sides of an issue.
- Introspective, self-analytical, critical thinker.
- Skilled at finding fatal flaws in an idea or project.
- Maximizes existing resources.
- Gets the most out of what has been done in the past.
- Values word like “objective” “analysis.”

Styles Overuse

North Overuse: Style Taken to Excess

- Can easily overlook process when driven by need to act.
- Can get defensive, argue, try to "out expert" others.
- Can lose patience.
- Pushes for decision before its time.
- Avoids discussion.
- Wants things their way.
- Has difficulty being a team member
- Sees things in terms of black and white.
- Not much tolerance for ambiguity.
- Not heedful of others' feelings.
- May be perceived as cold.
- Has trouble giving up control.
- Finds it hard to delegate.

*Styles Overuse*South Overuse: Style Taken to Excess

- Can lose focus on goals when relationships are compromised.
- Has trouble saying “No” to requests.
- Internalizes difficulty and assumes blame.
- Disappointed when relationship is seen as secondary to task.
- Difficulty confronting or handling anger.
- May be manipulated by emotions.
- Can over-compromise in order to avoid conflict.
- Immersed in the present or now; loses track of time.
- May not take action or see long-range view.
- Can become more focused on the process than on the goals.

Style Overuse

East Overuse: Style Taken to Excess

- Can emphasize vision over action or details.
- Can lose focus on tasks.
- Poor follow through on projects.
- Considered undependable and inattentive to detail.
- Not time-bound, may lose track of time.
- Tends to be highly enthusiastic early on, then lose interest.
- Loses interest when projects don't have a big vision.
- Frustrated when outcomes aren't consistent with vision.

Styles Overuse

West Overuse: Style Taken to Excess

- Can be bogged down by information.
- Values analysis over moving forward.
- Can become stubborn and stuck in position.
- Can be indecisive.
- Can collect unnecessary data.
- Gets stuck in details.
- May appear cold and withdrawn.
- Tendency toward detached observation.
- Can seem remote.
- May seem resistant to change.
- May be seen as insensitive to others' emotions.

Module 2: Overcoming Individual Obstacles

Themes Discussed:	Expected Application:
Identity and identity of "the other" Obstacles faced by persons with disabilities Obstacles faced among youth regarding employment Individual Responsibility	By the end of the workshop, participants will be able to: 1. Recognize that all people have strengths and weaknesses 2. Explain why they are responsible for protecting the rights of others, including others who they perceive as different from themselves 3. Develop strategies for evaluating the strengths of others and for recognizing how they can help support others in the community and workplace

Background: This module will focus on identity and how we describe ourselves to enable participants to look outside themselves and see obstacles faced by others, including persons with disabilities.

Objectives: This session is designed to empower participants to: (1) recognize their own identities and the identities of others; (2) recognize obstacles faced by persons with disabilities, by youth, and by others in society; (3) recognize the rights of others; (4) recognize individual responsibility to develop strategies to overcome obstacles.

Data Collection Methodology: Information will be collected at the beginning and the end to understand how participants view their responsibilities towards others.

Pre-training preparation: 1. Print copies of *drawing sheet* for half the number of participants in training (*drawing sheet* is included at the end of this activity section). 2. The trainer(s) should prepare a personal identity circle to use as an example. 3. Print blank identity circles (or bring blank paper) for each participant. 4. Identify the different qualities you want to explore to promote recognition of the rights of others and create identity circles.

Module Outline: (2 hours)

1. **Group Introductions (10 min)**
2. **Workshop Introduction and Baseline Data Collection (15 min)**
3. **Identity Circle (20 min)**
4. **Debrief (20 min)**
5. **Someone Else's Shoes (40 min)**
6. **Reflection on Responsibility (15 min)**

1. **Group Introductions (10 minutes)**

Listening activity: Pair participants and ask them to stand or sit back to back. Explain that this is an activity to promote active listening. Once participants are in position, select one participant in each group to draw and one to describe the image. Explain that the drawer cannot look at the image and the person describing the image cannot look at his/her partner's drawing during the activity. Give participants three minutes to describe and redraw the image. Ask if everyone is clear on the instructions.

Once the rules are clear, hand out *Drawing Sheet* and say "go." Time the group. Ask them to look at each others' and see which one they think is most accurate. Depending on the group, this can be debriefed through a simple vote or informal discussion.

Alternative Activities!

1- If group number and room size allow, you can also do "Blind Instructions" Have participants work in pairs, and ask one person in each pair to cover their eyes.(You might want to take blindfolds with you if you are want to use this activity.) Tell participants that they will be having a race. Each pair stands at the Start Point, and when you say go, only blindfolded people start for the Finish Line as their partners give them direct instructions. The activity can be much more fun if there are a few obstacles in the way (chairs, tables, bags… etc.) You can make rules more complicated by having those who touch any obstacle get back to the Start Point. The winner is the one who gets to the finish line first.

2- If time allows, another activity you can run to promote active listening is "Half Video." To prepare for the game, pick a short video that has more action than conversation. Pair students and assign the roles "Describer" and "Note Taker" for each pair. Have pairs sit back to back in a way that all describers are facing the screen and none of the Note Takers can see the video. First, have the Describers watch half of the video with the *sound off* and describe what they see to the Note Takers. Note takers jot down what they hear from Describers to constitute a comprehensive overview of the video. Stop the video half way, and have pairs exchange roles and seats. Play the second half of the video to the new Describers to describe the scenes to the new Note Takers. After the end of the video, group Describers together and Note Takers together and have each group discuss their notes and try to constitute the part of the video they did not watch. After five minutes, play the video again, this time with the *sound on*, for the entire class to compare with what students had anticipated.
Suggested Link for a video: https://www.youtube.com/watch?v=D6LUg-siJVs

2. **Workshop Introduction and Baseline Data Collection (15 minutes)**

Explain the following in your own words:

"The introductory activity we just finished models active and responsive listening with the goal of informing a certain type of action. In this case, we used active listening for the specific task of drawing an image.

This workshop will examine how we as individuals describe ourselves and communicate with others; it will help us think about working with other people who are different from us; it will help

us identify individual obstacles; and it will help us examine our responsibility to address those challenges."

Baseline Data Collection Questions: Give each participant two post-its and ask them to answer the following questions:

Post-it 1: Describe your responsibility towards your family and your family's responsibility towards you. How do they support your Growth?

Post-it 2: Describe your responsibility towards your community and your community's responsibility towards you.

Use poster paper. Divide it into two parts: Pre-Training Responsibility & Post-Training Responsibility. One students have written their answers, ask them to stick their post-its with their names on the back under the Pre-Training Responsibility.

Alternative Activities!

You can also lead a class discussion to reflect on the Data Collection activity. Write the following statement on the board, and ask participants to orally rate them on a scale of 1 – 10. 1 is "strongly agree" and 10 "strongly disagree," and explain why. Give students the chance to comment on one another.

I am responsible for other people in my family.
I am responsible for other people in community.
My family is responsible for my growth as a person.
My community is responsible for my growth as a person.

3. **Identity Circle (20 min)**

Introduce the activity in your own words:

We are now going to make a diagram that says something about our identity. Telling about ourselves and learning about others can help build trust and understand others.

Explain the circle by showing a copy of the blank Identity Circle and then showing them your own completed circle with your name in the middle. On each spoke, they will write something important about their identity. They will have five minutes.

Share the circle: Give participants three to five minutes to explain their circle. If participants are reluctant to share, prompt them with questions such as "share the part of the

Trainer tip!

Once you have presented your completed circle, make sure you encourage participants to be creative about what they want to share, and NOT stick only to the areas you have shared.

circle that you are most proud of" or "share the part of the circle that you want others to know about you" or "share the part of the circle that is most difficult for you."

Alternative Activity: Which One Is a Lie?

On a piece of paper, ask students to write five statements about themselves, anything they want others to know about them (age, occupation, origin, family, hobby …etc). One of these five statements needs to be a lie. Start by modeling. Write five statements about yourself, one of which is false, and ask participants to try to guess which one of them is a lie. Then give participants five minutes to write their five statements, encouraging them to make the lie difficult to guess. When they are done, ask them to stand up in pairs. Each pair takes turns reading the statements and trying to guess which one is the lie. If anyone can guess correctly, the other participant needs to write their name. After two minutes you ask them to change partners and do the same thing again. You can run up to five rounds. The winner is the one who can catch the biggest number of lies.

4. **Debrief (20 min)**

After each person has presented his/her circle, lead a discussion about identities. You could ask the group some of the following questions to start and maintain the discussion:

Sharing (What).
How did you like the exercise? Why?
How did you feel when you heard other stories?

Use these questions to reflect on what has been said.
Processing (Why).
How do we differ from each other?
How are we similar to each other?
How do we choose our words and identity?
How do we react to difference and similarity? Why?

Generalizing. Ask these questions to learn some lessons from this experience.
What parts of yourself do you share every day?
What parts of yourself do you hide every day?
How does sharing your identity help you to understand yourself and your world?

5. **Someone Else's Shoes (30 min)**

This activity is designed to understand how we think about other people and how sometimes we stereotype them based on certain factors. Explain the following to participants in your own words:

For the next activity, we are going to step into the shoes of another person based on choosing a pre-created identity circle. Divide into four groups. Pick an example from the *Pre-created Circles*. You will see identity circles include people of different ages, different physical abilities, and different genders.

Group Processing: Based on the limited information you have, work as a group to identify the strengths this individual might bring to a community or a workplace. Identify the opportunities for employment and community engagement this person could have and identify the barriers to that employment and engagement. Identify the areas a community or workplace could support this individual. Write on poster paper: strengths, opportunities, challenges, and workplace/community supports.

Report out: Ask groups to hold up their chosen "identity" and report from their poster paper. After reporting out, engage the participants in a discussion about their presentations. The goal of this discussion is to examine how we can overcome stereotypes in the community and workplace.

Trainer tip! If you have a small group, this activity can also be done individually or in pairs.

Questions can include:
Did you agree with the assumptions presented by all of the groups?
Do you agree with the community supports provided?
Do most people hold the same assumptions about a particular group of people? Why or why not? (example: women)
How do assumptions affect your behavior toward others?

6. **Reflection on Responsibility (15)**

For the final activity, we are going to reflect on the responsibilities we have based on our own identity.

Post-Module Data Collection: Ask students to write down responses to the following two questions on post-its and be prepared to share answers.

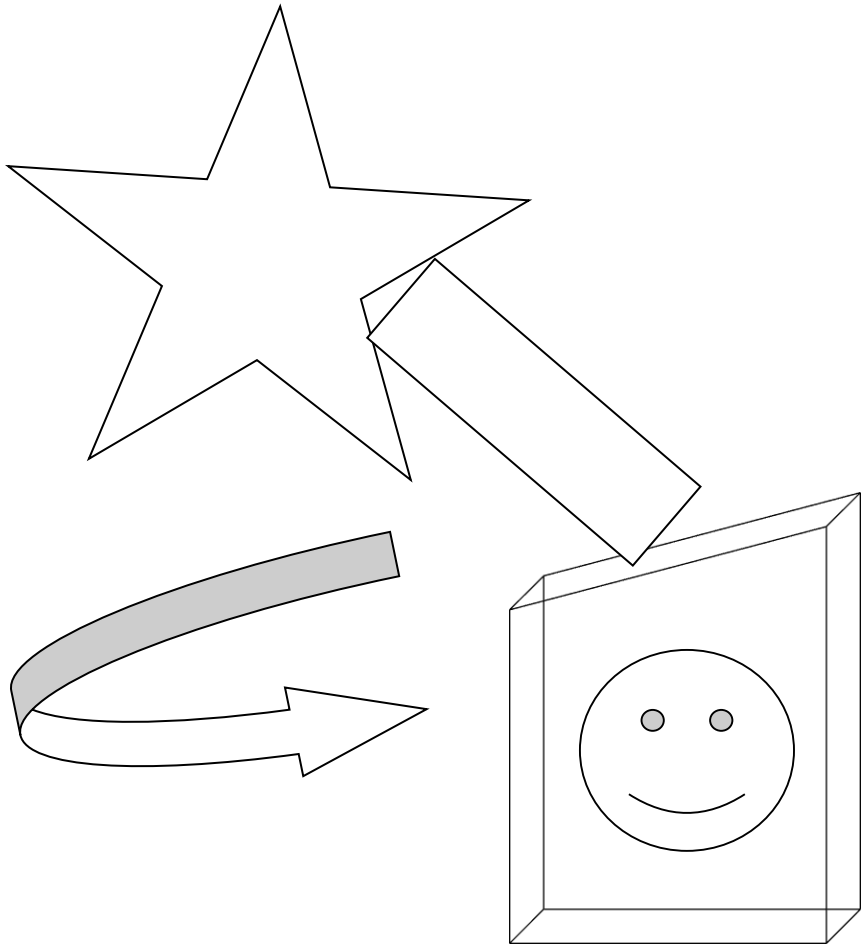
Post-it 1: Explain what responsibilities you have, based on your identity description earlier, to promote the rights of others in the workforce and in the community.

Post-it 2: Explain what responsibilities others have to you to support your professional growth in the workplace and your personal growth in your community.

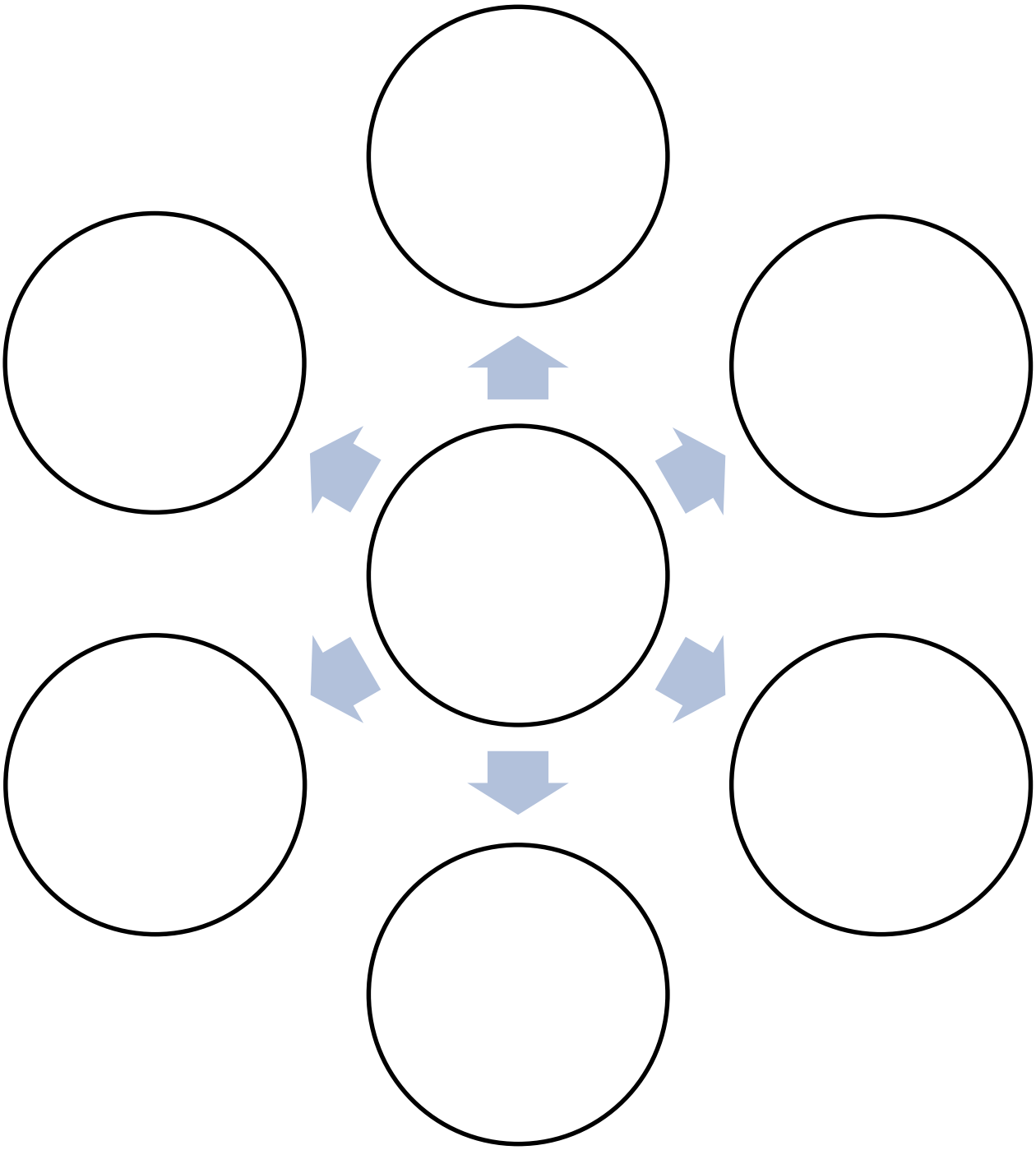
Once they have written their answers, ask students to write their names on the back of the post-its and stick them under the Post-Training Responsibility on the same poster paper you used at the beginning of the session.

Class Discussion: Once students are done sticking their answers, ask them to share with the group what they wrote, and comment on one another.

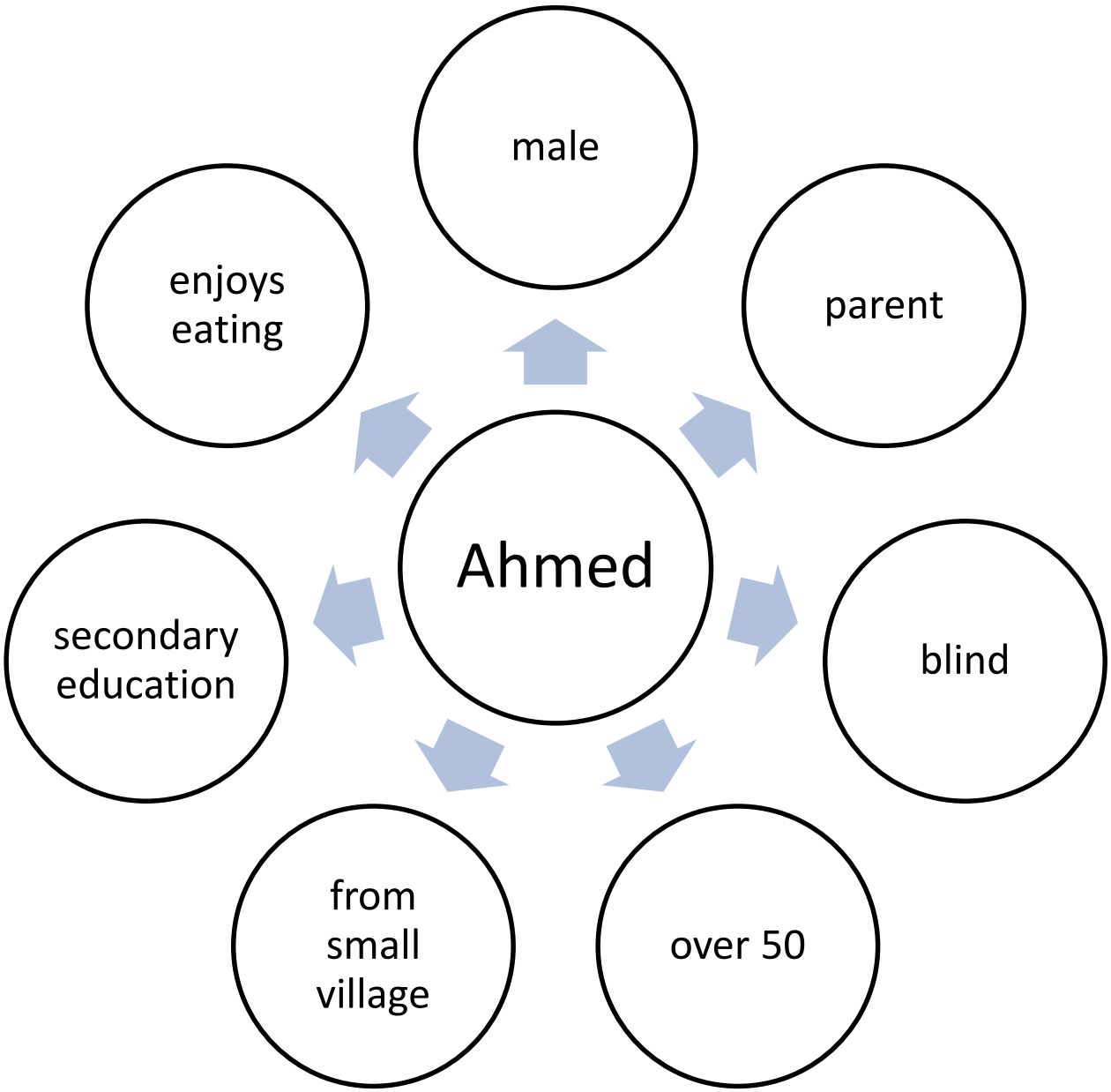
Drawing Sheet: Active Listening



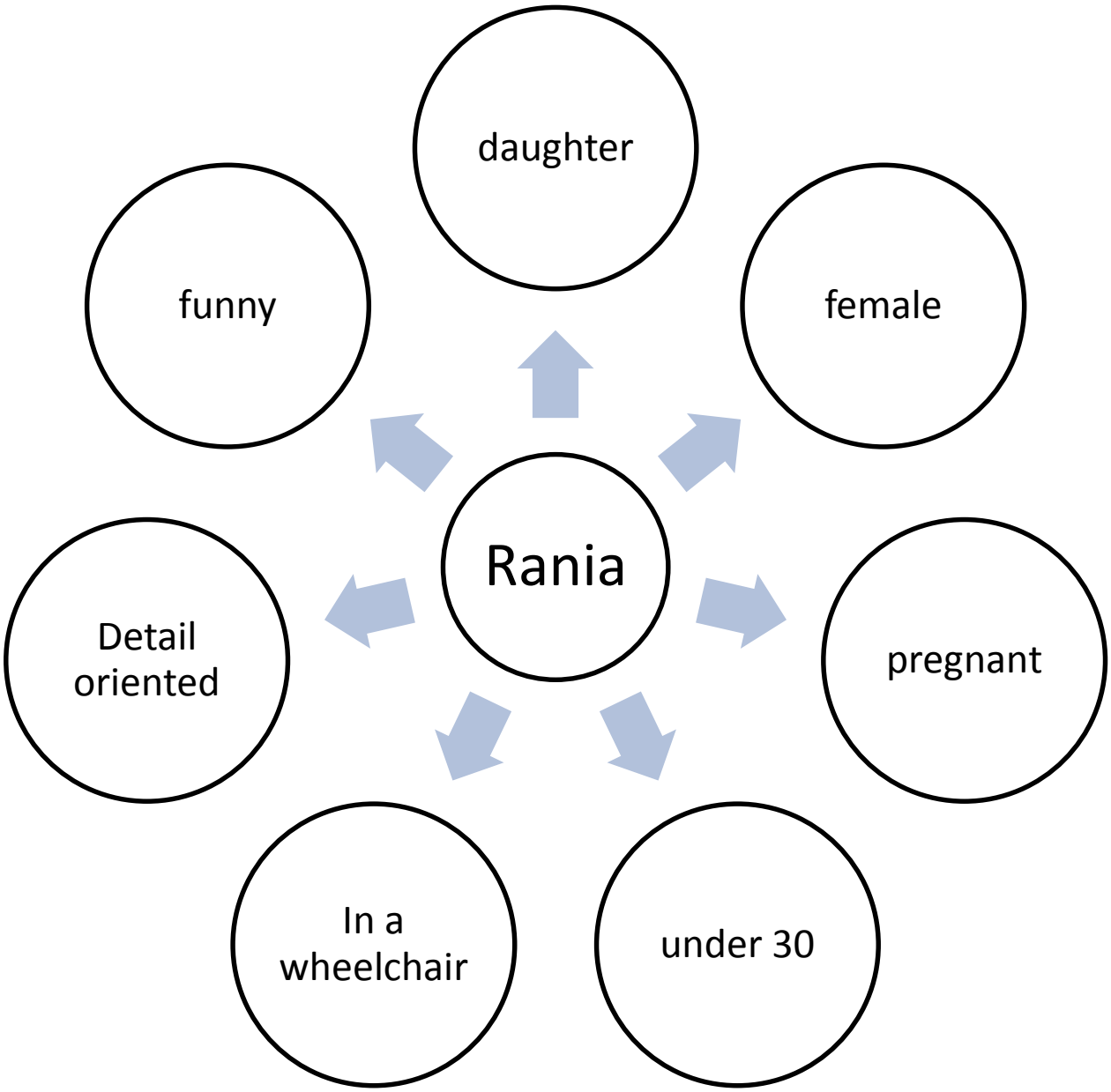
Identity Circle



Pre-Created Circles



Pre-Created Circles



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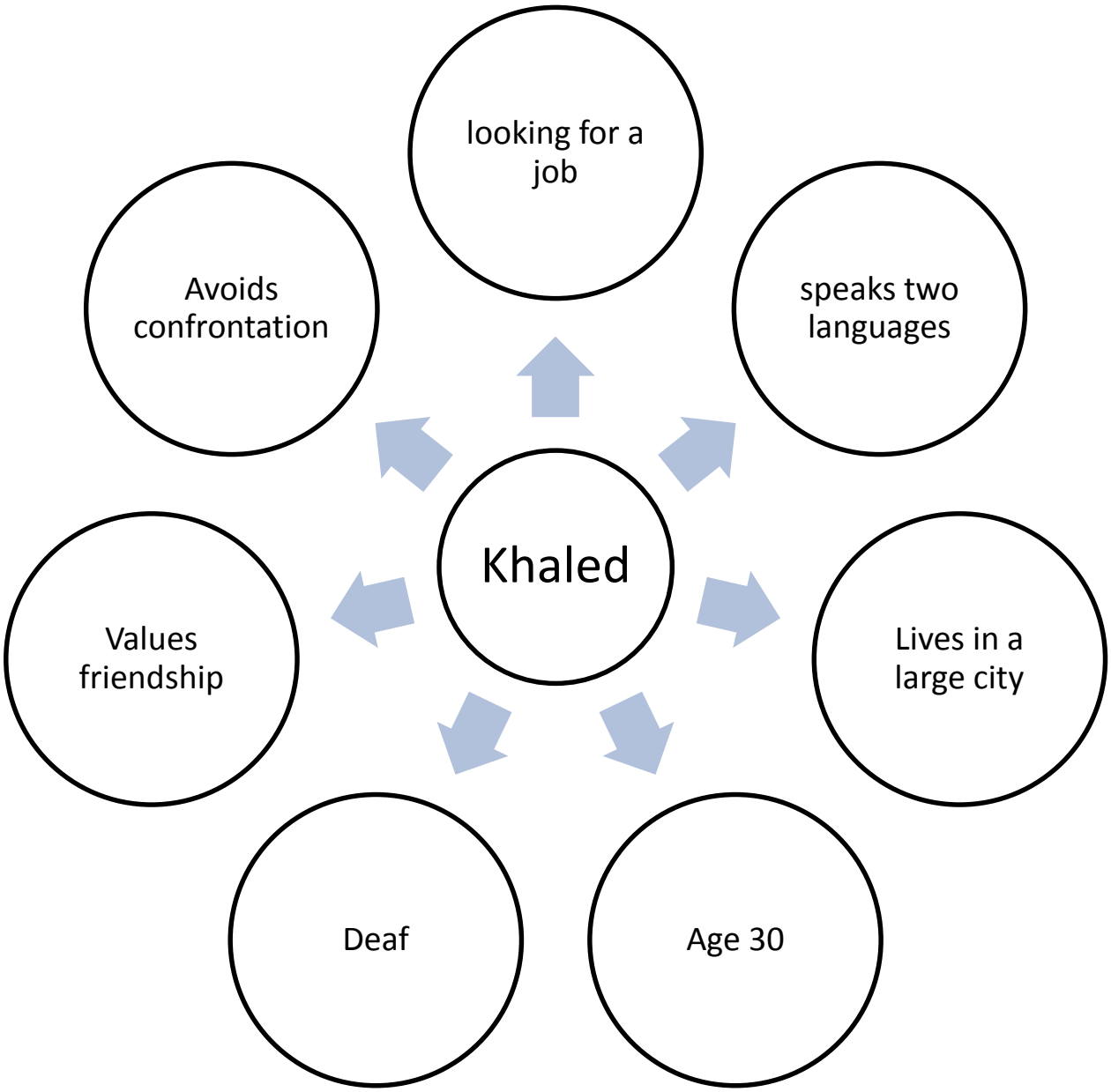

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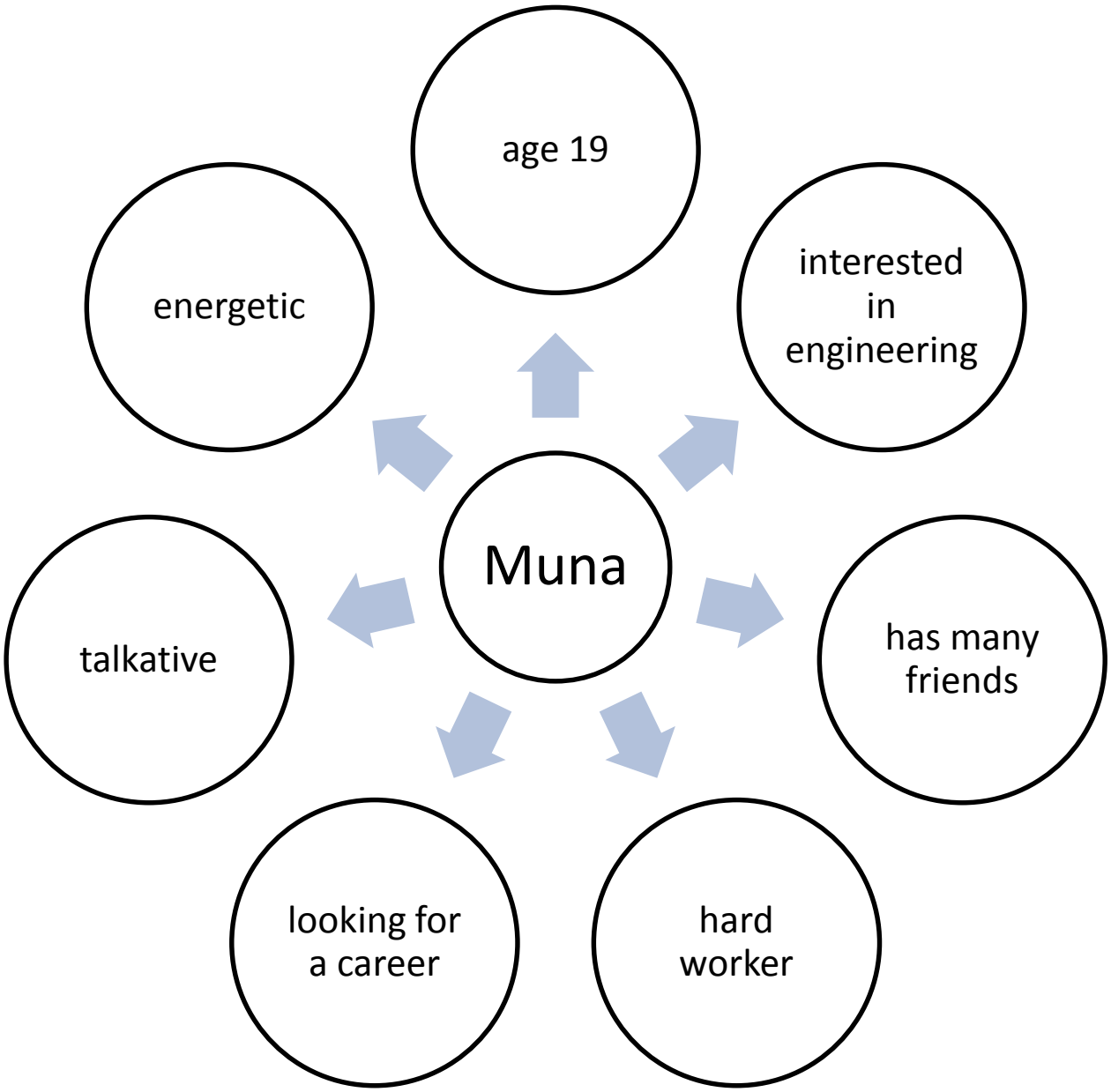


Module 3: Overcoming Collective Obstacles: An Inclusive Vision of Our Society

Themes Discussed:	Expected Application:
Identifying multiple sides of problem solving (individual responsibility, NGO responsibility, government responsibility) Overcoming Obstacles: action planning Action activity for overcoming obstacles in the workplace/community	By the end of the workshop, participants will be able to: 1. Understand what makes up a community 2. Describe the different communities that they identify with 3. Use problem solving skills in their community, workplace, and/or university

Background: This module is focused on improving participants' abilities to make a case for a specific issue using a modification of the World Bank's Community Score Cards to expand the scorecards to apply to the business sector as well as the community.

Objectives: Participants will be empowered to identify challenges, brainstorm solutions, and create action plans for problems they identify in the community and in the workplace.

Data Collection Methodology: Collect action plans developed by students in the Community Score Cards activity.

Pre-training preparation: Bring post-its for participants. Have a chalk or white board or bring blank poster paper and markers for the participants.

Module Outline: (2 hours)

1. **Introduction: Team Story Writing (15 min)**
2. **What is Community? (15 min)**
3. **Sectors: Civil Society, Government, and the Private Sector (20 min)**
4. **Community Score Cards for Community and the Workforce (60 min)**
5. **Reflection (10 min)**

1. Introduction: Team Story Writing (15 min)

Write the prompt on a screen/board: *One night, we were driving and our car broke down on a country road. When we looked up, we saw a light up ahead and…*

Break participants into up to four groups. Ask participants to finish the story (5 minutes). Encourage them to be creative and let their imagination run wild.
Ask groups to read their stories (5 minutes) Collect stories.

Alternative Activities!

Have a big group?

If the four groups are too big (more than five people), you can do it a little differently to avoid chaotic work groups. Ask each person in each group to write the sentence and their name on a piece of paper first. Then each participant adds one sentence to the story and passes it down to the next person in the same group to add another sentence, and so on. Before you stop he activity, ask them to write a closing sentence. When each person has their first paper, give them one minute to read their stories and then you can have a few people read their stories to the rest of the group.

Want more variety?

Write separate words on the board (night, car, broke down, light, country road, help, old man). Ask each group to write a story using all the words in their stories. This might allow for more diversified beginnings and more diversified stories.

2. What is Community? (15 min)

Staying in their team story writing groups, ask the participants to create a group definition of community. Remember that the group should be focusing on real communities of people, not ideal or perfect ones. A final definition should include the following parts. A community is:

Voluntary

Something that the member identifies with or feels part of

Shares common goals, histories, and practices

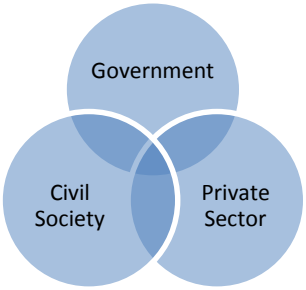
Trainer tip!

For a smooth transition between the story activity and the community definition, you may first take two minutes and ask each group to list elements of community that are mentioned in their stories. Based on these elements, they can start writing the definition.

Using Technology! You may want to create a slide using PowerPoint to project the Venn Diagram showing Civil Society, Government, and the Private sector on the wall instead of using the board or poster paper.

3. Sectors: Civil Society, Government, and the Private Sector (20 min)

Give the participants post-its. Instruct them to list one community that they are a part of on each post-it. Communities can include villages, nations, religious affiliations, schools, families, workplace, or other groups. They can have more than one community. Put up a Venn Diagram in the front of the room with the labels civil society, government, and private sector. It will look like this:



Trainer tips!

1- Make sure you explain to students that *Private Sector* here does NOT refer to personal life, but rather the privately owned for-profit business sector.
2- This activity might generate heated discussion in class. Please refer to *Managing Group Discussions* under **Best Training Practices**.

After a few minutes, ask them to break into small groups and discuss which communities they identified as their own. Do your own as the facilitator and demonstrate classifying by group.
Ask them to classify the communities by sector: governance, civil society, private sector by taking their sticky notes and putting them on one side of the Venn Diagram. Most communities will likely fall into civil society and the private sector. Some may overlap across sectors, like education (government/civil society). This may require the trainer to prompt a discussion about the different sectors.

What is civil society?

To help you as the facilitator of the discussion, here are some ways you think about the terms. Remember, because this curriculum is based on experiential learning, we are not providing these definitions to participants, but they can help you guide the discussion!

World Bank: "…the term civil society to refer to the wide array of non-governmental and not-for-profit organizations that have a presence in public life, expressing the interests and values of their members or others, based on ethical, cultural, political, scientific, religious or philanthropic considerations. Civil Society Organizations (CSOs) therefore refer to a wide of array of organizations: community groups, non-governmental organizations (NGOs), labor unions, indigenous groups, charitable organizations, faith-based organizations, professional associations, and foundations." **(**World Bank, Citation**)**

United Nations: "civil society is that sphere of action independent of the State, within the realm of private sector and civil organizations, capable of stimulating resistance to and change in undemocratic regimes." (Citation)

World Learning: "Civil society is not a monolithic unit and CSOs come in all shapes and sizes. There are formal as well as informal groups, single issue and multi-issue groups, national or regional level non-governmental organizations (NGOs) and local community based organizations (CBOs). Some aim to influence the state while others are solely focused on service delivery and/or economic development. (Citation)

4. Community Score Cards for Community and the Workforce (60 min)

Explain in your own words:

The World Bank uses community score cards to promote social accountability. We are going to modify the World Bank's tools to help us identify concrete solutions to challenges in our community and in our workplace. Being able to solve problems is useful for future employers.

A Community Score Card is a simple tool to understand and rate how people feel about different problems. It can also be used in the workplace: by employers to understand what their employees need and by employees to make their case to employers about ways to improve production, the working environment, or new business development. We are going to use it in our training session today to identify a series of challenges in our community, to identify solutions to those challenges, to select one solution, and to build an action plan to address the issue. We will walk through the steps together and split into groups to brainstorm solutions.

As a whole group: Step 1: Identifying issues For our work today, we are going to focus on the community. This could also be done in the workplace if we all worked in the same office. We need to brainstorm together issues in our very, very local community. These problems should be issues you have personally seen. For example, in my community we have one road that is dangerous. Many people have been hit by cars. This is a problem.

Trainer tip! If you have a small group, this activity can also be done individually or in pairs.

Brainstorm as a group and write selected issues on a chalk board or poster paper.

Explain in your own words: This is the process the World Bank uses in its Community Score Card. We will now provide our personal input on the importance of each of these issues.

Ask participants to vote for the one issue they think is most important. Pick the top three issues and break the participants into three groups.

Step 2: Identifying solutions to a challenge. In our small groups, we will each have an issue to work on. These are issues we identified. Assign each group an issue. Ask them to use poster paper to write different solutions that the community could implement to address the problem. Provide an example: the dangerous road problem could be addressed by putting a stop light in the road. It could be addressed by forcing traffic to use other roads and making it for pedestrians only. Ask participants to present all of their solutions: they need to make a case for why they suggested their solutions.

Step 3: Selecting a solution. After each group has presented, ask the entire group to vote on one solution per problem for each of the three groups. In your own words, tell the participants that while the smaller groups generated the ideas, the larger group voting process is more inclusive of a broader community particularly if the community or workforce will be impacted by the outcome.

Step 4: **Action Planning.** Each group now must develop an action plan to implement the solution. For example, if the solution chosen for improving the road through putting a stop light, my action

plan would have to include how that stoplight will be funded, how to work with the authorities to get the right permit for the stoplight, etc. Guiding questions can include: What is the most important data you need to collect about the issue to take action? Who will you involve in your plan? Who will support you and who will oppose you? How will you work with the authorities (bosses in the case of business)? How will you involve others in your community? How will you use the media? What is your action plan timeframe?

Each group should present their plan of action.

Data Collection: Collect all action plans developed by students for evaluation.

Discussion: After each group presents, others may ask questions. Ask a prompting question or open the floor to others to ask questions.

Closing: In your own words, explain that the process of identifying challenges, solutions, and action plans can support data-driven problem solving in communities and in workplaces. Having problem solving skills is critical when you are applying for jobs because employers are looking for people who can make their business more productive.

5. Reflection (10 min.)

Ask participants to write a short reflection on how they can use what they learned today in their own community, university, or workplace. How do they think the process of identifying challenges, solutions, and action plans could help them in the future?

Module 4: Volunteering and Employment: Forging Pathways of Success

Themes Discussed:	Expected Application:
Empowerment skills for the workplace/volunteer space Substantive links between volunteering and employability/job creation	By the end of the workshop, participants will be able to: 1. Distinguish between job, career, vocation, and volunteerism 2. Review work history and influential experiences 3. Reflect on the choices and constraints they face in choosing employment 4. Examine what they would volunteer to do in the absence of existing employment 5. Apply their volunteer preferences to their own communities to inform positive change

Background: This module will emphasize linkages between skills developed through volunteerism and skills needed for the job market. It is designed to enable participants to think about careers in a new way: to see the linkages between community change for the better and their own individual capacity development.

Objectives: Participants will be empowered to link the development of civic engagement/volunteerism skills with critical skills necessary in the workplace – both existing workplaces and the "workplace of ideas" to promote entrepreneurship.

Data Collection Methodology: The trainer should collect final table completed by each participant in the "linking volunteerism and careers" session. This data can be compared to see the application of skills to jobs.

Pre-training preparation: Print worksheets and example worksheets for all participants.

Module Outline: (2 hours)

1. **Warm Up: Job list (10 min)**
2. **Jobs, Careers, Vocations, and Volunteerism (10 min)**
3. **Worksheet and Discussion (20 min)**
4. **Choices and Constraints (15 min)**
5. **State of Nature: Volunteerism Activity (45 min)**
6. **Linking Volunteerism and Careers (20 min)**

1. **Warm Up: Job list (10 min)**

In teams, write down on a piece of poster paper as many jobs and careers as you can think of in two minutes. The team with the longest list wins. Post the sheets on the wall and review.

Explain that the theme of this term will be vocation. Participants will have a clearer idea of how to find out what their skills and interests are. They will think about what their life's work could be.

Ask them what most people in Algeria choose as a career.

Alternative Activity!

Divide the board into three parts. Have participants work in three groups and ask every group to stand in a line facing their part of the whiteboard. Give each group one marker, and when you say "go", they start writing jobs in alphabetical order in their part of the board. The first participant of each group writes a job that starts with an "A", then they hand the marker to the person behind them and move to the end of the line. The second person writes a job that starts with a "B" and does the same thing. Explain that no one can help their teammates, and that if someone cannot find a job, they just write the letter. If they are done before the others, they can go back to the empty letters and think of jobs. Explain that this is a race activity. Give them three minutes, time them, and yell stop when time is up; the group with the most jobs listed wins.

2. **Jobs, Careers, Vocations, and Volunteerism (10 min)**

Ask participants if they know the difference between a job, a career, a vocation, and volunteering. Engage in a full group discussion to define the terms and write them on the board.

Complete their understanding by filling out the explanation, and explaining the differences.

> A job refers to any way of making money. Jobs can be short-term: a few hours, a few days, a few years. It may not require much skill or experience.
>
> A career is a kind of employment that is usually long-term. Sometimes it requires special training and education. Some people have the same career their whole lives. Some people might have several. You might have a career as a salesman, but work in different companies and stores.
>
> A vocation is a kind of employment that you feel is right for you. It matches your interests and abilities. You might feel that it is the work you are on this planet to do!
>
> Volunteerism is not employment but it is something you do because you think it can help a cause or community. To be classified as volunteerism, it has to be your own free choice to do it.

Ask participants to give some examples of each, to make sure that they understand. You can ask them to give pick examples of jobs and careers from the lists they made in the warm-up.
Remember: they can't pick vocations from the warm-up lists, because vocations depend on individual preference.

3. **Worksheet and Discussion (20 min)**

Ask participants to complete the *What do you know?* worksheet, and then to discuss it with a partner. *Show them the Demonstration Worksheet as an example.* There are discussion questions at the bottom of the worksheet. When you have finished writing, find a partner and discuss your responses.

Group Discussion. In the larger group, ask them to share what they found interesting about the worksheet and their responses.

4. **Choices and Constraints (15 min)**

Group discussion: What choices do you have that your parents and grandparents didn't have in jobs, careers, vocations, and volunteer options? Do you have different ideas about what type of work and volunteerism you are interested? How do you think your decision making process will be different than theirs?

5. **State of Nature: Volunteerism Activity (45 min)**

Explain in your own words: We are now going to pretend together that there are no jobs, careers, or vocations available at all. Poof! They all disappeared. There are no jobs at all in our own communities, in big cities near us, or outside of the country. What do we as a community do now? What would you do if you did not work and could focus on doing what is best for your community?

Break participants into groups of 4 people. Groups should design a strategy to figure out what they should do in their communities.

Groups should be prepared to present their group work. If time allows, encourage students to prepare fun and creative presentations (role plays, drawings, songs…).

Alternative Activity!

Have participants work in FOUR small groups (A,B, C and D), and each group pretends to be a major company that is hiring. Each group needs to come up with a Want Ad in which they have to mention: the job title, the tasks and the requirements. (Explain that they should focus on skills). Then Groups A and B exchange want ads and Groups C and D exchange theirs. The next step is to apply for the jobs. In the same groups, participants now pretend to be job seekers, and each group is interested in applying for the ad they now have. Give them five minutes to think how they can develop the skills needed through volunteering. They should totally ignore the education and experience part, and focus only on skills. Each group discusses different ways of working as volunteers in order to develop the necessary skills. The final step of this activity is the interviews. Have students work in pairs making sure each pair has an A and B or a C and D. When you say "Go", the participants start interviewing each other (first, A and C interview B and D then vice versa). Each participant tries to convince their employer that they have developed the necessary skills through volunteering. At the end, you can start a conversation on who got the job and why or why not. Finally make the point that through volunteering one can develop several employment skills.

6. Linking Volunteerism and Careers (20 min)

Ask the group to reflect back on the columns " job," "career," and "volunteerism" in their Transferrable Skills worksheets. Thinking about the activity they just did, and the areas they identified for engagement, what skills do they think can they gain through working in volunteer capacities to help them attain their career aspirations through volunteering? Hand out Transferrable Skills Example Worksheet for illustration.

Ask each participant to read one volunteer idea, skill, and career potential area. Facilitate a discussion about their selections and ask them to keep the sheet to refer to as they move forward in their desired volunteering and skill set development.

Data Collection: At the end of the session, collect final tables completed by participants

Worksheet: What Do You Know?

List and describe below the jobs, careers, vocations, and volunteerism for you, family members, or friends.

Who?	Job	Career	Vocation	Volunteerism

Discussion Questions:

What type of employment is most common? Least common?

Did anyone have more than one job, career, or vocation? Did any of the four areas overlap?

Demonstration Worksheet: What Do You Know? (EXAMPLE)

List and describe below the jobs, careers, and vocations that you, family members, or friends have had.

Who?	*Job*	*Career*	*Vocation*	*Volunteerism*
Me	Worked selling local handicrafts	I interned for an NGO that does education	I empower communities to take positive action	I volunteer with a local homeless shelter for women
My Father	Stacked timber	Student taught English in secondary school	Supports young people learning how to write	Volunteers to repair houses after big storms
My friend (female)	Worked at a hotel front desk	Financial auditor	Financial compliance leads to better organization	Runs every year in a race to raise money for breast cancer
My friend (male)	…	…		

Transferrable Skills Worksheet

Transferrable Skills Building for Community and Career		
Type of Volunteerism/Civic Engagement	Skill set developed	Job/ Career Area of Interest

Transferrable Skills Example Worksheet

Transferrable Skills Building for Community and Career EXAMPLE		
Type of Volunteerism/Civic Engagement	Skill set developed	Job/ Career Area of Interest
Organizing a campaign to clean up trash in my immediate neighborhood	-interacting with others -leading to accomplish a goal -networking with other people	-working in a professional office -doing health outreach in my community
Hold awareness sessions of trash clean up needs for local community	-public speaking -knowledge exchange	-teaching -training others in specific topics
?		

Module 5: Personal Goals and Objectives: Action Planning

Themes:	Expected Application:
Articulation of a personal goal/mission statement Articulation of concrete steps that individuals can take to achieve their goals Identification of anticipated obstacles Action planning	By the end of the workshop, participants will be able to: 1. Identify strategies for overcoming obstacles in their own life, in their communities, and in their places of work 2. Identify achievable goals and develop group action plans to address problems

Background: This session is designed to empower participants to articulate their own visions of the future, to identify obstacles to that vision, and to develop strategies to overcome those obstacles. The session will be based on action-driven problem solving to empower participants to be proactive to address challenges and to see the value of problem solving as a group.

Objectives: This session is designed to empower participants to develop a goal-oriented vision for themselves and to enable them to develop strategies to overcome obstacles to that vision.

Data Collection Methodology: Collect Action Plan documents.

Pre-training preparation: Print all handout sheets for all participants.

Module Outline: (2 hours)

1. **Group Introductions and Initial Vision: (10 min)**
2. **Vision of the Future (30 min)**
3. **Obstacles to Vision (10 min)**
4. **Planning for the Future (20 min)**
5. **Action Planning to Overcome Obstacles (30min)**
6. **A Case for Action (20 min)**

1. **Group Introductions and Initial Vision: (10 min)**

Ask participants to stand in a circle. Go around the circle and ask them to use only one word to describe themselves. Think of an example and start the group. Go around three times. For a final time, ask participants to say one word the person to their right used to describe themselves. Give the example of the person to your right.

Alternative Activity!

To make the activity more fun and interactive, have participants stand in a circle with their backs inward. As you go around asking them to use one word to describe themselves, each time someone says a word, everyone turns around and acts out that word. As they freeze for a few seconds, they only move their eyes to see how the others are posing and then they turn back for the next word.

2. **Vision of the Future (30 minutes)**

Explain in your own words:

The activity we just did is designed to share about ourselves and to begin to think about other people in our community. We used words to describe ourselves. Now we are going to use different means to describe ourselves. I am handing out a paper that I want you to turn into your vision of yourself and your community. Imagine that you are looking at your life and that you have achieved what you wanted. Ignore how possible or impossible this vision seems. Imagine that you can transport yourself, magically, into that vision to make it present day reality. In the inside of the head, describe your vision. What does it look like? What does it feel like? What words and images can you draw in it? Second, outside of the head, draw your vision of your community. What does it look like? What does it feel like? What words and images will you use in your vision for your community? Give participants 15 minutes.

Pass out Head Drawing.

Debrief: Ask participants to share their drawing. What is their vision for themselves? For their community? (15 minutes)

3. **Obstacles to Vision (10 minutes)**

Ask participants if they included everything they wanted to in their pictures: did they censor what they wrote because they thought it was unrealistic? Did they want to write something but figured other people would think they were unrealistic? Give participants five minutes to write down obstacles to achieving their vision on a new piece of paper.

Then, for the purposes of learning, ask participants to crumple those obstacles and physically throw them away.

4. **Planning for the Future (20 min)**

Say in your own words: In life, we know we cannot just throw obstacles away, but we can identify strategies to overcome them. To identify which obstacles we need to overcome, we first need to identify our vision for the future: what do we want?

Let's plan our vision, but let's do it creatively. I'm passing out sentence starters. You can write a poem, a song, or prose in your response. We will then share them as a group.

Pass out Vision of the Future document.

Participant share.

Collect written responses.

5. **Action Planning to Overcome Obstacles (30)**

Say in your own words:

We are now going to work together to help each other identify strategies to overcome the obstacles we identified in our previous activity. Divide into four (or six) groups. Work together to identify one action that you can take to overcome each obstacle identified by your group members. As a group, complete a chart for each obstacle identifying one action you as a group could take to overcome the obstacle. For example, in my community, I identified the biggest obstacle to my vision is that in my community, there are health problems among a lot of people. As a group, discuss the obstacle and identify one action you could take – as a group – to overcome that obstacle. For example, I would identify increased trash processing because I know that trash gets into the water supply of my community and affects health. Once you have identified one action you can take to overcome each obstacle, identify supporters, opponents, resources, ways you can reach out to other people, media, and access to additional resources. Do this for each person in your group and be prepared to report out for each one.

For this activity, use the *Action Planning for Overcoming Obstacles* sheet to guide student's action plans, and the *Action Planning Example Sheet* for illustration. Hand out the Action Planning Form for groups to fill out.

Trainer tip! If you have a small group, this activity can also be done individually or in pairs.

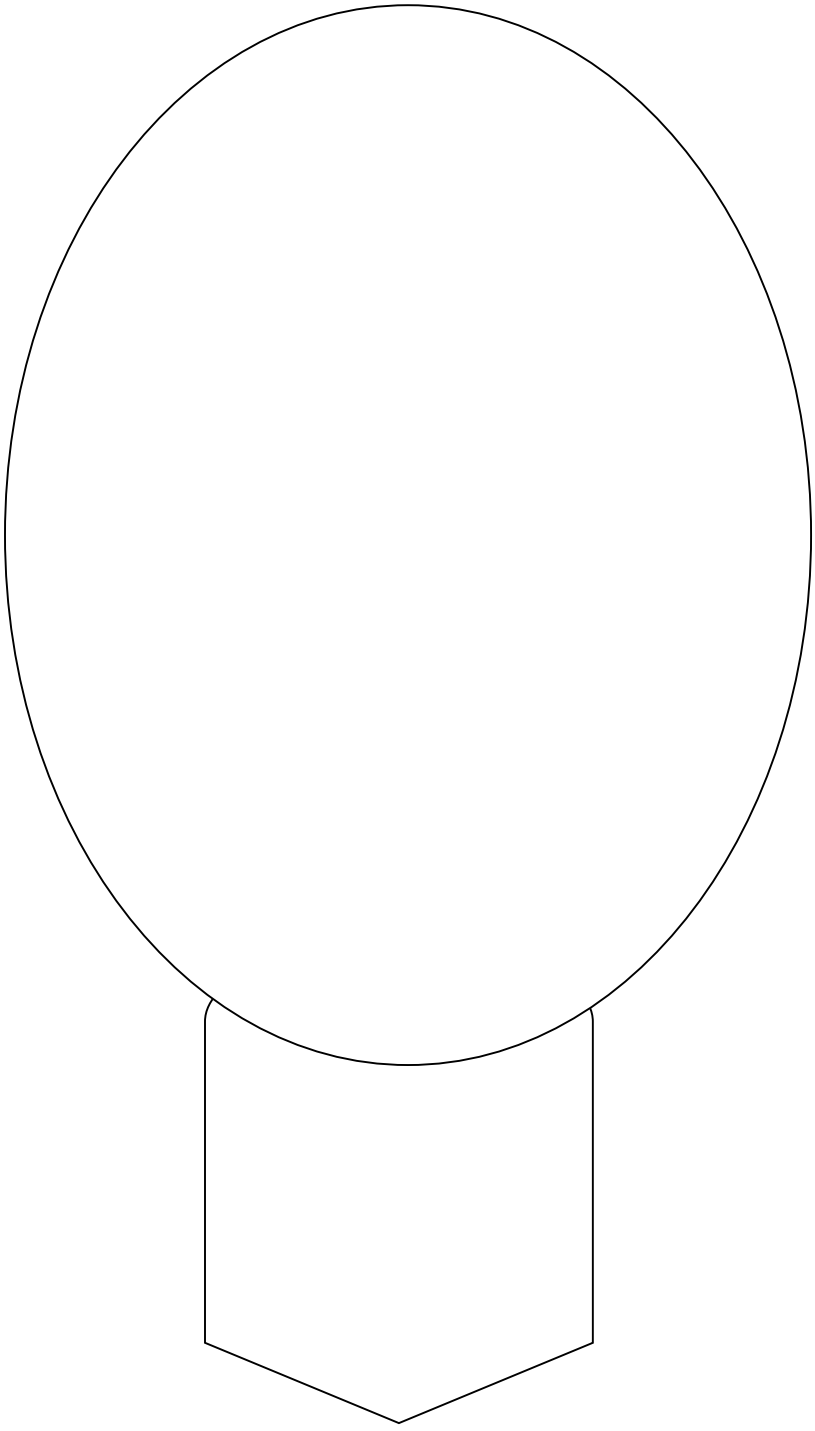
Data Collection: Collect action plans.

6. **A Case for Action (20 min)**

Ask groups to select one action. As a group, they have to convince their community (actual community or workplace, depending on the issue) to help them support the issue. Ask them to make that case and be prepared to present their case to the group. Prompting questions can include:

How will you get people to listen to you?
How will you persuade them that your issue is important?
How will you work with your opponents?
How will you get your message out?

Head Drawing



Vision of the Future

In my vision I will live…

In my vision, my personal qualities will be…

In my vision, the community I want to live in is…

In my vision, the workplace I want to work in is…

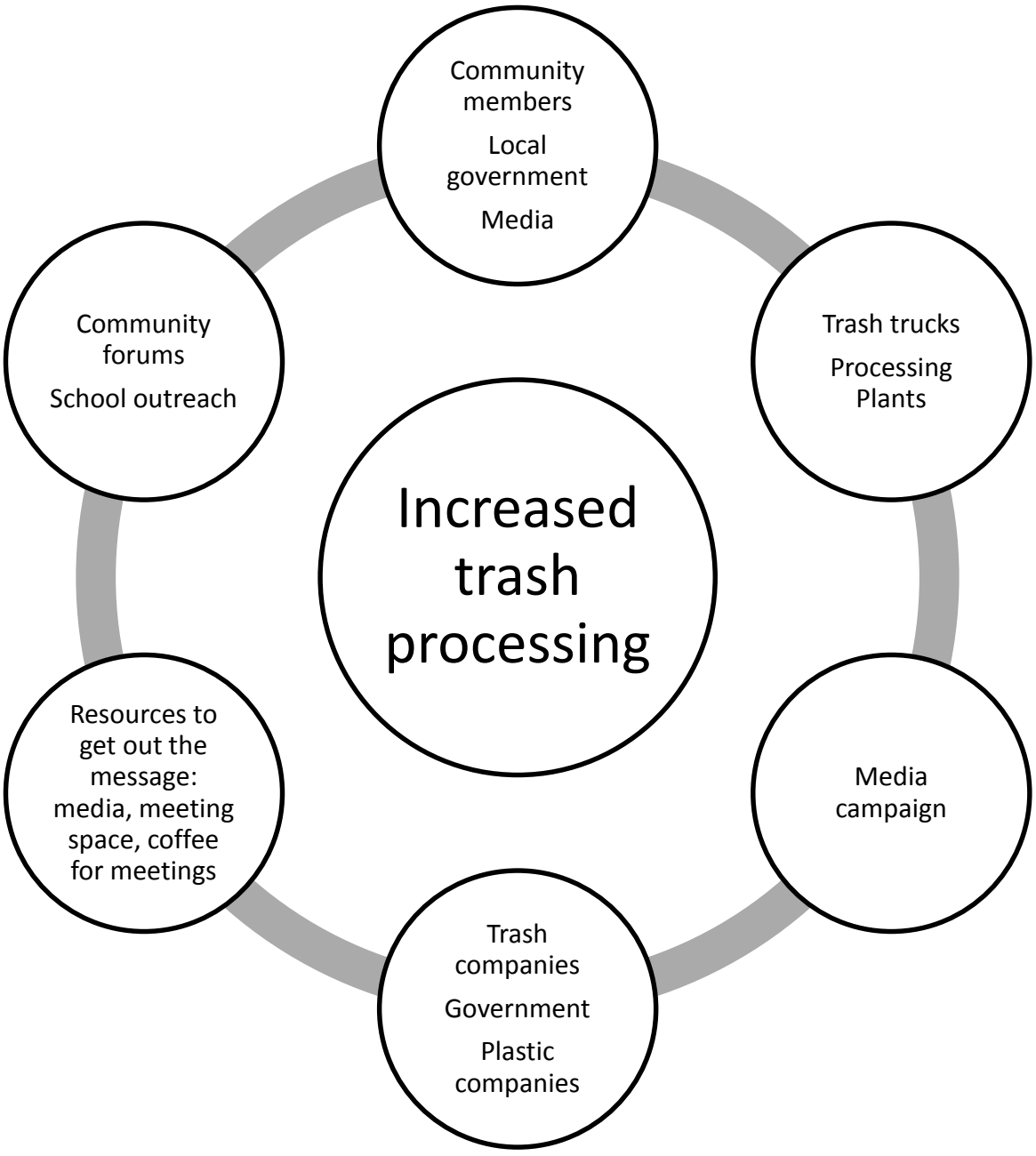
The biggest obstacle to my vision is…

I can overcome this obstacle if I…

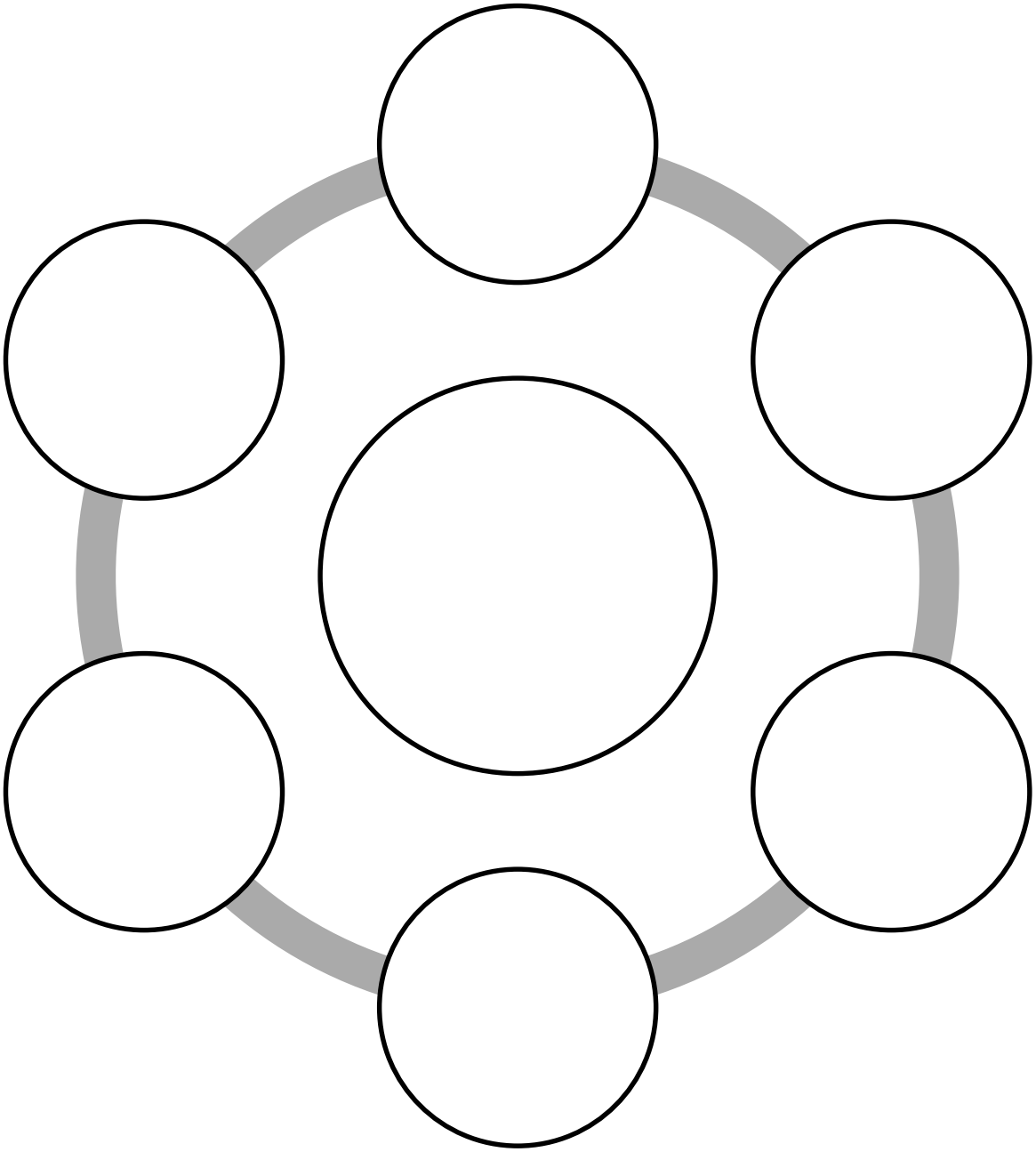
Action Planning for Overcoming Obstacles

....

Action Planning: Example Sheet



Action Planning Form



Module 6: Dealing with Students' Obstacles when Volunteering

Themes Discussed	Expected Application:
Volunteerism Balancing working, volunteering, and academia Student-centered Problem Solving	By the end of the workshop, participants will be able to: 1. Identify strategies to assist them overcome obstacles to volunteering 2. Articulate challenges faced by people with disabilities and assist in developing strategies to promote the rights of persons with disabilities

Background: Participants may see practical obstacles to volunteering. Obstacles may include issues such as practical time constraints, logistical challenges, or cost factors. This workshop will assist participants identify practical solutions and specific strategies to overcome those obstacles. It will ask students to think about obstacles faced by people with disabilities and to identify strategies for inclusion.

Objectives: This session will empower students to (a) identify strategies to be proactive in overcoming self-identified obstacles to being active volunteers in their communities and (b) identify barriers faced by people with disabilities to participating equally in community strengthening activities.

Data Collection Methodology: The facilitator can collect strategies designed by participants.

Pre-Training preparation: Print copies of the volunteer obstacles for "Students' Roles" activity. Bring markers and poster paper.

Module Outline:

1. **Ice Breaker (25 min)**
2. **Action Planning (50 min)**
3. **Volunteer Students' Roles (30 min)**
4. **Reflection (15 min)**

Ice-breaker: Battleship (25 Minutes)

Trainer has participants work in four groups of three and gives each group a *Strategy Grid* to work on. (It might be helpful to have friends sit in different groups). Trainer first makes sure everyone is familiar with the rules of the game. (Each group places five ships on the grid in a way that might be difficult for others to guess. Ships can be between two and three boxes long, and they may be placed horizontally or vertically. Then groups take turns trying to guess the position of the other groups' ships using numbers and letters.) Trainer may need to model on the board.

Then Trainer asks Participants to write the number of the group on top of the page and work together to place their five ships on their grids. **(10 minutes)**

When the groups are done, Trainer collects the grids and gives each group another empty one. Now, the task is to guess where the others hid their ships. Trainer assigns every group another group to work on, (say A will be working on B, B will be working on C ...etc.)Participants write on top their group and the one they are working on (A on B). Then each group draws what they think the other group's grid might look like. When they are done, Trainer collects the grids as well. **(10 minutes)**

Finally, Trainer hands each group two papers: The Actual Grids and the Guessed Grids. For credibility, it may need to be this way:

Give Group A Grids C and BC
Give Group B Grids D and AD
Give Group C Grids A and DA
Give Group D Grids B and AB

The groups compare between the two grids and come up with (a) how many ships each group managed to hit from the other group and (b) how many ships they have safe. Participants fill out the chart below on the board, with the Trainer making sure they fill out the right box (note in the chart which boxes (X) Group A needs to fill out). The Winner is the group with the biggest Total. (5 minutes)

Alternative Activity!

You can also run this activity orally. Have each group fill the grid twice with the exact same position of ships on both. Take one and leave one for the group. Then give each group the chance to shoot a ship from the next group using frequencies from the grid (eg. 1.A, or 4.C) while you monitor the process, declaring if they drowned a ship or not. After five rounds, help students fill out the chart below on the table. If you run the activity this way, however, you will have to be very strict on timing, giving only thirty seconds for each group before they choose the frequencies they want to target.

	Group A	Group B	Group C	Group D
Ships they hit		X		
Safe Ships			X	
Total				

Introduction:

Sometimes we don't see obstacles as items to overcome, we generalize problems by saying "I can't do it." But if we begin to recognize specific obstacles and opportunities, it helps us move forward to shape the future we want. We may not know exactly where the "battleships" (obstacles) are or where they will spring up in future but we can still figure out ways to target potential obstacles

with success. In this module, we will try to identify some strategies that can help us overcome obstacles we find when we want to volunteer in our community. We will also look at barriers that might make it difficult for people with disabilities to participate equally in community strengthening activities.

Action Planning (50 minutes):

Activity: *Implementing an Action Plan from the previous module. (Role Playing, 12 participants)*

Description:

1) First, trainer hands an *Availability Grid* to each of the participants and asks them to take some time to reflect on their current situation and schedule to see how committed to volunteering they can/are willing to be. It is important to note that when we talk about volunteering, it does not have to be a full time occupation. It can be from one hour a month to thirty hours a week. Ask participants to mark all the boxes that match their availability. Participants can write the number of hours a month they can spend volunteering and they can mention any other factors that can make their volunteering activity easier such as: if they can only on weekends, in vacations, online... etc.

When students have filled out their sheets, they compare them with each other before Trainer collects them.

2) Trainer tells the participants that they are now going to deal with real life issues that might make it difficult for volunteer students to participate in implementing an Action Plan. Trainer divides participants into two groups, a group of volunteer students and a group of association presidents. The Volunteers work together to brainstorm personal issues they might face when trying to volunteer to work on the project chosen (such as busy schedule at the university or financial issues). The Association Presidents sit together to brainstorm ways of managing the project that can make it easier for students to volunteer for the project, taking into consideration their circumstances. (10 minutes)

Each group writes their list on poster paper and gives it to the other group.

3) Now, in the same groups, Volunteer Students look at the list of solutions suggested by the Associations Presidents. As they go over every solution and discuss how it can help them, they underline the ones that directly address problems they had mentioned in their list and circle the ones that address issues they had not thought about. Associations Presidents look the list of issues and underline the ones they think they had come up with a solution for and suggest solutions for the ones they had not thought about us they circle them. (10 minutes)

Groups report out to the class and discuss. (10 minutes)

Volunteer Students' Roles: (30 minutes)

4) Now, participants stay in their groups but exchange roles. Volunteer Students are now Associations Presidents and Associations Presidents are now Volunteer Students. The Trainer hands the Volunteer Students Role Descriptions. The descriptions contain real life issues that students face when they try to do volunteer work. The Associations Presidents look at their list of possible solutions and try to add more suggestions in the meanwhile. Presidents can also use the time to think of other potential solutions they can add to the list. When everyone is ready, the groups stand in two lines facing each other. Then every

student talks to the president in front of them. They present their situation, and the president deals with the case, trying to help student volunteer easily. Volunteer Students are supposed to come up with three different solutions to their situations after having listened to several suggestions. The trainer gives participants two minutes for the first exchange before they change partners and do the same thing again. The trainer gives participants enough time so that they work at least in four different pairs. **(20 minutes)**

Then, for reporting, Participants take turns as a class giving their feedback about the solutions suggested and discussing more issues and solutions related to their personal obstacles. **(15 minutes)**

Data Collection: Collect the poster papers with the Association's solutions.

Volunteer Students' Role Descriptions

Role 1:

You are a first year student at the university. You just got started and you are not sure how things are going to be or how much time you will have available. You are still in the process of exploring university life. You want to volunteer for an organization, but you are afraid you may not be able to commit in case you cannot keep up with your studies. What are three things you could do to explore how you can balance school with volunteering?

Role 2:

You are a third year student at the university and you are deaf. You are not from the area, but you reside at a campus around here. You have a lot of free time on your hands, but it is mostly in the evenings and on weekends. This is why you spend most of your free time surfing on the net. You really want to do volunteer work for an association, but there are no active organizations where you are residing. You know of some active groups but they are far from where you live, and there is not public transportation at night or on weekends. What are three ways you can begin volunteering?

Role 3: (female)

You are a second year student at the university. Every weekday, your father drops you off at eight and picks you up at five because he does not want you to be using public transportation. You do not have classes all the time, though. You have a lot of free time that you have to spend at the university, so you always go to the library to read or do your homework. You want to volunteer. Design a strategy with at least three points to explain how you can volunteer.

Role 4:

You are a fourth year student at the university. You used to volunteer before, but this year it is just impossible. It is your final year, and the amount of work you have to do is just crazy. However, classes will finish in June and resume in October, you have a few months when you are free. The problem is you reside at a campus, which closes in the middle of July and will not open before September. So you will have to go back home for the summer. Design a strategy to explain with at least three points how you can build volunteering into your busy year.

Role 5:

You are a third year student the university. You have always wanted to volunteer, but it is just very hard. You study from September to June, and you work in July and August. You need to work in the summer in order to get some money to spend in the year. Between work and study, volunteering just cannot happen. What are at least three different solutions to help you volunteer?

Role 6:

You are a second year student at the university. You have a lot of free time because there Is just nothing to do. You are in a wheelchair, and it is very difficult for you to get around. You want to do something charitable in your free time, but it is difficult enough to go to the University every single day. You do not want to bother your friends to take you to some association every day after school. Design a strategy with at least three points that will enable you to start volunteering.

Strategy Grid

Group: _____

	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								

Strategy Grid

Group: _____

	1	2	3	4	5	6	7	8
A								
B								
C								
D								
E								
F								
G								

World Learning
Education | Development | Exchange
MEPI

Availability Grid

	Few Hours a Month	Few Hours A Week	A few Hours a Day	Other
From Home				
My Hometown				
Not far from my Hometown				
Does not matter				
Other				