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**THE SKILLS4LIFE CURRICULUM AND
SUPPLEMENTARY LEARNING TEACHING AND
TRAINING MATERIAL**

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Summary of the Project

This document is produced as a result of *Skills4Life – Sowing the Seeds of Social Inclusion for young Offenders*, a 2-year project funded by the Erasmus + KA2 – Strategic partnerships for youth, Cooperation for innovation and the exchange of good practices. The project is implemented by a partnership of five organizations: Institut Saumurois de la Communication (France, coordinator); European Prison Education Association (Norway); University of Gloucestershire (UK); Athens Lifelong Learning Institute (Greece); CESIE (Italy).

Skills4Life focuses on the self-growth and personal development of young people in conflict with the law. By applying the principles of desistance theory, it develops and implements of an intervention that values people for who they are and for what they could become, rather than judging, rejecting or containing them for what they have done.

The project serves a dual purpose:

- To frame a new context in which young offenders may negotiate new, prosocial non-criminal identities and pathways for their lives,
- To provide them the tools to put their lives back on track after release.

It proposes the development of a holistic learning programme which looks at the needs of the individual so that they can personally develop, successfully face any challenges -both while serving their term and after their release- and enjoy a meaningful, fulfilling life.

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Introduction

The Skills4Life Curriculum is an EU Erasmus+ funded Programme. It aims to provide the learning context that will encourage young people in conflict with the law to explore ways to unleash the agency needed to stimulate any change they desire. The Skills4Life Curriculum generates the conditions which can provide the context for the discussion of a series of everyday issues that the young people will have to deal with both in the secure custodial environment and upon release back into the community.

The Curriculum is aimed at providing a structure and framework for prison leaders and educators so they can implement the Skills4Life Curriculum within their settings. The Curriculum is forty (40) hours overall.

The content comprised of four (4) distinct modules:

Module 1. Empowering Myself: The aim of this Module is to focus on the young person feeling empowered in themselves as individuals.

Module 2. Personal Relationships: the aim of this Module is to support young people who are in custodial settings to maintain their relationships and to further enhance them.

Module 3. Life Skills: This Module focuses on “applied” life skills, aiming to prepare young people to make practical decisions to support everyday life.

Module 4. Moving on: This Module focuses on the practical aspects of life after release and their effective planning as a means to reduce the prospects of reoffending and therefore to reduce recidivism and promote desistance.

Each Module has been divided into five (5) two-hour sessions and is for use in any youth justice setting. The content is based on the findings of a Literature Review, on existing personal development programmes for young people in secure custodial settings and focuses on personal agency, identity and personal development in desistance. The Literature Review importantly drew on data from research with young people both within secure custodial settings and those who had recently left, on the skills and knowledge they themselves felt they needed in order to avoid re-offending and support their re-integration process.

The **design** of the Curriculum has considered the following aspects:

- The transient nature of learners
- The skills of educators
- Leadership
- Resources – time allocations and structural constraints of settings

The key of the Curriculum has been to design it so that there are multiple entry points for learners, that the educators are upskilled and that the leadership is dedicated to the implementation of the Curriculum ensuring appropriate resource allocation.

The **structure** of the Skills4Life Curriculum is as follows:

Part A. The Curriculum: in this first section, the four Modules are briefly described, including basic concepts and an overview of the presentation of the five Sessions within each Module and allows leaders to plan the delivery of the Curriculum in their settings.

Part B. The Sessions: This section is the ultimate “map” for the educator to use in order to implement the Curriculum. Each Session includes all the relevant educational, teaching and learning materials to be used by educators for the support of the delivery of the Sessions.

The Curriculum has been developed in English and translated into Italian, French and Greek.

Part A: The Skills4Life Curriculum

Module 1 – Empowering Myself

Content

The purpose of Module 1 of this Curriculum is to focus on the young person feeling empowered in themselves as an individual.

Sessions have been constructed to allow young people to explore critical elements of the self safely, through the use of case studies, examples and practical scenarios. As many of the young people receiving this curriculum will have difficult experiences in their past, great care has been taken to ensure this module avoids targeted self-examination in favour of a less direct approach, whereby the young people can reflect using external examples.

The module itself looks at a number of key concepts relating to the self, including self-image, emotional resilience, growth mindset and effective decision making. These concepts are then simplified and delivered in a way that is accessible to the student group.

By the end of the module, the young person should be developing some tools for self-examination that may help them to regulate their emotions and make better decisions upon release.

Educators should focus on encouraging quality self-reflection and allow plenty of time for the young people to ask questions and get to grips with the core theme of the session. Sessions have been designed for either one- or two-hour delivery slots and can be fit around the schedule of your institution.

The basic concepts addressed in the framework of this Module are as follows:

Personal Agency and Desistance from Crime

- Up until recently, theories of desistance from crime have for the most part been heavily structural, relying on participation in prosocial roles [employment, marriage, education etc.] as the primary causal mechanism behind quitting crime. These approaches, however, have persistently ignored the fact that an (ex) offenders' personal identity is probably the most important causal mechanism of desistance. More indicatively, it seems that a critical mass of young (ex)offenders have been more successful in abstaining from crime upon release due to their ability to undertake a major identity change, to undergo a transformation. These people, did not in reality break from their past, but instead they managed to engage in a more positive view of themselves, in a view of a "good person".
- Currently, a wealth of scientific research backs up this observation and provides evidence that individual factors have a powerful role in shaping behavior. Thus, now, desisting from crime is, for the first time, associated with people changing their idea or sense of the kind of person they are and how such a person behaves.

- Studying desistance forces us away from static models of people as “offenders”, “criminals” or “prisoners” and encourages an understanding of change(s) in personal identities. Therefore, the focus is to value people for who they are and for what they could become, rather than judging, rejecting or containing them for what they have done.

Emotional resilience

- Suffering traumatic events, disaster or psychological distress are parts of our lives. Although, having these experiences makes us react with negative emotions, it takes a great part in our development and builds resilience. Resilience is what we need to get over the effects of adversity or risk and it does not only help us bounce back, but sometimes we can take advantage of difficult situations.
- Spending time in prison can be a hard time for every incarcerated men and women. Most people who spend short or longer periods in prison will be released one day. Unfortunately, a large number of these incarcerated people return to life of crime and usually go back to prison. There is a growing number of studies about the difficulties of re-entry into society and many of them are highlighting the importance of social networks and social capital for these people’s successful reentry. Emotional resilience is also key for the effective reintegration of prisoners.
- Emotional resilience is an important part of positive psychology. It is a systematic and dynamic adaptive process, which can promote individuals to actively deal with adversity or stress and obtain good adaptation and development. Resilience is the ability to thrive despite adversity. We know that many young people who come into conflict with the law have experienced adversity. Being incarcerated is another such adversity. Developing tools and mechanisms to cope with setbacks and challenges is an important life skill which young offenders need to develop.

Growth mindset

- This concept of growth mindset has the potential to be an important factor in the rehabilitation of incarcerated individuals. Growth mindset can be defined as “belief that people and their traits are malleable and can develop over time”.
- Growth mindset exists on a spectrum, and at the other end of the spectrum is fixed mindset. While growth mindset promotes that people and traits can change and develop, fixed mindset promotes that people will always be exactly who they are, and that working hard cannot change the ability or talent of a person. Fixed mindset pushes for performative goals that validate the self, while growth mindset pushes for learning goals that focus simply on improving the self. Fixed and growth mindset heavily affect the way a person views failure, challenges, and their own effort. Fixed mindset dictates that failures and challenges are qualities that cannot be changed, while growth mindset dictates that those things are a natural part of the process it takes to improve and develop skills. Young prisoners need to develop growth mindset, so that they change and develop a new positive identity, thus reducing the prospects of reoffending.

Aims and Objectives

The module's main learning objectives are to:

- a. provide opportunities for young people in custodial settings to have time for (private) self-reflection
- b. use the notion of role modelling and aspiration as a means to provide some tools for developing resilience and overcoming setbacks
- c. present tools for self-regulation and managing emotions, using scenario-based activities and active games
- d. explore ways of getting to know the self and agency, utilizing tools that manage potential sensitivities
- e. explore mindsets and decision-making tools as essential skills for life after prison

Module Outline

Session 1: 'Where life takes you...'

This opening session is designed to enable educators to facilitate the young people in considering how life can take different pathways and that all life experiences are a form of learning.

Session 2:

Developing Resilience

Getting to know Agency

This session may be best split into two smaller sessions. The first is designed to develop tools and mechanisms to cope with setbacks and challenges is an important life skill. In the second part of the session agency is explored as key in shaping one's direction and navigating the challenges to achieve a goal. This session will explore the meaning of agency and what it could look like in young people

Session 3:

Managing ourselves

Managing our emotions

The first part of the session uses active games and activities aimed at improving self-control, following rules and good communication. In the second part, participants explore their own emotional responses to various stimuli by labelling emotions and identifying how the protagonist in the scenario could better manage that scenario

Session 4: Knowing Yourself

This session uses a range of media suitable for the various learners in the group to reflect on their life story and what they think or want to be in their life. This is explored using artistic means,

such as writing, audio or role play, depending on the skills and appropriateness for individual learners.

Session 5:

Mindset and Motivation

Making Decisions

This session aims to help learners identify their own mind set and if it is fixed, explore ways in which they can move towards a growth mindset.

The second part of the session explores the processes of making decisions and identifies some tools to help make effective decisions.

Module 2 – Personal Relationships

Content

Given the centrality of relationships in the resettlement process of young people who offend, the aim of this module is to support them:

- a) To maintain their relationship and
- b) To further enhance them,

by building and encouraging a vision of their future which will not include offending.

Within this module, emphasis is placed on the importance of familial bonds. It is within family groups – of one kind or another – that individuals tend to have their most significant relationships. The emotionally laden nature of family bonds can mean they are a vital resource and form of protection against pressures to offend or reoffend. This module explores family issues which can help young people and their families cope with the challenges of imprisonment.

The module also deals with issues related to effective communication, anger management and conflict resolution. These are important aspects in building, strengthening and maintaining healthy relationships.

The basic concepts addressed in the framework of this Module are as follows:

Social bonds and Personal Relationships

- Meaningful, strong and healthy relationships matter. They can be comforting and empowering, vital to our mental health and emotional well-being. But they can also be challenging.
- By bringing our focus on the development of healthy relationships, we work towards preventing violence and abuse, both in prison contexts and out of them. Healthy relationships can provide

the basis for a supportive network and secure base, vital for the personal development of young people. Therefore, it is important to discuss what healthy relationships are, how they are built and what to do to maintain them.

There are many types of relationships. Some of the most significant are:

- Peer relationships. These are important in shaping and influencing one's behavior and have a great impact on our well-being.
- Romantic relationships, between two or more individuals who are physically and emotionally attracted to each other.
- Family relationships, established between family members. Families consist of a domestic -or a number of domestic- group of people, typically affiliated by birth or marriage but not limited to those. There are many different family forms in modern life beyond the traditional nuclear or extended family forms.
- Community relationships between members of the communities we are brought up or participate later, crucial in our identity construction.

Apart from the many forms of relationships that may exist, there are also many characteristics that make up positive, healthy relationships, some of which are trust, mutual respect and mutual aid, honesty, mindfulness, open communication, compromise, etc.

Familial ties

- From all relationships, family relationships have probably the biggest impact on one's life as they provide the basis for the development of all the rest. Especially in prison contexts, families are a key supportive factor with potential to build young peoples' resilience and contribute to their reintegration after release.
- We use the term 'family' in its wider sense, to refer to parents, siblings, children, caregivers, extended family members, close friends and all the individuals who get connected through blood relations, shared experiences or both, as long as they are perceived as family members.
- Positive familial ties and supportive family relationships help us nourish while adverse relationships usually affect our well-being in a negative way. Therefore, learning about key areas of family functioning (e.g. communication, trust building, family support, etc.) and parenting skills is important.

Effective communication

- Healthy relationship require effective communication, which begins with effectively expressing ourselves and is needed to resolve conflicts and strengthen relationships. Communication skills are naturally developed by observing and imitating others. Nevertheless, communication strategies may also be learnt and consciously developed so that we make sure that the messages we want to transmit are delivered clearly and received without misunderstandings. Strategies for effective communication involve active listening and empathy.

- Nonviolent communication is an approach to communication that is based on the principles of nonviolence. This is a method and set of skills that helps us connect with each other by deeply listening to both our needs and the needs of others, acknowledging our emotions, exploring our empathy, understanding what values we want to live by and living consciously without judgment, blame or domination.
- Young people in secure settings communicate with peers and correctional staff on a daily basis, and sometimes with friends, family members and others, depending on the context. However, there are many barriers to effective communications in prisons and young people can often struggle with effective communication. Working on communication skills is therefore crucial in their personal development and desistance.

Anger management

- Anger is a feeling or emotion that often comes suddenly and unexpected, ranging from mild irritation to intense fury and rage. Some people get angry very easily, often without understanding what the triggers or real reasons are. When others do not respond to such in the way we expect them to, we tend to feel unsafe, rejected and angry.
- Anger can become a routine and aggressive response to a variety of situations, transformed into a habit - an automatically and repeatedly performed behavior - that results in negative consequences. Especially in prison contexts, triggered memories of past events and challenging experiences often lead in anger and aggression. Becoming aware of the circumstances and events that trigger anger and recognizing our reactions is the first step to understand and manage it.

Conflict resolution

- Conflict may arise over serious disagreement or argument, a fight, battle, struggle, strife, controversy or quarrel, or even discord, antagonism or opposition. Whatever the case is, it is impossible to characterize a conflict itself as good or bad. Instead, the way we handle it determines whether the outcome will be negative or positive. In other words, conflicts hold a great of potential for destruction, but also for growth and development.
- Therefore, it is important to learn how to deal with conflict. Whatever the context is, learning to resolve conflicts in a healthy way is a valuable skill, necessary to prevent the same issue from coming up repeatedly. When faced with conflicts in a relationship, there are various useful strategies that may be implemented, such as understanding the roots, contextualising arguments, establishing boundaries, taking responsibility for one's actions, recognising the truth, and compromising. When violent disputes start, it is important to critically look at traditional conflict resolution tools and strategies, to analyze their causes and to manage them in respectful nonviolent ways, sometimes through mediation.
- Conflict resolution skills are highly relevant to the prison population, whose main challenge is the routine and lack of change. This often leads to frustration thus increasing the risk of conflicts in prison contexts.

Aims and Objectives

The module's main learning objectives are to:

- a. recognize the importance of healthy relationships and familial ties and the need to maintain and enhance one's pre- and post-incarceration relationships,
- b. develop effective communication skills,
- c. recognize the circumstances that trigger anger and one's reactions to manage anger,
- d. design a conflict resolution plan.

Module Outline

Session 1: Healthy Relationships

The first session focuses on the skills and the respective ways to develop and maintain healthy relationships, irrespective of their context and their nature (peer relationships, family relationships, etc.)

Session 2: Family ties

This session focuses on the role families can play on the development and growth of their members. Young people will develop skills which will support them to build and maintain healthy family relationships.

Session 3: Effective communication

This session focuses on the development of skills for effective communication. Strategies for effective communication including active listening and empathy are addressed. Special attention is given to techniques to achieve nonviolent communication.

Session 4: Anger management

This session focuses on the development of skills to manage anger. Participants will understand and become aware of the circumstances and events that trigger anger so that they manage it effectively.

Session 5: Conflict resolution

This session focuses on the ways to deal with conflict through assertive, non-violent communication. Participants will learn to critically look at conflict resolution strategies, to analyze the causes of conflicts and to manage them in respectful nonviolent ways, for example through mediation.

Module 3 – Life Skills

Content

This module focuses on “applied” life skills, aiming to prepare young people in conflict with the law to make practical decisions about their everyday life experiences. This will have an immediate effect on their life and improve their reintegration opportunities after release, thus breaking the vicious cycle of lawbreaking and reducing the risk of reoffending. Life skills will allow these young people to fully participate in adult life, in their particular social, cultural and environmental context, and to effectively handle issues encountered in their daily life.

More precisely, the third module aims to help young offenders set goals, make decisions, plan ahead, present themselves and organize tasks with regards to crucial issues such as:

- Personal finances
- Active Citizenship
- Physical and mental health
- Employability

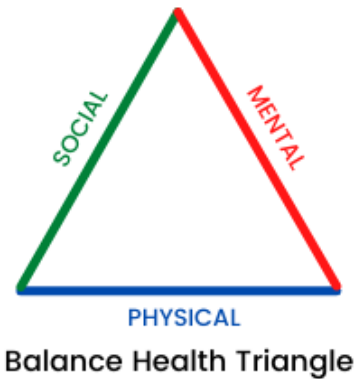
The basic concepts addressed in the framework of this Module are as follows:

Personal Finances and Financial Management

- Crucial for the construction of an independent life is the ability of allocating and managing finances. Budgeting can be defined as “the ability of an individual to adopt a proactive approach towards managing his own money. Budgeting skills involve conscious decision making about allocation of money such that expenditures do not exceed the income.”
- Budgeting and money management are among the key issues faced by (ex)offenders. Many young people in conflict with the law have difficulties in managing their money. Therefore, training in budgeting is considered particularly important for this target group. These skills are also connected to other important life skills including the ability to set goals, to make responsible decisions, and to think critically.

Physical and mental health

The Health Triangle is composed by Physical, Mental and Social health.



- Physical health is defined by a person's habits with regards to sleeping, eating and hygiene; Mental health is our ability to deal with stress and maintain a positive attitude towards life; and Social Health has to do with a person's ability to create positive relationships with peers. These three sides are strictly dependent on each other and often to act on one of them can be beneficial on the others, as well.
- Understanding the connections between different kinds of health; learning how to maintain a good physical health; and overcoming the taboos around mental health are essential to develop a healthy lifestyle post- release.

Active Citizenship

- Active citizenship refers to what people do every day as part of a community. Active citizenship starts in childhood and continues throughout adult life. All individuals in a society are mutually dependent on each other: no one can live on their own and everyone needs other people's contribution in order to thrive, while at the same time everyone is capable of making a difference in the community they live in.
- Active citizenship is the glue that keeps societies together. It is about balancing the rights and responsibilities we have within society. Active citizenship is also connected to how we receive and process information about the world around us through different media. It is therefore crucial for people from a young age to realize that they have an important role to play in society and to figure out how to make responsible decisions that can improve the lives of both themselves and others.
- Learning the basics of Active Citizenship will allow young people to fully understand their rights and obligations as members of society. Understanding concepts such as right, participation and responsibility, voting and volunteerism are essential to develop active citizens.

Employability and Personal presentation in the work environment

- Nowadays young people's lives are often marked with uncertainty and instability when it comes to employment. An ever-changing work environment demands for very conscious and responsible choices when it comes to pursuing a certain career as well as the ability to adapt to unpredictable change. To reflect upon one's career path is a great opportunity to self-discover abilities and attitudes and develop new skills. Furthermore, it is the first step towards autonomy and financial independence.
- Entering the world of work can be a stressful time for every young person due to the high expectations that societies reflect on them. This is true especially for young people that have come into conflict with the law, as they face greater obstacles and stigma. This is indeed one of the topics that young people highlighted the most in the needs analysis research conducted to inform the creation of this Curriculum. In order to achieve quality employment, young people need to focus on the career choices and understand the different steps they need to take, such as the process of job application, the development of their CV, and their personal presentation at a job interview.

Aims and Objectives

The module's main learning objectives are to:

- a. develop skills to efficiently manage personal finances.
- b. recognize the importance of caring for one's physical and mental health.
- c. develop the ability to set employment goals and plan for them.
- d. improve ability to present oneself in a work environment.
- e. identify ways to be active in the local communities.

Module Outline

Session 1: Financial Management

The first session focuses on the the practical aspects of budgeting. It will help young people identify and prioritize personal financial goals; outline the steps to achieve those goals; understand the importance of budget planning and get acquainted with the tools and methods to create a budget plan.

Session 2: Physical and Mental Health

This session focuses on physical and mental health. Following from Module 2 and its focus on social health, this session will help young people understand the connections between different kinds of health; learn how to maintain a good physical health; and discuss and overcome the taboos around mental health.

Session 3: Employment goals

This session focuses on employability issues and especially on setting employment goals. The importance of properly preparing documents for a job application will be highlighted with a focus on CV writing.

Session 4: Personal presentation

This session focuses on how to present oneself in the work environment, especially in the context of a job interview.

Session 5: Active Citizenship

This session focuses on introducing young people to the basics of Active Citizenship, helping them understand their rights and obligations as members of a society. They will be introduced to concepts such as right, participation and responsibility. They will get acquainted with the importance of voting and with the role of a volunteer.

Module 4 – Planning for life after release

Content

This Module focuses on the practical aspects of life after release and their effective planning as a means to reduce the prospects of reoffending and therefore to reduce recidivism and promote desistance.

Numerous surveys have been conducted and many reports written on the recidivism of young people in conflict with the law. Recidivism is very common among young, or even very young, offenders: for a given nature, type of offence and sentence, young offenders reoffend more often and more quickly than older convicts do.

Often in great social difficulty before their imprisonment, and often weakened by it, young people face many obstacles on their release. When these obstacles have not been anticipated, the chances of social reintegration are reduced and many people are incarcerated again shortly after their release. It is therefore essential that all aspects concerning employment or training, housing, and basic needs (clothing, food, supporting networks, etc.) are seen and anticipated before release.

This module will allow young people to explore what will help them to prepare for their exit. They will reflect on their needs and on the process they have to follow after having determined their needs.

This Module consists of two parts: a group part lasting for a total of 6 hours and individual coaching part lasting for a total of 6 hours. Both parts are important because in the group they will be able to work on generalities while in the individual part, an in-depth follow-up will be carried out in the

form of individual coaching sessions. These individual coaching sessions will be organized after each group session to best meet the young people's demands and move forward gradually.

At the end of this module, each young person will have at their disposal a booklet containing everything that has been presented and discussed during the training of the different Modules and also a realistic plan of what they have to do after release as well as of whom to seek support so that their reintegration is facilitated.

It is essential that at the end of this module, each young person has clear, attainable and achievable objectives that they can put into action before and upon release. This is one of the possible ways to avoid recidivism and facilitate desistance.

The importance of planning for life after release

- After their release, young people face many obstacles: finding accommodation, finding a job, getting treatment, getting out of an addiction, getting a driving license, reconciling with their family, getting their children back. In short, there are many challenges and obstacles that are difficult to face alone.
- The important thing is to avoid a 'dry exit', which can lead to re-offending. Reintegration work must begin well before release, especially if the young person wishes to continue or resume their studies, if the young person does not have his or her primary needs met (a roof over their head, food, health, physical safety).
- Finally, this early planning involves the acknowledgement of different public or private structures which support ex-offenders. For example, public- governmental structures are available on release from prison. These structures are may vary in partner countries and they include the probation service, job search agencies, social workers, hospitals, etc. The private structures are more often specific to the country in which the young person is, but, generally, they all include integration associations (employment assistance, integration sites), housing associations, support groups for people suffering from addiction, etc.

Advice for the educator/ coach

- The role of the facilitator/ coach in the one-to-one sessions is to support the young person in achieving their exit route. Above all, the coach should listen to the young person and avoid imposing a choice that the young person does not retain. Some advice that should be considered in the implementation of the individual coaching sessions:

Practice active listening: listen without judging, listen without thinking about what you are going to answer, listen to what the person is saying in words but also in non-verbal communication (gestures and postures.)

Do not impose your ideas.

Enable the young person make to their own choices

Act as a guide

Do not act as a rescuer (our role is to accompany and not to find an answer to every problem)

Never condemn or judge a young person who refuses to talk. On the contrary, put them at ease and make them understand that your role is to help them not to return to prison.

Aims and Objectives

The module's main learning objectives are to:

- a. enable young people, about to be released, to have defined, smart and clear objectives to avoid a dry exit.
- b. allow young people in conflict with the law to question themselves and choose a better future
- c. avoid recidivism by preparing the young person's reintegration into society.

Module Outline

Session 1: Taking stock

This is an opportunity to take stock of everything the young person has discovered during the first three modules to identify their needs in order to be ready for their release.

Session 2: Individual coaching

During this session, the coach will work on the needs identified during the first session. It is an important phase as all the work the young person and the coach will do in the following sessions will be based on this first analysis. It can involve housing, job, rehabilitation, education.

Session 3: Who can help me?

This session will focus on who can assist young people, before, during and after the release process. The young person will be able to prepare a directory with the names and addresses of all the entities they should contact to meet their needs. This will also be an opportunity for some to reconcile with close relatives or family.

Session 4: Individual coaching

This session will be dedicated to help the young person to be able to find out who can help them, before and after their release and to create an address lists of the persons or organizations identified.

Session 5: The steps to follow

The last group session will focus on the steps to take before and after release. A discharge booklet will be given to each young person who has followed the training, in which they will find all the

steps, contacts, model letters, etc. the entities they should contact to meet their needs. This will also be an opportunity for some to reconcile with close relatives or family.

Session 6: Individual coaching

This last individual session will focus on the planning of the release. The coach and the young person will review together what the young person has to do before and after their release, in what order and with which support.

Part B: The Skills4Life Sessions

MODULE 1- Empowering Myself

Module 1- Session 1: ‘...where life takes you’

Introduction

Many young people in conflict with the law have had little opportunity to reflect on their lives. This opening session is designed to enable you as an educator to facilitate the young people in considering how life can take different pathways and that all life experiences are a form of learning.

Objectives

- to stimulate thinking, discussion and reflection on their own lives in a positive (and safe) way.
- to convey to the young people at the start that this is not traditional learning - essential for continued engagement with the sessions.

Suggested time

2-hour session to incorporate a film. You can split the session, so it is in 2 parts if that is easier.

Activities

1. Use the PowerPoint Presentation to introduce and state the purpose of this course and why it is important for them and their lives. It is worth emphasizing that the course was designed by talking to young people in their position on what skills they need. (10 min.)
2. Use a stimulus, such as a film or short story to generate discussion on life and how it can take you in different paths. We have made some suggestions for such films, but you can use your own. Just ensure that the rating is suitable for your learners' age groups. (Approx. 1,5 hours)

**A useful film is 'Slumdog Millionaire'. This is because it showcases the story of a street boy and his challenging experiences – not all pleasant – and how each one gave him a worldly knowledge that enabled him to win a competition.*

3. Ask questions about the film/short story? The aim is to get learners to think about what happened in the film and how all experiences have a part to play in who we are, giving learners an opportunity to reflect on their own life-story. It shows how whilst one's experiences may be negative; the learning is shaping who you are. (10 min.)

Resources

❖ [Resource 1- Annex 1.1](#) PowerPoint slides to structure the session. It includes an introduction to the Curriculum (which is called 'course') for the young people, an introduction to the module and why they should do it.

❖ [Resource 2 - Film suggestions:](#)

Slumdog Millionaire

https://www.youtube.com/watch?v=GN6hGu_kXPU&ab_channel=FilmStudiesFundamentals

Stormzy – near expulsion, saved by music and education

https://www.youtube.com/watch?v=EW39MTTvZK8&ab_channel=BeforeTheyWereFamous

Cristiano Ronaldo – From the streets in Portugal to best footballer in the world

https://www.youtube.com/watch?v=Vqu_5KctJV0&ab_channel=SoccerStories-OhMyGoal

❖ [Resource 3 Annex 2.1:](#)

Question cards about film to stimulate discussion. Also available in the PowerPoint presentation.

Module 1- Session 2: Developing resilience/Getting to know agency

Introduction

Resilience is the ability to thrive despite adversity. We know that many young people who come into conflict with the law have experienced adversity. Being incarcerated is another such adversity. Developing tools and mechanisms to cope with setbacks and challenges is an important life skill.

Similarly, developing one’s agency can be an empowering tool. If you feel you have agency, you feel you have the ability to shape your direction and navigate challenges to achieve what you feel is right for you. Young people who come into conflict with the law are described as ‘doubly vulnerable’ because not only are they children, but they are children who may have had challenging home and educational backgrounds. Thus, the opportunities to develop agency may be limited. Enabling them to develop a sense of agency can be powerful in developing a sense of self. Young people who have agency are often those that are respected; therefore, this session will use the term ‘respect’ to draw out the notion of agency.

Objectives

Session Part 1:

- to explore the lives of the admired people, why it is they admire them and to identify what made them successful.
- to generate discussion on how these admired people have overcome adversity to continue to succeed
- to identify what they could do themselves to overcome their setbacks and challenges.

Session Part 2:

- to explore how and when these admired people demonstrated agency.
- to recognize how agency – or the ability to direct and shape one’s own life - is the thing that potentially may have made them resilient to setbacks and challenges.

Suggested time

2 x 1 Hour sessions suggested, but may be carried out in one session

Activities

Session Part 1 (One hour):

1. Get learners to think about someone they admire. It could be anyone – a member of the family, a sportsperson, a celebrity, or other character. (5 min.)
2. As a whole group, spend some time considering why they chose their person. (30 min.)

3. In pairs, ask learners to discuss what they think drives people to keep going. The aim of the discussion is to move their thinking onto their own lives by asking:
What has kept them going in difficult times? (20 min.)

Prompt questions:

1. When things get really hard, what would the person you admire do?
2. How can we be more like those people?
3. Was there a time when you have overcome adversity, setbacks and challenges?
4. How do you think you did it?

Session Part 2 (One hour):

1. Get learners to think about someone they admire/respect. It could be anyone – a member of the family, a sportsperson, a celebrity, or other character – OR take the same person/s identified in Part 1. (5 min.)
2. What was it they admired about that person/people. (5 min.)

Prompt questions:

1. Is it because they are in charge?
 2. Is it because they know what they are doing?
 3. Is it because they have respect? Why do they have respect?
3. Explore the concept of respect – does it link to how we describe agency? What is the definition of respect? Spend 10 min. discussing this as a group, then 10 min. talking about it. (20 min.)
 4. Consider the kinds of skills and mindsets a person needs to have agency. Use the picture in the PowerPoint to stimulate discussion about characters who act with or without agency. Get them to think about whether it is better to have agency and if so why? (10 min.)
 5. Alien Task – this task is designed to explore some underlying values that young people might have and encourage some deep thinking. It is a task you may decide to use as an opener to the session if it is more appropriate to your learners.

Question to the learners:

1. 'Imagine you are walking down the road and suddenly in front of you an alien appears and asks the question:
2. What is the point of you humans?'
3. What do you do?'

Responses might range from 'I will punch their lights out for jumping out in front of me' to 'I will run away'. Persist with the questions where the alien keeps asking even once it has been 'beaten up' and/or chased them. Eventually, the learners will give some interesting answers that you could explore in terms of agency and getting learners to think deeply about life and values. (10-15 min.)

6. End the session by focusing on a positive point made during the session. The aim is to have stimulated thinking for beyond the session and so in some ways the session may feel quite incomplete. (5 min.)

Resources

Session Part 1:

- ❖ [Annex 1.2](#) PowerPoint slides to structure the session including question prompts to display on the Board.

Session Part 2:

- ❖ [Annex 1.2](#) PowerPoint slides to structure the session including question prompts to display on the Board. Also includes Alien Question to stay there throughout the latter part of the session

Module 1- Session 3: Managing ourselves/Managing our emotions

Introduction

It has been shown that many young people who come into conflict with the law have social, emotional, and behavioural difficulties, largely due to being less likely to have developed these skills in the home and school environment. The challenge of self-regulation which includes managing emotions (such as anger) and impulse control have played a role in how people view their behaviour, and can lead to coming into conflict with the law. Developing self-regulation means the young person is better able to access learning and other opportunities as well as resist pressures that may be detrimental to them.

Emotion regulation is a component of self-regulation. It is an important skill and helps people to manage their emotions so that they can function appropriately in the social context they are in. It is key for engagement with learning opportunities. Research has shown that emotions are heightened within a secure custodial setting and therefore learning skills to manage them will be helpful when released, as well as while in the setting.

Objectives	<p><u>Session Part 1:</u></p> <ul style="list-style-type: none"> • To improve self-control, following rules and good communication, through games designed as part of the Active Games for Change (AG4C) project specifically for use in custodial settings <p><u>Session Part 2:</u></p> <ul style="list-style-type: none"> • to explore their own emotional responses to various stimuli • to label emotions • to identify, through the use of various scenarios, how the protagonist in the scenario could better manage that scenario.
Suggested time	2 x 1 Hour sessions suggested, but may be carried out in one session

Activities

Session Part 1:

1. Visit the AG4C website and identify the games you think are useful for your group and their needs in terms of self-regulation. You will see that the games are in 3 levels designed to develop a range of self-regulation competencies.

2. Select the game/s you want to use. Each game has a complete guide card to using it, including any equipment you need as well as ways to simplify it or extend it.
3. A YouTube video to show you how to do the game and what you will need for it in terms of equipment or space is also available. All games are designed to be easy to use.
4. We suggest the AG4C game- Tower of Hanoi, which develops the self-management competency, but feel free to use those that suit your group of learners.
5. Activities may include teachers' presentation, small group discussion, plenary discussions, paired work, case studies, flipped classroom activities, role-play, debate, project work, videos etc. (50 min.)



Session Part 2:

Tip: Introducing this session gently is important given what we know about emotions and their impact on engagement and learning.

1. Begin the session by showing participants a list of (emotional) faces/emoticons and get them to identify what that face shows. (5 min.)
2. Ask them to consider how they decided on the emotion represented by that expression. This can result in a number of different answers and interpretations. More than one label can be used. Allow time for justifications and discussion.
3. Extension: Have the young people consider their own words for these feelings and match them to the appropriate facial expression. These may be slang words or words in native languages. (5 min.)
4. The next task is to ask them what physical symptoms each emotion might generate. For example, a nervous emotion might general 'butterfly feelings' or 'shaky legs'. An excited face might mean you feel energetic. (10 min.)
5. Once the participants are comfortable, choose one of the video clips which are of various scenarios which might generate strong emotions. The aim is to ask participants how they would feel in such a situation. How would reacting according to that emotion impact on their actions? The idea is to generate some discussion and considerations of different ways to respond that might lead to a better outcome. (25 min.)

6. Finish the session by asking participants to see if they can make a mental note of the various emotions they feel in the next few days and how they responded. (5 min.)

Resources

Session Part 1:

External Resource - Games card, e.g., Tower of Hanoi
Equipment for the game as listed on each games card

Session Part 2:

- ❖ [Annex 1.3](#) - PowerPoint presentation which can help you structure the session and has all the session activities in there.
- ❖ [Annex 3.1](#) - Card labels to match to the various emotions for the introductory activity
- ❖ [Annex 3.2](#) – Pictures cards of faces depicting various emotions

Video Clips:

- a. Eastenders clip – Lola is told she is going to die -
https://www.youtube.com/watch?v=BKsbLERplbk&ab_channel=EastEndersClips
- b. Waterloo Road clip - Vicki and Aiden Get Named and Shamed -
https://www.youtube.com/watch?v=KqcMRA3bRBU&ab_channel=BBC

Module 1- Session 4: Knowing yourself

Introduction

One of the key things that young people told us when we were developing this curriculum is that they needed the opportunity to self-reflect and the support to do it. This session can be quite a sensitive one, so it is advisable for those learners who have already done a few of the previous sessions so that it does not feel invasive.

Objectives

- To reflect on their life story. This can be done through a range of media suitable for the various learners, through artistic means, through writing, audio or role-play, depending on the skills of individual learners and what is most appropriate.

Note: This could be sensitive for some learners as it could re-surface some traumatic memories or events and so the setting needs to be aware and support services available should they be needed.

Suggested time

2 Hour session that may be split between planning and carrying out creative task

Activities

Introducing the session carefully and as an exciting opportunity is important.

1. You may begin by saying that someone wants to write a book, film, or paint a picture about you and your life. What way would be best for your life? Tell them that it could be a particular point in their life or something they aspire to – the aim is simply to reflect on life in general. (5 min.)

Note: This could take quite some time and you may need to use some resources to stimulate this e.g., get them to pick from a selection of media that they could use – Annex 4 can help with this.

2. Once they have decided on their media e.g., story, film, picture, song, role play etc., learners can begin working on it. Some might choose to take it away to other sessions or as homework. Some may be reluctant to work on this. Allow them to choose not to participate and instead give them another (boring) task but keep them in the room (as long as they are not disruptive). If they are disruptive, allow them to leave as this may be a sign that this is too much for them and could unravel the session for others. (15 min.)

3. Once learners have decided how they will present their story, allow them the space to develop their medium (1,5 hours).

Tip:

- Provide the relevant resources.
- Allow time to discuss and reflect on their choice which may encourage self-reflection.
- Use the question prompts in Annex 2.2 to support you in this.

Resources

- ❖ [Annex 1.4](#) - PowerPoint presentation which can help you structure the session and has all the session activities in there.
- ❖ [Annex 4](#) - Media cards which simply say Film/Story/Art/Play/Music etc.
- ❖ The resources needed for the choice made e.g., art materials, music room, writing books, video recording equipment etc.
- ❖ [Annex 2.2](#) – Self-reflection question prompts

Module 1- Session 5: Mindset and Motivation/Making decisions

Introduction

A growth mindset is important for learning and development. An individual with a growth mind set is likely to believe that learning is a skill to be developed and that they will go on learning through life and are more likely to be motivated to learn.

An individual with a fixed mind set believes their ability to learn is fixed, most likely to be inherent and less likely to be changeable.

The data from the young people indicated that they wanted some help with their motivation and with the development of a positive and growth mindset.

Objectives

Session Part 1:

- To help learners diagnose their own mind set and if it is fixed, explore ways in which they can move towards a growth mindset
- To recognize how mind sets can shape our motivations.

Session Part 2:

- To identify tools to analyse how the decision was made in different scenarios and how a better one could have been made.
- To start to recognise and isolate their own decision-making processes - something we are sometimes not always conscious of.

Suggested time

2 x 1 Hour sessions

Activities

Session Part 1:

1. Introduce the idea of a fixed and growth mindset.

You can use this short cartoon video on the traditional Hare & Tortoise story

(https://www.youtube.com/watch?app=desktop&v=-HSdqyHDDHc&ab_channel=HOMER)

(Annex 1.5).

2. This will illustrate to the learners the power of a growth mindset. (10 min.)

Use the PowerPoint (Annex 1.5) to offer a definition of a growth and fixed mindsets and how it can affect your success/or not in life.

3. Use the examples of people who have succeeded because of their growth mindset, despite what people said about them. (10 min.)
4. Identifying your mindset:

Use the Annex 5 handout to ask questions of learners and get them to identify their mindset. They do not need to share the results with the group as this may cause some embarrassment. (10 min.)

5. How do you change a fixed mindset?

Use the exercises in Annex 6 for this session to begin conversations on how to change your mindset. The key here is that simply reflecting and becoming aware of our mindset can contribute to changing it. This task aims to get learners to reflect on decisions as that in itself is the first step towards a growth mindset. (10 min.)

6. The link between a growth mindset and motivation.

What motivates you to do anything?

How can a growth mindset improve motivation?

This can be a discussion-based activity and you may not even reach this step. This is fine because it means you have used the time well to explore the notion of mindsets. (10 min.)

Session Part 2:

1. Begin by asking participants to explore the decisions they make in a typical day. This could range from deciding what to wear or eat to deciding who to be friends with or make a life choice. (10 min.)
2. Take one of the easiest decisions e.g., what to have for breakfast. Place it in the middle of a piece of paper and ask participants to think about what they needed to consider in order to make that choice. For example, what they had for breakfast the day before, the nutrients, the taste, the availability/cost, convenience. All this takes is brainpower. And it takes the same brainpower as the big decisions in life! (10 min.)

Now move the conversation on to other 'bigger' decisions. This could include decisions that may not have had the best consequences, so some sensitivities are needed when exploring these. You may need to do this in small groups or pairs where participants can explore some of their own decisions and what they did or did not consider.

3. Would they have made better decisions if they had taken some time to consider them more carefully? (15 min.)

Exploring the difficulties of decision-making – Ask participants to go back to an easier decision e.g., the breakfast one. What could make this decision difficult for them? You may choose to brainstorm this on a whiteboard.

Participants may come up with things like time pressure, peer pressure, money or other difficulties that affected their decision-making. The aim is to enable participants to understand the pressures on decision-making and how to reduce them.

4. Use this activity to explore how they might reduce pressure on their decision-making. The aim is to bring the attention of participants to the process rather than question decisions they may have made. (20 min.)

Resources

Session Part 1:

- ❖ [Annex 1.5](#) – Presentation to hold the session together, including a YouTube video on Hare & the Tortoise or equivalent story <https://www.youtube.com/watch?v=-HSdqyHDDHc> Use this to structure your session and to display key definitions.
- ❖ [Annex 5](#) – Questionnaire to help you discover your mindset
- ❖ [Annex 6](#) – Set of exercises on changing a fixed mindset

Session Part 2:

- ❖ [Annex 1.5](#) - PowerPoint presentation to help you structure the session. This has all activities built in for you
- ❖ Resource 2 - Paper and pens
- ❖ Resource 3 – Whiteboard and pens

MODULE 2- Personal Relationships

Module 2- Session 1: Healthy Relationships

Introduction

Relationships provide opportunities for personal growth. This session encourages participants to think about how they develop and maintain healthy relationships. They will have the opportunity to discuss how to identify expectations and commitments in different types of relationships.

Objectives

- To identify expectations and commitments in different types of relationships
- To list characteristics of healthy and unhealthy relationships
- To discuss strategies that we use to develop and maintain healthy relationships
- To recognize examples of boundary crossing and discuss strategies to set boundaries

Suggested time

2 hours

Activities

1. Introduce **ground rules** to ensure that everyone can participate in the session and feel secure in doing so. Encourage the group to consider content for a contract of 'rules' to which the group will 'sign up' to. This will help maintain a secure and safe-feeling environment. Then make suggestions as required and the final 'contract' will remain on display throughout the session. (10 min.)

Some basics to prompt from the group could be:

- ❖ Confidentiality, Honesty, Respect, Listening and not interrupting,
- ❖ Giving time and space for others views and opinions,
- ❖ Supporting each other,
- ❖ Not being made to do things,
- ❖ Recognizing each other's strengths and weaknesses,
- ❖ Not judging,
- ❖ Willing to learn from each other, Having fun, Making questions at any time etc.

2. What is a 'relationship'?

Ask participants to define the term 'relationship'.

Consider the following:

- ❖ We form relationships as soon as we are born with parents, siblings, etc.
- ❖ As we get older, we can have relationships with neighbors, work colleagues, romantic partners, fellow inmates, supervisors, etc.

- ❖ Building relationships is a process that occurs throughout our lives. We have relationships with many people.
- ❖ We get in touch with many people daily but a relationship involves a connection.
- ❖ Some people have many relationships, a wide circle of friends, and others prefer only a few. (10 min.)

Important! Participants may equate the term ‘relationship’ only with dating. Help them understand the different types of relationships and their importance for our development throughout our lifespan.

3. The benefits of relationships

- ❖ Explain that having relationships is important, because these connections with other people can make us feel good about ourselves. One of the benefits of relationships is that they provide us with someone else to talk to, which is important because it makes us feel like we are not alone. However, there are many more reasons why relationships make us feel good.
- ❖ Ask participants to list some of the benefits of relationships (why are relationships a good thing?). The list may include some of the following: Love, companionship, support, safety, shared interests, affection, sharing problems, someone to have fun with, etc. (10 min.)

4. Healthy Relationships

- ❖ Mention the relationships we form with other people can have benefits but they can also have negative consequences.
- ❖ Divide participants into two (2) equal groups and assign the topics ‘healthy relationships’ and ‘unhealthy or abusive relationships’ to the groups, mentioning that all relationships exist on a spectrum from healthy to abusive.
- ❖ Give the groups five (5) min. to brainstorm and list as many characteristics of their topic as possible. Then invite each group to present their list to the rest, ask for further suggestions and add to the lists. The group may want to leave these lists up around while working on this module to remind how to identify if a relationship is a healthy one.

The list may include the following:

Healthy Relationships	Unhealthy/Abusive Relationships
Love	Abuse (emotional, physical, sexual)
Happiness	Feel like you can't be yourself
Affection	Jealously
Trust	Lack of trust
Mutual respect	Disrespect
Friendship	Fear
Support	Lack of understanding

Good communication	Poor communication
Fun	No fun
Equality	Inequality
Friendship	Intimidation and hostility
Acceptance	Manipulation and control
Kindness	Blaming
Honesty	Lies
Independence	Dependence

- ❖ Lead a discussion by asking:
 - How do you feel in a healthy relationship?
 - How do you feel in an unhealthy relationship?
 - Why do you think that some people stay in unhealthy relationships? (20 min.)

Important! Be aware that this activity might open participants up to reliving potentially painful experiences.

5. Maintaining Relationships

(This is an extended activity, part of which can be adapted to a 30-minute session. To cover all parts, it is possible to skip some of the other activities in this session)

- ❖ Tell participants that we will now focus on a. peer relationships, explaining that these are friendships formed with someone else our age and b. strategies to maintain them which are the methods we develop to do so.
- ❖ Then introduce the two positive strategies
 - 1. Keeping your friendship rewarding,
 - 2. Being a good friend when things get tough
 and ask what these might mean.
- ❖ After the discussion, introduce some strategies that are related to (1). Keeping your friendship rewarding and, optionally, write down some key words on sticky notes.

Examples are:

1. Show appreciation: sometimes we know a friend for such a long time that we forget to appreciate them. Try to thank your friend when they are there or do something for you.
2. Show interest: this means being a good listener when your friend is telling you about something going on in his/her life. Good relationships are built on communication. Listening to what one says will make them feel understood and notice that you care. If your friend is involved in an activity they care about, try to devote some time to it.
3. Building trust: keep your promises, keep secrets safe if something personal is shared with you and don't engage in gossip about your friend, which might hurt their feelings and harm your relationship.

4. Having fun together: do things together that you and your friend enjoy. Learn something new together.

- ❖ Then introduce strategies that are related to (2). Being a good friend when things get tough and, optionally, write down some key words.

Examples are:

1. Support each other: sometimes our friends may experience problems in their life, and is up to you to be there and offer to listen to them if they need to talk to someone. It is possible to provide distractions, like doing something with them something they like.
2. Encourage each other: say nice words to each other to keep yourselves motivated.
3. Help your friend find solutions: If you know your friend is struggling, do what you can to help.
4. Handle conflicts: When you and your friend have a conflict, don't scream or get angry at them. Sit down calmly instead and talk through your problems by listening to both sides of the story. Respect each other at all times during your resolution of the conflict. Apologize if you realize you did something wrong.

- ❖ There are also a few behaviors we want to avoid when we wish to maintain healthy relationships.

These are:

1. Peer pressure; getting someone to do something you want when they don't want to.
2. Saying hurtful things and making the other person feel bad about themselves
3. Ignoring; not paying attention when your friend is talking to you, or not including him/her in your daily life.

- ❖ Each participant should then pick one of the strategies that were discussed (e.g. "encourage each other") and come up with an example of a way they would encourage their friend or if they have done so in the past to explain how they did so. They may write their strategy and example on a sheet of paper. Then the group shares their examples and might also come up with new ones if they wish.

- ❖ Following that, participants should identify (write down on another piece of paper) their top 5 strategies that they already use to maintain their friendships with others and work in pairs to identify if they have chosen similar strategies.

- ❖ If there is time, each pair will choose one of their strategies to work on a one-minute skit of a situation in which they have used or would use such strategy with their friend. Volunteers may perform their skit with the rest. You ask them why they chose the specific strategy and whether they use it often. (30 min.)

6. Setting boundaries

The aim of the last activity is to talk about the importance of being able to set and respect boundaries for healthy relationships. Whether it is a family, friend, or romantic relationship, a healthy relationship needs mutual respect and that includes respecting each other's physical and emotional boundaries. Boundaries are personal limits, unique for each person and influenced by a series of factors, from culture and religion to lived experiences and personal traits.

- ❖ Ask participants to form two (2) groups and give fifteen (15) min. to choose a scenario of boundary crossing, distribute roles and practice with your help. Be vigilant about stereotypes which can make people uncomfortable and must be addressed calmly and respectfully right away. The scenario could be based on real experiences or fictional. In the end, the groups share their role-play with the whole group.

Important! Remind participants of the ground rules and the importance for everyone to feel safe during the role-play.

- ❖ When setting up each role-play, explain that the audience is also participating, by observing for powerful boundary crossing/setting moments, how body language and/or tone of voice affected the scenario, etc.
- ❖ Debriefing after each role-play is essential (30 min.)
 - Ask the boundary-crosser, 'How did that feel when they said _____?' and boundary-setter, 'How did it feel to say _____?'.
 - Ask the audience members what they observed. When was the moment that the boundary sunk in? What worked?
 - If someone feels strongly about a way it could have been done differently, invite them to try out the same scenario.
 - It can be very helpful for participants to see a variety of ways a boundary can be set successfully.

Using techniques of the forum theatre, audience members can be given the option to yell 'freeze!' at any point during the role play, walk up to the 'performers', tap one of them on the shoulder and switch out. This allows for different perspectives and possibilities to play out.

7. Wrapping Up

- Everyone deserves healthy relationships, and there are things we can do to improve our relationships, even in prison contexts. These strategies may help offenders both at the time being and during the after-release period. You lead a discussion on the participants' experience of the session and invite them to share their thoughts. (5 min.)

Resources

- ❖ Flipchart
- ❖ PowerPoint presentation (Annex 2.1)
- ❖ Sticky notes
- ❖ Cardboard/Flipchart sheets
- ❖ Pen
- ❖ Paper
- ❖ Workbooks

Module 2- Session 2: Family ties

Introduction

The first place an individual learns about building relationships is in their family. For this module, special emphasis is placed on family relationships due to their importance for all the relationships one establishes through their life and their potential as a factor for desistance. This session will, therefore, focus on supporting young people and their families cope with the challenges of imprisonment.

Objectives

- To identify the family's role in fostering healthy relationships.
- To recognize how the family relationship affects other relationships.
- To identify traits of healthy family relationships.
- To develop strategies to maintain healthy family relationships.

Suggested time

2 hours

Activities

1. Ground rules (5 min.)

- ❖ Remind participants of the ground rules to ensure that everyone can participate in the session and feel secure in doing so. In case participants have suggestions for additions or modifications based on their experience from the previous lesson, this is the time to make any necessary changes (5 min.)

2. The many faces of 'family' (15 min.)

- ❖ Use the following questions as prompts to answer in their personal workbooks.
 - What does 'family' mean?
 - Who are the people you consider family?
 - Which family member are you closest to?
 - What makes a healthy family relationship?
 - What things do families do for each other?
- ❖ Then, participants share their answers and you lead a discussion pointing out that defining family is complex as we all have different types of families and the fact that the young participants may not see their family members much or at all, but this does not mean that the relationship between them is broken

3. What my family means to me (30 min.)

- ❖ Prepare participants for the next activity where they will be encouraged to draw what their family means to them and their relationships within their family.

- ❖ Distribute drawing materials to all participants and allow them fifteen (15) min. to work on the activity in their workbooks following your guidelines. You may want to draw your own portrait on the flipchart as you're explaining to facilitate their understanding.
- ❖ Explain the process:
 - "In the center of your paper, represent yourself as a circle, and color it. Write your name in the circle.
 - Add triangles around your circle to represent different family members.
 - Label each triangle with the name of the person and their relationship to you. Include all of the individuals you regard as part of your family. These are people who are part of your life and have significance in it. They can be related to you by blood or marriage but not necessarily.
 - When you have completed your diagram, use two lines to connect your personal circle with two or three other family members' triangles. These connecting lines tend to be your most important family relationships.
 - Describe other important family relationships. Use symbols, colors, words, pictures or anything else to show the description of your feelings between you and your family members. For example, if you feel your mother is supportive, write that in the space between you and her.
 - When finished, draw a frame around the portrait. Decorate it in any way you wish.
 - Be prepared to display your family "portrait" and explain it."
 - Example:



*(Source: Building Healthy Family Relationships, Texas Education Agency, 2014)

- ❖ Ask the group to identify one or two examples of the relationships in their family based on the components in the portrait and when time is up, ask for volunteers to share their family 'portrait' with the rest, describing the members of their family and explaining the nature of one or two relationships. A whole group discussion may follow.

- ❖ In case there are parents in the group, you should stress how our family relationships can affect our parenting, especially if they are a part of our parenting team (all those who belong to the family and who help care for and raise a child) (30 min.)
 - This might include the child's other parent, parents or grandparents, siblings, friends, neighbors, and anyone else who has a role in raising the child.
 - Having a supportive parenting team sets a good example for children and helps them feel safe and loved. Just as the environment of a tree can affect how it grows and develops, the environment of a supportive parenting team affects how a child grows and develops

4. Building Healthy Family Relationships (30 min.)

- ❖ Remind participants of the previous session and the work done on healthy relationships, saying that today's focus is healthy family relationships.
- ❖ Draw the following 'Traits of a Healthy Family Relationships' graphic on the flipchart as well as the question that follows and allow participants to copy them in their workbooks and answer them in fifteen (15) min. in pairs or groups.
- ❖ Alternatively, you can distribute the relevant Annex (2.2.1) to participants and write down their answers there.
- ❖ These traits can range from sharing resources, affirmation and support, respect, love, attention, adding to a person's sense of security, participating in each other's activities, showing they are not alone, ask about each other's day, spend time together, show appreciation, say thank you, show affection, listening, solve problems together, forgive and forget about little things, trust, open communication, sense of humor, sharing responsibilities, family rituals and traditions, etc. A whole group discussion follows.

5. Strategies for Healthy Family Relationships (20 min.)

- ❖ Based on the identified traits and their own family relationships, participants will return to the portrait they created in terms of the first activity and spend fifteen (15) min. to work, either in groups or individually, in order to write down strategies to maintain healthy relationships with them. These should be up to three specific strategies they will follow with each family member they identified and may be written on the blank space of the same page, around each triangle. In the end, volunteers may share some of their strategies.

6. Wrapping Up. (5 min.)

- ❖ Participants will be invited to share their thoughts about what was discussed today, reflecting on how the lesson taught them something and how it may assist them in the future.

Resources

- ❖ Flipchart
- ❖ PowerPoint presentation (Annex 2.2)
- ❖ Handout: Traits of healthy family relationships (Annex 2.2.1)
- ❖ Pen
- ❖ Paper
- ❖ Workbooks
- ❖ Colored pencils

Module 2- Session 3: Effective communication

Introduction

Communication is the first step in developing any relationship, the foundation of our interactions with other. It is a process which involves at least two people, a sender and a receiver, who exchange information through a system of shared language or symbols. It may be a smile, a handshake, a word, a good-bye, a wink or a conversation. The sender encodes the message and sends it through a communication channel to the receiver who then decodes it and provides feedback to the sender.

This is only successful when the individual receiving the message interprets and understands it in the way the sender intended, while effective communication occurs when each person involved in this process assumes the appropriate communication style for the occasion. Effective communication is important for the empowerment and personal growth of people, especially in challenging contexts, as it makes it possible for them to feel listened to and cared for. Yet, people are different and, in these differences, communication problems can develop.

This session will help young participants understand the importance of effective communication and develop such skills, which will contribute to their relationships both in the prison context and after release.

Objectives

- Discuss the importance of communication in personal relationships
- Recognize the importance of both verbal and non-verbal communication
- List the DOs and DON'Ts of effective communication

Suggested time

2 hours

Activities

1. Ground rules (5 min.)

Remind participants of the ground rules to ensure that everyone can participate in the session and feel secure in doing so. In case participants have suggestions for additions or modifications based on their experience from the previous lesson, this is the time to make any necessary changes (5 min.)

2. Blind Drawing/Blind Walking (15 min.)

You may choose one of these two activities as a warm-up.

Blind Drawing:

- ❖ Divide the group into pairs, one speaker and one listener. Without the listener seeing, give the speaker a picture of geometric shapes (see relevant Annex 2.3.1).
- ❖ The speaker needs to describe the picture to the listener, who is not allowed to speak. Once the listener has finished drawing, compare the attempt to the original picture.

Communication is about creating strategies to understand one another.

Use the exercise as a starting point to discuss how participants can use better communication skills in their everyday lives. Point out how someone may misinterpret unclear instructions, including how the activity would have had different results if the listener was able to ask questions.

3. Blind Walking:

The purpose behind conducting this game is to help the audience understand the importance of one to one communication.

- ❖ Make an outline of a big space where you will throw thirty (30) paper/rubber balls and ask participants to choose one person who will be blindfolded.
- ❖ Leave the blindfolded person at one end and ask another participant to guide him/her to the other end without touching any of the balls.
- ❖ Choose a person who will count the number of balls which are touched by the blindfolded person.
- ❖ That blindfolded person will walk from one end to the other end according to the message they receive from the other participant.
- ❖ Repeat the process but this time ask the rest of the participants to communicate with the blindfolded person and help them cross the place filled with balls. You will see that this time it really gets difficult for the blindfolded person to walk due to the amount of messages received.
- ❖ Ask the blindfolded person how easy it was to walk through the place filled with balls when only one person was communicating and how difficult it got when more people were communicating at the same time. You will hear that it was easy for the blindfolded person to walk during one to one communication and it got difficult when more people were guiding him.

4. The Power of Body Language. (10 min.)

This activity will help the participants understand the importance of body language and work on such skills.

- ❖ Tell the participants that you are going to give them a series of instructions and you want them to follow them as fast as they can.
- ❖ State the following actions as you engage in them:

- Put your hand to your nose.
- Clap your hands.
- Stand up.
- Touch your shoulder.
- Sit down.
- Stamp your foot.
- Cross your arms.
- Put your hand to your mouth (but while saying this one, put your hand to your nose).

- ❖ Ask how many noticed the last mistake.
- ❖ Discuss how this shows that body language can be even more influential than the words you say. Lead a discussion on how body language can influence our understanding and reactions.
- ❖ It may reinforce what we hear or interfere with the verbal communication we receive. The more aware we are, the better communicators we become. It's important to be aware of what we are communicating with our body language to make sure we are delivering the message we want, just as it's vital to notice and understand the body language of others.

5. Font-page News (80 min.)

- ❖ Divide the participants into groups of 4-5 people, and delegate one observer for each team, without letting the other participants know what is his/her role.
- ❖ Ask participants to work together in order to create the front page of the facility's newspaper, including the following: name of the newspaper, design of the page, title of articles included in the newspaper, one advertisement, a resume of one big event.
- ❖ You give one (1) hour for the participants to come with the cover with a newspaper.
- ❖ Once instructions are given to the teams, the observer receives a sheet with some communication DOs and DON'Ts (see relevant Annex), including some extra lines where they may add additional observations. Explain to the observer that they have to take notes without revealing their role.
- ❖ Each team will delegate a person to present the front-page of their newspaper. At the end of the activity, the observer explains what their role was and shares their observations.
- ❖ Ask participants about their thoughts and lead a discussion on the importance of communication skills when working as a team towards a common goal.

6. Wrapping Up (5 min.)

- ❖ Participants will be invited to share their thoughts about what was discussed, reflecting on how the session may assist them in the future.

Resources

- ❖ Flipchart
- ❖ PowerPoint presentation ([Annex 2.3](#))
- ❖ Pen
- ❖ Paper
- ❖ Workbooks
- ❖ Colored pens
- ❖ Pictures of geometric shapes ([Annex 2.3.1](#))
- ❖ Paper/rubber balls
- ❖ Ribbon/piece of cloth
- ❖ Ribbon
- ❖ Newsprint paper
- ❖ Observer's communication worksheet ([Annex 2.3.2](#))

Communication DOs

- Listen
- Stay focused on the person who is speaking
- Maintain eye contact
- Ask questions
- Use polite language
- Talk calmly without getting upset
- Be clear and specific
- Be open to receiving constructive feedback

Communication DON'Ts

- Interrupt
- Let off topic issues get into the discussion
- Overcomplicate your message
- Raise your Voice or Yell
- Talk too fast
- Criticize and Blame
- Force or Threaten
- Laugh at Others
- Assume you Understand
- Make Snap Judgements
- Offer advice when not asked for
- Negative body language

Module 2- Session 4: Anger management

Introduction

When things go wrong, frustration and anger are often expressed. Although it might sometimes feel like anger “explodes” and comes out of nowhere, this is almost never the case. Anger builds slowly, and if we aren’t paying attention, it can happen outside of our awareness. Anger can also hide other feelings such as helplessness, hopelessness or feeling sad or afraid. It therefore may be the response to many feelings and thoughts, and can become a habit. In any case, anger is a healthy part of being human and learning to avoid it would be impossible. At the same time, by not being aware of what our anger is made up of, we remain angry. Therefore, anger needs to be managed and expressed appropriately, otherwise it can impact our health and be expressed in various negative reactions (e.g. aggression) and abusive ways.

Objectives

- To recognize the hidden emotions beneath anger
- To give examples of the anger cycle’s various phases
- To develop strategies to effectively manage anger

Suggested time

2 hours

Activities

1. Ground rules (5 min.)

- ❖ Remind participants of the ground rules to ensure that everyone can participate in the session and feel secure in doing so. In case participants have suggestions for additions or modifications based on their experience from the previous lesson, this is the time to make any necessary changes (5 min.)

2. Anger Iceberg (25 min.)

- ❖ Introduce participants to the session’s topic. Start with an open question: “What emotions do people freely express and what do they keep to themselves?”.
- ❖ Ask them to define anger.
 - Explain that anger is an emotion that ranges from mild irritation to intense rage, often confused with aggression which is any behavior intended to cause harm. Anger is a natural emotion which becomes a problem when felt too intensely, frequently, or expressed inappropriately.
- ❖ Facilitate a short discussion about what leads to feeling angry and then explain that when anger is displayed other emotions, such as sadness, fear or guilt, may be hidden beneath the surface.

- These feelings might cause us to feel vulnerable or we may not have the skills to manage them effectively.
- ❖ Then present the outline of the Anger Iceberg (Annex 2.4.1) which represents this idea and share some sticky notes.
 - Ask participants to think of situations when they felt angry and try to recognize the hidden emotions. Participants write each emotion on a sticker note and place them on the iceberg.

3. The Cycle of Anger (50 min.)

An episode of anger can be viewed as consisting of three phases:

- build up (triggering event, negative thoughts),
- explosion (emotional response, physical symptoms),
- and aftermath (behavioral response).

These three phases make up the cycle of anger. But anger is not just an isolated incident, it can also become a habit; a predictable response to various situations, sometimes expressed aggressively with negative consequences.

The anger habit can be broken by becoming aware of the events and circumstances that trigger it and the consequences that result from it.

During this session, participants will have the chance to understand how the cycle of anger works and think on control strategies that may prevent its transformation into a habit.

- ❖ Introduce participants to the cycle by writing each stage on the flipchart while explaining it and giving an example (see relevant Annex 2.4.2).
- ❖ Then, participants form two groups and each group gets a dice. For each number, they are called to think of a relevant example in two min. and write it on a sticky note. When they have their sticky note, they read it out loud and place it on the flipchart, next to the corresponding topic.

4. Dealing with anger (50 min.)

- ❖ Anger or frustration need to be managed carefully so relationships don't get damaged. Apart from understanding how anger works, a set of strategies needs to be developed to effectively manage anger.
- ❖ Show participants some "coping skills" and initiate a discussion on different ways to deal with anger. (see Powerpoint presentation- Annex 2.4).
- ❖ Then introduce participants to the Anger Diary, explaining that the aim of the diary is to become more aware of how anger works.
- ❖ You give them one copy of the table and explain how to fill it.
 - Angry events can range from feeling irritated to very angry. When you feel angry, take note of the event no matter how mild it is.
 - Write down what triggered your anger, your emotions, the signs of anger in your body, your emotions, your thoughts and your actions, as well as the

consequences of the event, both short and long term (see relevant Annex 2.4.3).

5. **(Wrapping Up** (5 min,)

- ❖ Participants will be invited to share their thoughts about what was discussed today, reflecting on how the lesson taught them something and how it may assist them in the future

Resources

- ❖ Flipchart
- ❖ PowerPoint presentation ([Annex 2.4](#))
- ❖ Pen
- ❖ Paper
- ❖ Workbooks
- ❖ Outline of the Anger Iceberg ([Annex 2.4.1](#))
- ❖ Dice
- ❖ Anger Diary Worksheets ([Annex 2.4.3](#))
- ❖ Handout: The cycle of anger ([Annex 2.4.2](#))

For each number of the dice:

- 1 = An example of a triggering event
- 2 = An example of negative thoughts
- 3 = An example of an emotional response
- 4 = An example of a physical symptom
- 5 = An example of a behavioral response
- 6 = An open example

Module 2- Session 5: Conflict resolution

Introduction

Conflict is normal and necessary. It occurs regularly in our daily lives and the way we handle it determines whether the outcome will be positive or negative. In Chinese, the word for conflict is a combination of the word for "danger" and the word for "opportunity." We could say that conflict is like fire; it can be used to keep us warm but it can also cause damage if it gets out of control. When we deal with conflict effectively, it is possible to see the positive aspects of it; we can learn a lot about ourselves and others, improve our problem solving skills, even get closer to people. Otherwise, it can escalate and lead to physical and/or emotional violence. Therefore, it is important to learn how to deal with conflict and how to respond to it.

Objectives

- List both positive and negative aspects of conflict.
- Give examples of non-violent communication.
- Apply assertive communication tools in conflict resolution.

Suggested time

2 hours

Activities

1. Ground rules (5 min.)

- ❖ Remind participants of the ground rules to ensure that everyone can participate in the session and feel secure in doing so. In case participants have suggestions for additions or modifications based on their experience from the previous lesson, this is the time to make any necessary changes (5 min.)

2. Introduction to Conflict (25 min.)

- ❖ Ask participants to call out words that are associated with conflict and write them on the flipchart.
 - Words with negative associations should be on one side and words with positive associations on the other.
 - Participants may not initially recognize positive aspects of conflict, so this might be a good way to discuss some of the benefits (an opportunity for change, renewal of relationships, personal development etc.).
- ❖ Explain that conflict is part of life and can be good or bad depending on how we deal with it.
 - Whenever we interact with someone there is a potential for conflict because people's needs and expectations might differ.

- There are many different types of conflict and many ways of handling it as well. It can happen between people, within groups, between groups but also within people as we may even feel conflict within ourselves.

3. Non-violent Communication (60 min.)

- ❖ Explain that one of the most often-overlooked reasons leading to conflicts is that we do not take time to listen to each other's emotions and needs and establish a connection.
- ❖ Write the word feelings on the flipchart, share some sticky notes and invite participants to think of feelings they have when their needs are being met by giving an example.
 - Among the answered expected are the following: amazed, appreciative, grateful, confident, energetic, glad, inspired, joyous, optimistic, relieved, surprised, touched, comfortable, eager, fulfilled, hopeful, intrigued, moved, proud, stimulated, thankful, trustful.
- ❖ Then, invite participants write down feelings when needs are not being met.
 - Examples are: angry, anxious, confused, disappointed, distressed, frustrated, hopeless, irritated, nervous, puzzled, sad, annoyed, concerned, discouraged, depressed, embarrassed, helpless, impatient, lonely, overwhelmed, reluctant, and uncomfortable.
- ❖ The wheel of emotions may be displayed to facilitate participants in order to name the feelings (see relevant Annex 2.5.1).
- ❖ Post the sheet with the list of "Needs" (Air, Food, Water, Rest, Shelter, Acceptance, Appreciation, Love, Respect, Trust, Warmth, Beauty, Harmony, Fulfillment, Movement/Exercise, Meaning, Self-Worth) and ask if anyone has others to add. You may refer to Maslow's hierarchy of needs.
- ❖ Show the words Observation, Feelings, Needs, Request and explain participants that non-violent communication is based on these and can be used to express ourselves in a less threatening manner, helping us both understand others and be understood by others.
- ❖ Explain that observations are not judgments or evaluations.
As an example, say:
 - My friend is such an idiot and 2. My friend tells a lot of lies.
 - Invite participants to guess which sentence is an observation and which one is a judgment.
 - Mention that it is important to be aware of the role we play in creating conflicts; if we judge others, they might get defensive and unwilling to hear our needs, while if we are judged we are unlikely to really listen to others.
 - So instead of saying, "My friend is such an idiot," we could say "I feel frustrated when you lie to me because I need to trust you. I'd like you to start telling me the truth."

- ❖ Ask participants to give an example of a dialogue/ sentence of how someone dealt with conflict through judgement/ evaluation. For each example, you ask them to replace it by an alternative based on observations/feelings/needs/requests.
- ❖ Acknowledge that it may sound awkward at first, and that's fine; it will get easier with practice.

4. Dealing with conflict in steps (25 min.)

The “flight or fight response” can be rooted in us as we often feel we must respond to a conflict by fighting (being aggressive), or running away (being passive). On the other hand, we may choose to deal with a conflict assertively, respectful of ourselves and the others.

- ❖ Tell participants that dealing with conflicts is something we learn experientially. However, there are some conflict resolution tools that one can apply when faced with challenging conversations or situations:
 - a. Calm down and take a deep breath.
 - b. Listen to each other and try to understand the other person’s point of view without judging or assuming. Find out what you both need.
 - c. Share your feelings using I-statements and speak from your own perspective.
 - d. Empathize and try to understand how the other person feels and e. Brainstorm solutions and agree on a plan thinking win-win. Keep in mind that you can only be responsible for yourself and change the way you respond to each situation.
- ❖ Participants form two groups and get a fictional scenario of a conflict. They read the incident and think on how they would deal with it in specific steps. They then share their thoughts with the rest of the team or, if there is time, they can role-play some

5. Wrapping Up (5 min.)

- ❖ Participants will be invited to share their thoughts about what was discussed today, reflecting on how the lesson taught them something and how it may assist them in the future (5 min.)

Resources

- ❖ Flipchart
- ❖ PowerPoint presentation ([Annex 2.5](#))
- ❖ Handout: Wheel of emotions ([Annex 2.5.1](#))
- ❖ Pen
- ❖ Paper
- ❖ Workbooks

MODULE 3 - Life Skills

Module 3- Session 1: Financial Management

Introduction

Crucial for the construction of an independent life is the ability to allocate and manage finances. Many young people in conflict with the law have difficulties budgeting and managing their money. Therefore, training in budgeting is considered particularly important for this target group. Budgeting can be defined as “the ability of an individual to adopt a proactive approach towards managing his own or his company’s money. Budgeting skills involve conscious decision making about allocation of money such that expenditures do not exceed the income.” Budgeting skills are connected to other important skills such as the ability to set goals, make responsible decisions, think critically, and be self-aware. All these skills directly influence one’s financial skills.

This Session focuses on the practical aspects of budgeting.

Objectives	<ul style="list-style-type: none">• To get acquainted with the module topics• To identify and prioritize personal financial goals• To understand the importance of budget planning• To get acquainted with the tools and methods to create a budget plan• To examine how saving is part of financial wellbeing
Suggested time	2 hours

Activities

1. Ground rules (5 min.)

- ❖ Remind participants of the ground rules to ensure that everyone can participate in the session and feel secure in doing so. In case participants have suggestions for additions or modifications based on their experience from the previous lesson, this is the time to make any necessary changes (5 min.)

2. Open a discussion (15 min.)

- ❖ Open a discussion on the role of money and record their answers on the board. Some prompt questions are:
 - What do you usually spend money on?
 - What was the last purchase you made and what guided that decision?
 - What is the difference between a need and a want?
 - What goals do you have in life?
 - How will money help achieve those goals? (15 min.)

- ❖ Show the learners a flipchart/board divided into needs and wants and ask them to add at least 5 post-its each on their needs and 5 on their wants.
- ❖ Then read the answers and have a discussion on the difference between needs and wants. Needs are things that you must have.
 - The fundamental needs are 5: a house, food and water, health care, hygiene products, and clothing that is comfortable and appropriate. Wants are the things that you want to have beyond the basics needs. (

3. Write on a flipchart/board “fixed expenses” and have participants brainstorm their expenses that don’t change (e.g., rent, car). **Then, do the same with “flexible expenses”**, which are regular expenses but can change in amount (e.g., clothes, food). Finally, do the same with **“discretionary expenses”**, which are expenses that people can choose (wants; e.g., party, eat out) (10 min.)

4. Managing Income (30 min.)

- ❖ Each participant has an income to manage (e.g., £1000).
- ❖ Give a copy of Annex 3.1.1 to each of them. In it, they have a list of expenditure items with attached cost. They have to choose which expenses to make and which ones to leave out without exceeding the 1000 euros budget.
- ❖ Give them 15-20 min. to complete the activity.
- ❖ Afterwards, have each of the participants read their own lists and discuss the reasons for their choices.
- ❖ Try to highlight any mistakes (e.g., forgetting some fixed expenses, or savings)

5. Budgeting (10 min.)

- ❖ Open a discussion on Budgeting. Some prompt questions are:
 - What does it mean to budget?
 - Do you usually budget?
 - Why do you think it’s important to budget?
- ❖ Give them a definition of Budgeting such as: “A budget is a plan to spend your money based on your income and expenses. It allows you to plan ahead in order to make sure that you have enough money for the things that you need and want”.
- ❖ Give them a copy of the Budgeting Tool (See Annex 3.1.2) and ask them to choose a budgeting period. For that period, they will need to estimate their income (sources and amounts if more than one) and their expenses (list of items).
- ❖ Finally, have them estimate their total income and expenses and compare them. Give them 15-20 min to complete the task.
- ❖ Then, discuss whether there is balance (i.e., income and expenditure are the same) and give them tips on how to ensure balance: e.g., prioritize expenses and postpone some; try to save money in advance for unexpected circumstances. (30 min.)

6. Debriefing Circle.

- ❖ Participants are asked to express their opinion on the sessions. Some prompt questions are:
 - What did you learn?

- What interested you the most?
- Do you have suggestions for future sessions?

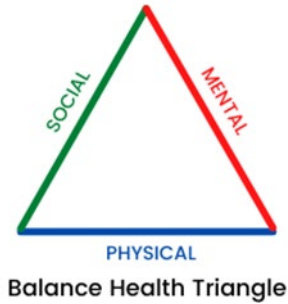
Resources

- ❖ PowerPoint Presentation Financial Management ([Annex 3.1](#))
- ❖ Managing Income ([Annex 3.1.1](#))
- ❖ Budgeting Tool ([Annex 3.1.2](#))
- ❖ Printouts of Annexes 3.1.1 and 3.1.2
- ❖ Post-it and pens
- ❖ Flipchart/board

Module 3- Session 2: Physical and Mental Health

Introduction

Health has many aspects. When we think about health, the body is the first thing that comes to mind. Yet, there are other components that are intertwined with physical health and are just as important: mental and social health. These three aspects: Physical, Mental and Social health, compose the Health Triangle.



Physical health is defined by a person's habits with regards to sport, sleeping, eating and hygiene; Mental health is our ability to deal with stress and maintain a positive attitude towards life; and Social Health has to do with a person's ability to create positive relationships with peers. These three sides are strictly dependent on each other. Therefore, acting on one of them can be beneficial on the others as well.

This Session will focus on physical and mental health; as social health is the focus of Module 2.

Objectives

- To understand the connections between different kinds of health
- To learn how to maintain good physical and mental health
- To discuss and overcome the taboos around mental health
- To learn to set goals and plan for a healthy lifestyle with regards to their physical health

Suggested time

2 hours

Activities

1. Ground rules (5 min.)

- ❖ Remind participants of the ground rules to ensure that everyone can participate in the session and feel secure in doing so. In case participants have suggestions for additions or modifications based on their experience from the previous lesson, this is the time to make any necessary changes (5 min.)

2. Open a discussion around health and record their answers on the board. (10 min.)

- ❖ Some prompt questions are:
 - What does it mean to be healthy?
 - How many kinds of health do you think there are?
 - What is mental health?

- How do you care for your physical health?
 - Do you think you eat healthily enough?
 - Are you active?
 - Why is it important to be active?
3. Use the Power Point in Annex 3.2 to **present the health triangle and the relationships** between the different sides and leave some room for questions (10 min.)
 - ❖ Ask the learners to make a list of at least 5 healthy habits each. Then, have each of them read their list out loud.
 - ❖ Afterwards, present some healthy habits yourself using Annex 3.2. and making connections with the ones they already mentioned.
 - ❖ Leave room for questions (20 min.)
 4. Ask them to **brainstorm physical activities** they can do (1) indoors, (2) outdoors.
 - ❖ Write them down in a flipchart/board. Then, have a small discussion about what kinds of physical activity they like to do.
 - ❖ Some prompt questions are:
 - What kind of physical activity do you like to do?
 - Why do you like it?
 - How does it help you be healthier? (20 min.)
 - ❖ Use the Power Point in Annex 3.2 to present what physical activity is and how it affects our mental and social health.
 - ❖ Then, introduce them to the ActiveGames4Change Cards.
 - ❖ Leave room for questions (15 min.)
 5. **Play one of the ActiveGames4Change activities** (choose one in advance based on the material and space available) and then have a discussion using the reflection questions at the bottom of the card (20 min.)
 6. Use the Power Point in Annex 3.2 to explain **what mental health is**. (15 min)
 - ❖ Then, have participants reflect on Myths and facts about mental health.
 - ❖ You can use the sheet on Annex 3.2.1.
 - ❖ If you do, give them a copy and ask them to separate the Myths from the Facts.
 - ❖ You can also turn it into a group discussion.
 - ❖ If appropriate, you can select some of the sentences according to the characteristic of your group. Finally, discuss the answers.
 7. **Debriefing Circle**
 - ❖ Participants are asked to express their opinion on the sessions.
 - ❖ Some prompt questions are:
 - What did you learn?
 - What interested you the most?
 - Do you have any suggestions for future sessions? (10 min.)

Resources

- ❖ Physical and Mental Health Presentation ([Annex 3.2](#))
- ❖ Myths and Facts about Mental Health ([Annex 3.2.1](#))
- ❖ ActiveGames4Change Cards
- ❖ Printouts of Annex 3.2.1
- ❖ Paper sheets and pens
- ❖ Flipchart/board

Module 3- Session 3: “Active citizenship”

Introduction

According to the European Economic and Social Committee, “Active citizenship is the glue that keeps society together.”

Active citizenship is about people’s involvement in the world around them. Whether on a local, regional or national scale, active citizenship means taking part in society. It is the action of engaging with issues, ideas, people and communities. Today, more and more European countries are introducing active citizenship into their education systems, with policy makers increasingly recognizing its value in creating informed, critical, socially and morally responsible citizens, who can make a difference in their communities.

As places that operate through constraint, control and restriction, prisons may seem incompatible with the concept of active citizenship. However, though deprived of their liberty, prisoners remain citizens: individuals with rights and responsibilities; members of their prison communities; and in nearly all cases future members of communities outside. Prisoners have the right to access prison activities such as cultural activities, educational courses, sport activities and vocational programmes.

The concept of citizenship denotes both membership of a community, whether political or social, as well as a set of rights and duties or the assumption to which these rights and duties are related. Educating for citizenship, therefore, means helping people to understand this sense of community, of belonging, and promoting the values of solidarity, commitment and respect. In this sense, one cannot fail to refer also to civic education: civility denotes a sense of civic duty, respect for rules, education in urban coexistence and the acquisition of knowledge about the order of a democratic and civil society. However, the term citizenship has to do with belonging, identity and values.

“Citizenship competence is the ability to act as responsible citizens and to fully participate in civic and social life, based on understanding of social, economic, legal and political concepts and structures, as well as global developments and sustainability”. The idea of citizenship has declined on a global level, and this obliges us to reconsider the idea of planetary belonging and to rethink the relationships between global and local that can no longer be expressed in terms of traditional citizenships.

Citizenship education in today's society must therefore pursue educational objectives such as approaching problems as members of a global society, assuming responsibility, understanding cultural differences, critical thinking, being prepared to resolve conflicts in a non-violent manner, changing one’s lifestyle to protect the environment, being sensitive to the protection of human rights, and political participation at local, national and international level.

Objectives

- To have a clear idea of the skills and competences included in the concept of an “active citizen”

	<ul style="list-style-type: none"> • To understand the importance of being an active citizen for personal and social development • To realize their rights and obligations as citizens • To get to know values such as equality, democracy, freedom, cooperation, participation, and responsibility • To start the process of developing decision taking skills • To understand the benefits of becoming a volunteer • To comprehend their role in society • To identify ways to be active in the communities.
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Suggested time	2 hours
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Activities

1. Open a discussion around active citizenship. (10 min.)

- ❖ Some prompt questions are:
 - What does it mean to be an active citizen?
 - What makes someone a citizen?
 - Why is it important to vote?
 - What is a volunteer?
 - What is one important event that happened in your country lately?

2. Use the Power Point on Annex 3.3 to give a **brief presentation about active citizenship** (10 min.)

3. Rights and Responsibilities activity (20 min.)

- ❖ Divide the group of trainees into smaller groups of 3-4 people and distribute copies of the Rights and Responsibilities activity (see Annex 3.3.1).
- ❖ Ask learners to write down as many rights and responsibilities as they can think of for 5 min..
- ❖ Then, each group presents their ideas to the whole group while the trainer writes down on the flipchart/board what each group has presented, making a common list of rights and responsibilities.
- ❖ This activity can also be done with the whole group at once.

4. Discussion (10 min.)

- ❖ Pick two or three of the rights presented
- ❖ Ask everyone: “What should an active citizen do in case (this right) has been violated?”
- ❖ Allow some time to think and answer about the violations of different rights. It is a good idea to make the distinction between the case of their own rights being violated and the cases of someone else’s right being violated.

- ❖ The conclusion should be that the same actions should take place whether it is our rights that are violated or someone else's.
- ❖ You should try and make this discussion as much as possible close to their daily life in the settings

5. What would an active citizen do if...? (15 min.)

- ❖ Divide the group into smaller groups of 3-4 people and distribute copies of Annex 3.3.2.
- ❖ This activity includes different situations that any citizen could face. You can add more or adapt the situations to your group.
- ❖ Ask the groups to discuss their answers and write them down on the sheet.
- ❖ Then, ask each group to present their answers and discuss similar or different answers with the whole group

6. Have a small discussion around volunteering. (10 min.)

- ❖ Prompt questions are:
 - What is volunteering?
 - What does a volunteer do?
 - How can you be a volunteer in your setting?
- ❖ After the discussion, use the Power Point on Annex 3.3 to give a brief presentation about the notion of volunteering and its benefits for individuals and society

7. The three questions. (25 min.)

- ❖ Give them copies of Annex 3.3.3.
- ❖ Ask them to write down their talents, interests and desires for the world.
- ❖ Give them some time to complete it.
- ❖ Once they are done, ask them to name one volunteering activity they could do to obtain their desires for the world and explain how that activity will allow them to use their talents and pursue their interests. They can choose to focus either on their life inside the setting or their life outside.

8. Debriefing Circle.

- ❖ Participants are asked to express their opinion on the session.
Some prompt questions are:
 - What did you learn?
 - What interested you the most?
 - Do you have any suggestions for future sessions? (10 min.)

Resources

- ❖ Active Citizenship Presentation ([Annex 3.3](#))
- ❖ Rights and Responsibilities ([Annex 3.3.1](#))
- ❖ Cases ([Annex 3.3.2](#))
- ❖ The 3 Questions ([Annex 3.3.3](#))
- ❖ Printouts of Annexes 3.3.1, 3.3.2 and 3.3.3
- ❖ Pens
- ❖ Flipchart/Board

Module 3- Session 4: Employment Goals

Introduction

Nowadays young people's lives are often marked with uncertainty and instability when it comes to employment. An ever-changing work environment demands for very conscious and responsible choices when it comes to pursuing a certain career as well as the ability to adapt to unpredictable change.

To reflect upon one's career path is a great opportunity to self-discover abilities and attitudes and develop new skills. Furthermore, it is the first step towards autonomy and financial independence. Entering the world of work can be a stressful time for every young person due to the high expectations that societies reflect on them, and this is true especially for young people who have come into conflict with the law as they face greater obstacles and stigma. This is indeed one of the topics that young people highlighted the most in the research conducted to inform the creation of this Curriculum.

This Session focuses on career choices and the importance of choosing a career path that is in line with one's interests, abilities and desires. It will accompany young people through the process of job application with a focus on CV writing. The aim is to help young people realize the importance of properly preparing documents for a job application.

Objectives	<ul style="list-style-type: none">• To learn how to set employment goals and plan for them• To reflect upon their professional profile• To understand the job application process• To learn how to write a CV• To realize the importance of properly preparing documents for a job application
Suggested time	2 hours

Activities

1. Open a discussion around employment and record their answers on the flipchart/board (10 min.)
 - ❖ Some prompt questions are:
 - What is a career?
 - How do you choose a career?
 - Why is it important?
 - What is the relationship between education and career?
 - What is a successful career?
2. Use Annex 3.4 to give a presentation about career choices.

3. Then, introduce the following activity: Create your profile.
 - ❖ Give them copies of Annex 3.4.1 and ask them to think about what career they would like to have in the future, write it down on the sheet (e.g., Taxi Driver) and then read it out loud.
 - ❖ Then, ask them to answer the following questions on the sheet:
 - In order to do this job, I need to know how to... (e.g., Drive a Car).
 - Do you already know how to do this? YES/NO/I NEED TO IMPROVE (e.g., No)
 - How can I acquire this ability? (e.g., Get a driving licence)
 - What is the next step I can do in this direction? (e.g., Go to the driving school).
 - Everyone should write at least 5 skills and then present them to the class. (20 min.)
 - Open a discussion about job applications. Some prompt questions are:
 - What is a job application?
 - Where can you find vacancies?
 - How do you apply? What documents do you send?
 - What happens next?
 - What is a CV? Have you ever written a CV?
 - What is a reference letter? Have you ever written one?
 - How many job applications do you need to do before you get one?
 - If you get rejected, what does it mean? (10 min.)
4. Use the Power Point in Annex 3.4 to give a presentation about the job application process using the examples provided in the presentation (10 min.)
5. Present the following case study (10 min.)
 - ❖ Laura is looking for a job. She writes an advert and posts it on social media; she prints it out and hangs it around in the city. The advert says; “I am Laura and I am looking for a part-time job in the city. My phone number is XXX, I am available on the weekends”. No one called her back. Why?
 - ❖ Guide the conversation allowing the participants to highlight mistakes in Laura’s behavior.
 - ❖ Some prompt questions are:
 - What did she do wrong?
 - What should have she done differently?
 - What steps did she need to take?
 - If you were her, what would you do to look for a job?
6. Use the Power Point in Annex 3.4 to give a presentation about CV writing tips using the examples of good and bad CV provided and introduce the next activity.

7. Ask participants to create their CVs based on the template in Annex 3.4.2. (50 min.)

- ❖ Print copies if needed.
- ❖ You can also do it online via europass if they have internet access (<https://europa.eu/europass/en/create-europass-cv>)

8. Debriefing Circle (10 min.)

- ❖ Participants are asked to express their opinion on the sessions.
- ❖ Some prompt questions are:
 - What did you learn?
 - What interested you the most?
 - Do you have any suggestions for future sessions?

Resources

- ❖ Employment Goals Presentation (Annex 3.4)
- ❖ Create your profile (Annex 3.4.1)
- ❖ Europass CV (Annex 3.4.2)
- ❖ Printouts of Annex 3.4.1
- ❖ Pens
- ❖ Flipchart/board

Module 3- Session 5: Personal Presentation

Introduction

Nowadays young people's lives are often marked with uncertainty and instability when it comes to employment. An ever-changing work environment demands very conscious and responsible choices when it comes to pursuing a certain career as well as the ability to adapt to unpredictable change.

To reflect upon one's career path is a great opportunity to self-discover abilities and attitudes and develop new skills. Furthermore, it is the first step towards autonomy and financial independence. Entering the world of work can be a stressful time for every young person due to the high expectations that societies reflect on them, and this is true especially for young people who have come into conflict with the law as they face greater obstacles and stigma. This is indeed one of the topics that young people highlighted the most in the research conducted to inform the creation of this Curriculum.

This Session, in continuation of the previous session. In it, you will accompany young people through the process of job application with a focus on writing a motivation letter and preparing for a job interview.

Objectives

- To improve ability to present oneself in a work environment.
- To learn how to write a motivation letter
- To learn how to prepare for a job interview

Suggested time

2 hours

Activities

1. Start by asking what they remember about the previous session. (15 min.)
 - ❖ Go briefly over the topics of the previous session.
 - ❖ Then, give them copies of Annex 3.5.1 and ask them to put the steps for a job application in order.
2. Open a discussion about motivation letters. (10 min.) Some prompt questions are:
 - What is a motivation letter?
 - What should be included in it?
 - Have you ever done one?
 - Why do we need a motivation letter if we already have a CV?

3. Use Annex 3.5 to give a presentation about the role, aim and structure of motivation letters. Then, ask them to write their own motivation letter for a job position of their choice. (30 min.)
 - ❖ You can refer to the Create Your Profile activity from the previous session for the choice of the job position.

4. Open a discussion about job interviews. (10 min.)
 - ❖ Some prompt questions are:
 - What is a job interview?
 - What do you think they ask you in one?
 - What do you think you should reply?
 - What is important to think about before an interview? What should you do to prepare for it?
 - Have you ever had one? If yes, what was it like?

5. Use the Power Point in Annex 3.5 to give a presentation about job interviews. Then, introduce the following activity. (15 min.)
 - ❖ Ask them to make a personal hygiene checklist of things to do before going to an interview.
 - ❖ Write the ideas on a flipchart/board, then go over the list in Annex 3.5 and add the ones that they did not mention.

6. Present the most common interview questions with the help of the Power Point in Annex 3.5. Then, introduce the following activity. (30 min.)
 - ❖ Working in couples, ask participants to conduct job interviews, taking turns on the role of interviewee and interviewer.
 - ❖ Give them a copy of Annex 3.5.2, which contains a list of guiding questions

7. Debriefing Circle (10 min.)
 - ❖ Participants are asked to express their opinion on the sessions.
 - ❖ Some prompt questions are:
 - What did you learn?
 - What interested you the most?
 - Do you have any suggestions for future sessions?

Resources

- ❖ Personal Presentation – Presentation (Annex 3.5)
- ❖ Job Application Actions (Annex 3.5.1)
- ❖ Interview Questions (Annex 3.5.2)
- ❖ Printouts of Annexes 3.5.1 and 3.5.2
- ❖ Paper sheets and pens
- ❖ Flipchart/board

MODULE 4 - Planning for life after release

Module 4- Session 1: Taking stock

Introduction

The first session of this module focuses on the needs of young people moving on from settings. These needs may be to find a job or training, to find housing, clothing, food, health care, reconciliation with relatives, etc.

Objectives

- To enable young people in conflict with the law to take stock of their needs as identified in previous modules.
- To enable learners to develop clear objectives for their futures.

Suggested time

2 hours

Activities

Session Part 1 (One hour)

1. Introduce the module with a game to get to know each other better. (10 min.)
 - ❖ For example, Indian name:
 - Each person chooses an Indian name and explains why it is an Indian name (usually an animal and one or two adjectives). For example: "Old smiling cat" and then the young person explains why this name, what it means.
2. The facilitator then introduces the plan for the session. (10 min.)
3. The session will start with one or more testimonies from people who have successfully reintegrated into society (40 min.)
 - ❖ We have included some examples in the resource sessions, but the facilitator can present testimonies from his/her own country/setting.
 - ❖ They can then discuss the testimonies with some prompt questions:
 - What do you think of these success stories?
 - Do you think you could achieve the same success?
 - Do you know someone who found a job or training after leaving a secure setting?
 - ❖ This is important in order to help learners to understand that they must plan things in advance.

Session Part 2 (One hour)

1. The learners will sit around the table on which pictograms have been placed (some examples in annex 1).

- Tip: As many young people are not comfortable with reading and writing and in order to give everyone the opportunity to participate in the workshop, it is better to use pictograms.
- 2. Each learner should choose one or more pictograms according to the scenario they are working through and stick them on the board.
 - The grid in Annex 2 may be helpful here.
- 3. Once learners have taken stock of their needs, they can explain their choices to the group and difficulties they need to overcome in order to be ready for their release. (40 min.)
- 4. Using playing cards from 1 to 10, learners will choose a score from 1 to 10 according to their score for the session. All learners should vote at the same time, so as not to be influenced by the votes of others. They can then provide a quick explanation as to why they have given this score. (10 min.)

Resources

Session Part 1:

- ❖ Resource 1 - Films or story suggestions:
 - <https://www.csosa.gov/category/success-stories/>
 - <https://obkministry.org/success-stories/>
 - <https://www.youtube.com/watch?v=K6PnPY1Qdho>

Session Part 2:

- ❖ [Annex 1](#) - Examples of pictograms
- ❖ [Annex 2](#) - Imagine your life in 5 years' time

Module 4- Session 2: Individual coaching session

Introduction

During this first coaching session, the facilitator will work with the young people on the needs identified during the first group session

Objectives

- To enable learners to express their needs and to overcome the obstacles they might encounter after release, if nothing is planned in advance.
- To determine the first steps to creating a release plan.

Suggested time

2 hours

Activities

Session Part 1

1. Return to the needs identified by the learners during the first session and briefly recap. (10 min.)
2. Persona Canvas. Using Annex 3, challenge the learners to create a persona that reflects their personality and what they wish to achieve in life. (25 min.)
3. Visualization task – Use Annex 4 “The life canvas” to work with learners through the steps needed to successfully plan a life for the future. (25 min.)

Session Part 2

1. SWOT Analysis. (40 min.)
 - ❖ This task is designed to help learners consider their strengths, weaknesses, opportunities and threats to success after leaving their current setting.
 - ❖ Annex 5 is there to help with this.
2. Review the SWOT analysis of the learners. (20 min.)
 - ❖ Present an initial summary of the needs expressed and help learners to complete the first part of the exit booklet.

Resources

Session Part 1:

- ❖ [Annex 3](#) - Persona canvas
- ❖ [Annex 4](#)- The life canvas

Session Part 2:

- ❖ [Annex 5](#)— SWOT analysis

Module 4- Session 3: Who can help me?

Introduction

It is important for young people to understand that they are not alone and that there are many agencies that can help them to reintegrate successfully and make a fresh start.

Objectives

- To help learners identify who can help him/her and thus prepare for the coaching session.

Suggested time

2 hours

Activities

Session Part 1:

1. Ask the learners if they can summarise what they did in the previous session and introduces the current session. (15 min.)
2. Survival game: "you are never really alone"
 - ❖ Try following role play. (50 min.)
 - On your birthday, you invite some friends to stay in a cave deep enough that no-one can hear you celebrating loudly and you cannot hear the world outside. When you go out in the morning nothing is left: there has been a nuclear war. You are protected in your cave, but now you have to survive. Outside everything is in ruins but you see a few survivors. What do you need to find to survive and rebuild society?
 - Each learner chooses a role to perform and must provide for the needs of the other survivors.
 - Let the young people come up with the different roles themselves. If the learners do not come up with any ideas, guide them by giving them some examples: hunter, cook, doctor, dressmaker....
 - Once everyone has chosen their role, they have to explain how they will solve the problems and help the other survivors to get what they need.

Session Part 2:

1. Review the themes of the videos shown in the first session and emphasize that the ex-prisoners did not manage to get out on their own: they accepted help from others.

2. Introduce the different agencies that can help them address their issues before leaving prison. (45 min.)

❖ These could be:

- Government help
- Job Centre Plus
- Universal Credit
- Probation Services
- Social workers
- Colleges and training centres
- Community employment programmes
- Family mediators
- Agencies providing help with housing, clothing and food.
- Family and friends

❖ Videos can be used to discuss the support available in the country the setting is in.

3. Give each participant a chart of emoticons ranging from very angry to very happy, as shown below.



4. Review the different themes brought up during the session and ask learners to stick a post-it note over the emotion that reflects how they feel about the session. Ask them why they chose this emotion. (10 min.)

Resources

Session Part 1:

- ❖ [Annex 6](#) – “Who can help me” presentation
- ❖ Resource 1 - video presentation of the red cross:
https://www.youtube.com/watch?v=on9l0KvR5h4&ab_channel=InternationalCommitteeoftheRedCross%28ICRC%29

Session Part 2

- ❖ [Annex 7](#)- emoticon board

Module 4- Session 4: Individual Coaching Session 1

Introduction

During this second individual coaching session, focus on working with the young person on identifying people that can help them prepare for their exit according to the needs discovered last session.

Objectives

- To list the names and addresses of people and organisations that can help the young person.

Suggested time

2 hours

Activities

Session Part 1

1. Before starting to work, ask the learner to recap the key things they have learned from the previous sessions, get them to think about how they feel. Ask them to write one thing they are feeling optimistic about on a post-it note.
2. Look through the activities completed in the previous two sessions the previous three sessions together.
3. Reflect on the ways the young person may achieve some of their goals and some of the agencies they may need to contact.
 - ❖ To facilitate this, you may wish to use the Actors Map (Annex 8)

Session Part 2

1. Complete actions based on the reflections of the learner. For example:
 - ❖ Finding a job: bring real adverts according to the level and requirements of the learner.
 - ❖ Training for an interview: Conduct a mock interview. Get the learner to prepare answers in advance.
 - ❖ Finding accommodation: Walk through the steps. Attempt online searches and consider barriers.
 - ❖ Financial support: Think about where to go, and what questions might be asked.
 - ❖ Training: find out which training courses might be relevant to the needs, knowledge and skills of the learner.
 - ❖ Health and Wellbeing: Consider what help is needed (addiction, mental health etc.), help the learner to get in touch with them.

- ❖ For survival needs: draw up a list of associations that can help with housing, food aid etc., with contact details.

2. Close by reviewing the session with the learner and completing the exit booklet.

Resources

Session Part 1

- ❖ Resource 1 – Teacher’s guide to Actors Map <https://www.fsg.org/wp-content/uploads/2021/08/Guide-to-Actor-Mapping.pdf>
- ❖ [Annex 8](#) - Actors map template.

Session Part 2

- ❖ [Annex 9](#) - Sample list of people who can help.

Module 4- Session 5: Planning next steps

Introduction

"If you don't plan your exit, you plan your failure" - Robert Shuller.

Planning is the roadmap of strategies to reach your chosen goal. Before setting out on an adventure there needs to be a clear itinerary, intermediate steps to reach your destination. With any goal, there will be hazards, obstacles, setbacks to plan for. Goals are not reached in a straight line, and the route can be winding, with traps and surprises along the way.

Action plans must be adapted regularly along the way. But, by planning well, the roadmap can be followed, challenges may be overcome and the path to success is open.

Objectives

- To help learners understand the importance of planning, the different steps involved and why they should be done in a certain order.
- To determine the different steps to follow to best prepare for exit.
- To create their own timetable.

Suggested time

2 hours

Activities

Session Part 1

1. Introduce the session with the Robert Shuller quote found in the introduction, and discuss 3 key questions to ask before trying reach your goal:
 - ❖ "What?" - This is about defining expectation. Learners should focus on the end goal here and try to set realistic aims. If goals are not clear, then achieving ambitions becomes much more difficult. This "What?" question allows learners to set these clear goals.
 - ❖ "When?" - This is often where the most difficulty in setting a target can be found. Precision is fundamental - and for this a precise date of achievement must be indicated on your objective sheet. It may seem tricky to do from the current situation, but it is critical to set a deadline for achieving your goal.
 - ❖ "How?" - of course, your planning will need to be flexible and will need to be revised during your journey. However, the "how" must correspond to the planning of intermediate steps, such as the meetings to be made, the skills to be acquired, the means to be made available to achieve this.

2. The answers to these three questions may help to avoid the second part of Robert Shuller's quote - "planning your failure". (20 min.)
3. In order to help learners, understand the importance of planning, propose the following role-play: Organizing a birthday party (see Annex 10)
4. Then each learner presents their plan to the others and they can feedback by suggesting obstacles. The young presenter will then have to figure out how to overcome them. (40 min.)

Session Part 2

1. To play this game, bring a packet of M&M's or skittles and explain the rules.
 - ❖ Each person in turn picks a sweet from the bag. Depending on the color of the candy, they must answer the following questions: (3 rounds max)
 - Yellow: Find a synonym for the word hope.
 - Brown: What does self-confidence mean to you?
 - Red: Tell the group an important thing you have learned from Skill4Life
 - Green: pick a pledge from the pledge box.
 - Blue: Name one action you will take on your way out. (40 min.)
2. Ask each learner what they have learned and ask them to reflect on their goals before the individual coaching session. (15 min.)

Resources

Session Part 1

- ❖ [Annex 10](#) - Organizing a birthday party

Session Part 2

- ❖ [Annex 11](#) - Spell box

Module 4- Session 6: Individual Coaching Session 2

Introduction

During this last coaching session, work with the learner again to provide them with a detailed description of all the steps they will have to prepare.

Objectives

- To develop the exit plan.
- To become familiar with the booklet, the procedures and templates for letters, telephone numbers and contacts.

Suggested time

1 hour

Activities

1. Go over the previous sessions with the learner and begin a booklet that will gather all the necessary solutions to avoiding a dry exit.
 - ❖ It can start with the following tools: What? Why? Where? When? How? (QPOQC) or "Future steps"? (See resources)
 - ❖ Learner's objectives
 - ❖ Useful contacts
 - ❖ Steps to follow: administrative procedures, driving license, training, answering an advert, job interview, finding accommodation, how to eat...
 - ❖ Planning of different activities.
 - ❖ Obstacles and challenges to be faced.
 - ❖ Handover of the exit booklet and complete the On-the-spot evaluation of the training. (Annex 15)

Resources

- ❖ [Annex 12](#) - Sample booklet
- ❖ [Annex 13](#) - What? Why? Where? When? How? (QPOQC)
- ❖ [Annex 14](#) - Future Steps
- ❖ [Annex 15](#) - Evaluation form

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