



102

Student's book



Με συγχρηματοδότηση από το
πρόγραμμα «Erasmus+»
της Ευρωπαϊκής Ένωσης

Introduction:

This Skills4life student handbook was developed as part of the Skills4Life project funded by the Erasmus+ programme. This Skills4Life student handbook aims to provide a context for the discussion of a range of everyday issues that young offenders will face both in the prison environment and after their release.

The **content** of the curriculum is composed of four (4) modules:

Module 1
Being yourself: The objective of module 1 is to make you feel stronger as an individual.
page: **3**

Module 2
Personal relationships: the aim of this module is to help you to maintain and further improve relationships by building an encouraging vision of your future that will not include delinquency.
page: **14**

Module 3
Life skills: This module focuses on 'applied' life skills, aiming to prepare you to make practical decisions about your daily life.
page: **31**

Module 4
Moving on: This module focuses on the practicalities of life after release and their effective planning as a means of reducing the likelihood of reoffending and thus reducing reoffending and promoting desistance.
page: **43**

This is not a traditional apprenticeship, these modules have been designed for you by you.

1 Module

Session 1: «Where life takes us.....»

Introduction: This opening session is designed to allow you to consider that life can take different paths and that all life experiences are a form of learning.

Objective:

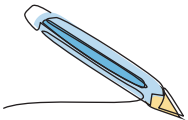
- Stimulate thinking, discussion and reflection on your own life in a positive (and safe) way.
- Understand from the outset that this is not traditional learning, which is essential to maintain engagement in the sessions.

“Let’s start by watching a good movie.”

Work to be done

After watching the film presented by the trainer, could you answer the following questions:

1. What is your main lesson from this film?
2. How does the main character cope with life through the film?
3. What can we say about the life experiences of the main character?
4. How did the film make you feel?
5. Have you ever been in a situation where your experiences have given you knowledge that has helped you?



Module 1

Session 2: Building Resilience / Learning about Agentivity

“My role model in life”

Work to be done

Think of someone you admire. This could be anyone - a family member, sports person, celebrity or other figure. It will serve you well throughout the session. Could you say why you chose this person?

Then ask your neighbour what they think:

(Here are some questions to help you).

1. What keeps you going during the difficult times?
2. When things get really tough, what would the person you admire do?
3. How can we be more like these people?
4. Was there a time when you overcame adversity, setbacks and challenges?
5. How do you think you did it?
6. What do you admire in this person/these people?

Incentive questions:

- Is it because they are responsible?
- Is it because they know what they are doing?
- Is it because they are respected? Why do they have respect?

We are interested in your opinion:

What is the definition of «respect»?

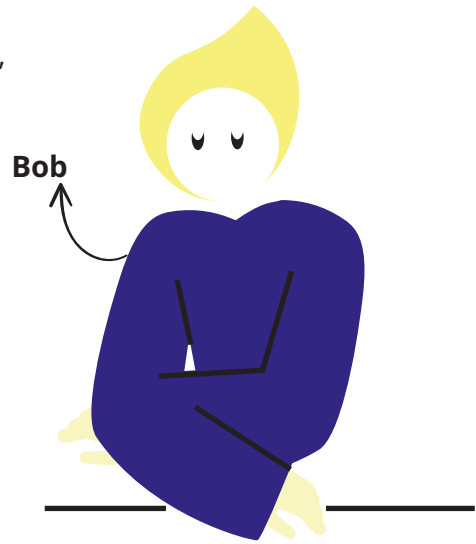
What is agentivity?

Definition

agentivity is the feeling of control over one's own actions, plans or thoughts.

I can't do that because:

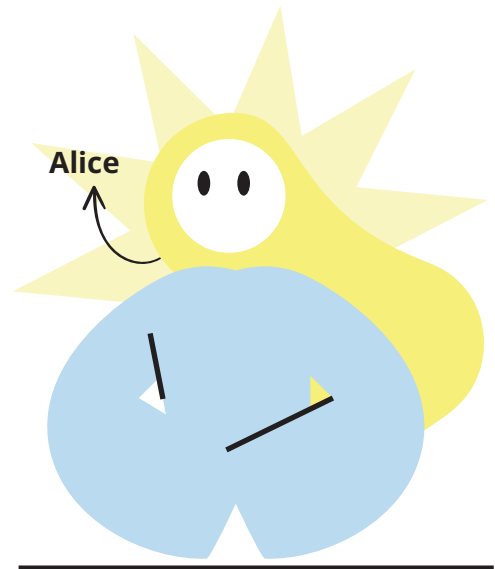
- I'm not smart enough
- No one wants to help me
- bores me
- I will eventually fail, so why bother?
- I don't have the energy
- I won't get anything for the moment



"Low level of agentivity"

I will do my best to get it done because...:

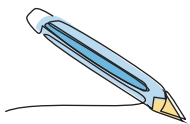
- This is important to me
- I enjoy the challenge
- I can do it if I work hard
- I can ask for help
- Cela will help for the future
- I will learn something from this experience



"High level of agentivity"

Work to be done

Can you think of anyone more like Bob?
Can you think of anyone more like Alice?

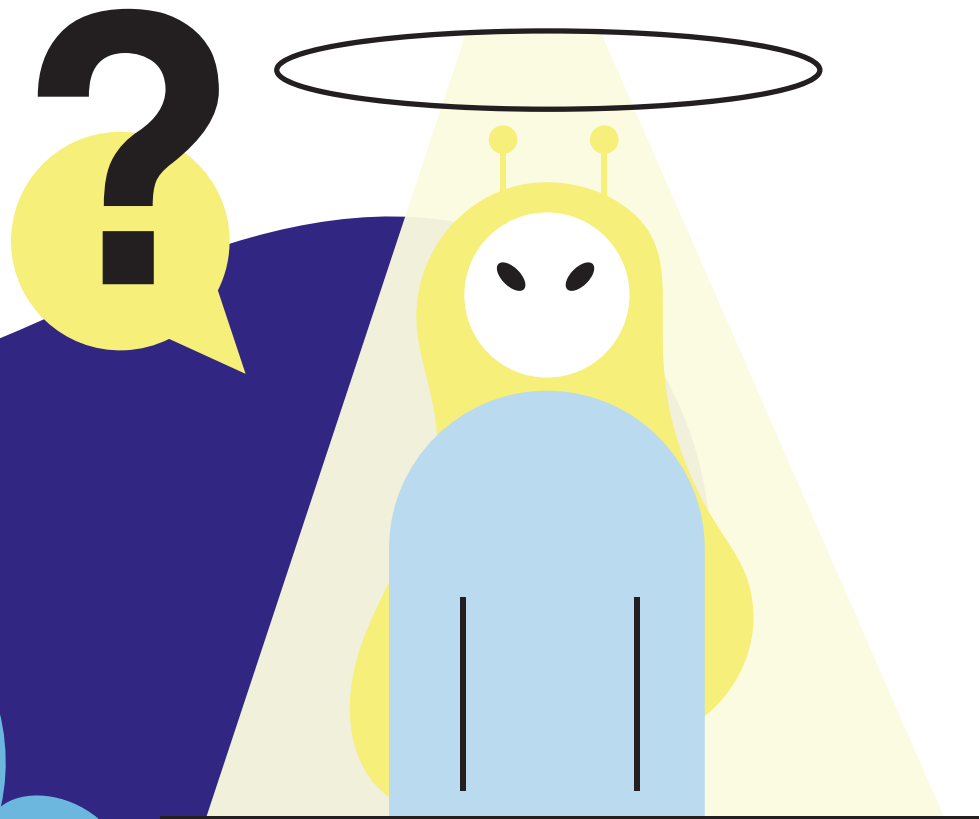


A little game

Imagine you are walking down the road and suddenly an alien appears in front of you and asks the following question:

"What are you humans for?"

→ **What do you do?**



Module 1

Session 3: **Self-control and emotional management**

Objectives

- Improve self-control, respect for rules and good communication.
- Exploring one's own emotional responses to various stimuli by labelling emotions and identifying how the protagonist of the scenario could better deal with the scenario.



Work to be done

Part 1o:

Guided by your trainer, discover an activity in which you are the hero among the games proposed by the project: AG4C.

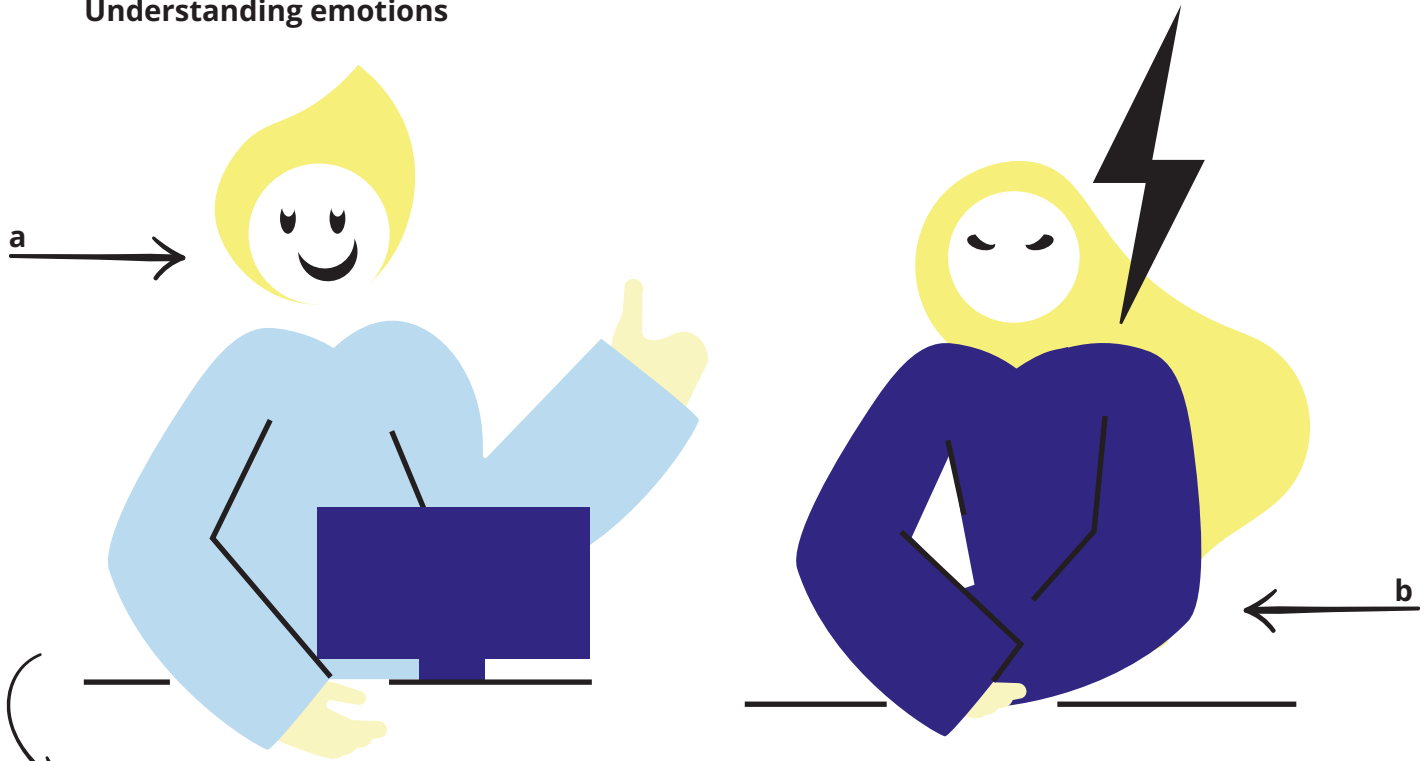


Lesson:

Emotion regulation is a component of self-regulation. It is an important skill that helps people manage their emotions so that they can function appropriately in the social context in which they find themselves. It is essential for engagement in learning opportunities.

Research has shown that emotions are heightened in a secure detention setting and therefore developing skills to manage them will be useful on release, as well as during the stay in that setting.

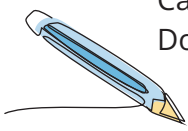
Understanding emotions



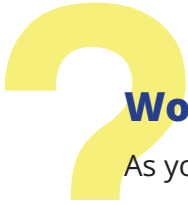
Work to be done

From the images proposed by the trainer, try to identify which emotion this face shows.

Can you tell us why you chose the emotion shown in the photo?
Do you know what reactions each emotion can generate?



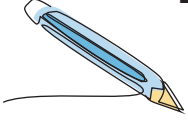
For example, a nervous emotion may generate “butterfly feelings” or “shaky legs”. An excited face may mean that you feel energetic.
Recognise the different ways in which the body reacts to emotions.



Work to be done

As you watch emotionally charged videos ask yourself:

1. How would I feel in such a situation?
2. What impact does my reaction to this emotion have on their actions?





Homework

Take five minutes over the next few days to write down the different emotions you felt over the next few days and how you reacted.

Module 1

Session 4: Getting to know each other

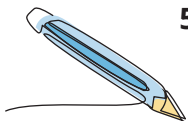
Introduction: This session uses a range of media appropriate to the different learners in the group to reflect on their life story and who they think or want to be in their life. This reflection is explored using artistic means, such as writing, audio or role-play, depending on the skills and suitability of each learner.

In this session, we will get creative and explore how you can tell stories in new and exciting ways.

An artist wants to write a book, a film or paint a picture about you and your life. What would be the best way to tell your life story? Imagine a particular moment in your life or something you aspire to - the aim is simply to reflect on life in general.

Here are some questions that may help you:

1. Who are the main characters?
2. What is the setting/setting of the story?
3. What happens in the story?
4. How can you show the thoughts and feelings of the main character?
5. How can you help another person tell a story?



A series of horizontal lines for writing, with a large yellow sunburst graphic at the bottom of the page.

Module 1

Session 5: Decision-making skills

“What is your state of mind?”

Definition: growth or fixed state of mind:

What kind of mindset does the hare have? Like a fixed idea, sticks to his plan, doesn't change. This is called a **FIXED STATE OF MIND**. What kind of mindset does the turtle have? She is determined, goes forward, believes in herself. This is called a **GROWTH STATE OF MIND**.

Work to be done

Determine your state of mind:
Take a few minutes to complete the following questionnaire.

What is your state of mind?

Circle the box that best describes how you feel

1. I can learn anything I want

Strongly disagree 1
 Disagree 2
 Agree 3
 Strongly Agree 4

2. I often challenge myself

Strongly disagree 1
 Disagree 2
 Agree 3
 Strongly Agree 4

3. I try to learn from my mistakes

Strongly disagree 1
 Disagree 2
 Agree 3
 Strongly Agree 4

4. Effort and hard work are the best way to achieve my goals

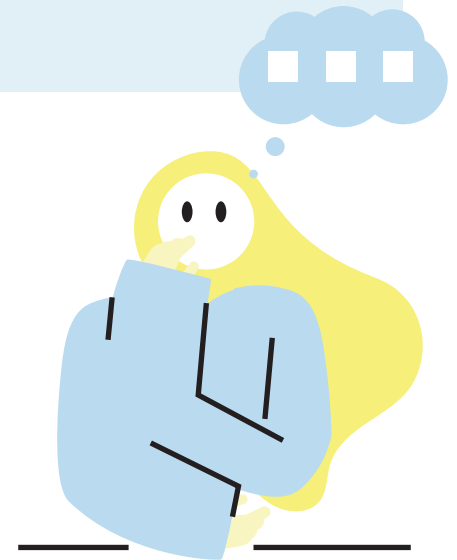
Strongly disagree 1
 Disagree 2
 Agree 3
 Strongly Agree 4

5. Criticism helps me to improve

Strongly disagree 1
 Disagree 2
 Agree 3
 Strongly Agree 4

6. I am happy when my friends succeed

Strongly disagree 1
 Disagree 2
 Agree 3
 Strongly Agree 4



Now add up the numbers you circled. This gives you a score
A score of **12 or more** and you move into a growth mindset. If not, the good news is that we are about to learn to change our mindset!

How to change a fixed mindset?

Becoming aware of one's mindset can help to change it. This task aims to get learners to reflect on their decisions, as this in itself is the first step towards a growth mindse.

Work to be done

Complete the following table:

Take your first steps towards a growth mindset!
Looking in the mirror.

Step 1: Review your own improvements

What three things have you done this week that you are happy with?

- 1
- 2
- 3

Step 2: Thinking about other people

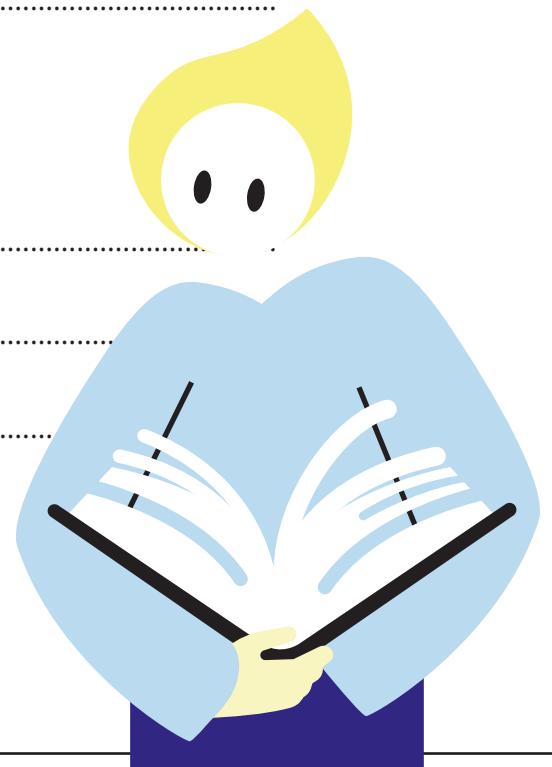
Think again about the person you admire? What three things would you do to become more like that person?

- 1
- 2
- 3

Step 3: Learn something new

Think of three things you would like to be good at!

- 1
- 2
- 3



Step 4: Making mistakes

Think of three things you would do differently this week.

- 1
- 2
- 3

Step 5: Setting goals

Before the next session, what could you do to get closer to the growth mindset approach? For example, score 3 goals in football!

- 1
- 2
- 3

What do you have for breakfast?

Choosing a breakfast may seem simple, but it is the result of a lot of thought! What are the elements that may influence your choice? Why did you choose this particular breakfast prepared in this way? Perhaps you wanted something different from the day before? Perhaps you needed extra energy? Perhaps you are not sure if you will have the same choice again?

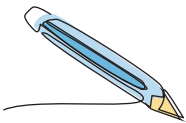


Work to be done

So, you see, it's not such a small decision after all!

What is considered a "big decision"? Why is this so?

- 1. When did you have to make a big decision?
- 2. What did you have to think about?
- 3. Do you think it was a good decision? Why or why not?
- 4. Is there anything you would do differently after looking at the decisions in more detail?





2 Module

Personal relationships

Today we are going to talk about relationships, including the following concepts:

- The different types of relationships
- The benefits of relationships
- Healthy/unhealthy relationships
- Strategies for maintaining relationships
- Setting and respecting boundaries
- and more.....



Remember that:

From the moment we are born, we establish relationships with our parents, siblings, etc.

As we grow older, we may have relationships with neighbours, work colleagues, romantic partners, fellow inmates, supervisors, etc.

Building relationships is a lifelong process. We have relationships with many people.

We are in contact with many people every day, but a relationship implies a connection.

Some people have many relationships, a wide circle of friends, and others prefer to have only a few.

But what is a relationship?

- «A relationship refers to how we “connect” with different people: parents, siblings, relatives, friends, co-workers, neighbours, partners, and others»
- «A relationship is the way in which two or more people are connected, or the way in which they behave towards each other»
- «A relationship is a close bond between two people, especially one involving romantic or sexual feelings»
- «A relationship is the way in which two or more people, groups, countries, etc. talk, behave and deal with each other»
- «A relationship is the way in which two or more people or things are connected».

It is important to have relationships because these connections with other people can help us feel good about ourselves. One of the benefits of relationships is that they allow us to talk to someone else, which is important because it makes us feel like we are not alone. However, there are many other reasons why relationships make us feel good.



Healthy relationships and unhealthy or abusive relationships

The list may include the following

Healthy relationships

- Love
- Happiness
- Affection
- Trust
- Mutual respect
- Friendship
- Support
- Good communication
- Fun
- Equality
- Friendship
- Acceptance
- Kindness
- Honesty
- Independence

Unhealthy/abusive relationships

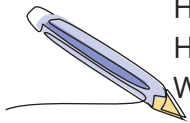
- Abuse (emotional, physical, sexual)
- Feeling of not being able to be yourself
- Jealousy
- Lack of confidence
- Lack of respect
- Fear
- Lack of understanding
- Poor communication
- No pleasure
- Inequality
- Intimidation and hostility
- Handling and control
- Blame
- Lies
- Dependency



Work to be done

It's up to you to think about it:

- How do you feel in a healthy relationship?
- How do you feel in an unhealthy relationship?
- Why do you think some people stay in unhealthy relationships?



Maintaining relationships

There are two ways to maintain relationships.

1. Maintain a rewarding friendship,
2. Be a good friend when things get tough.



Work to be done

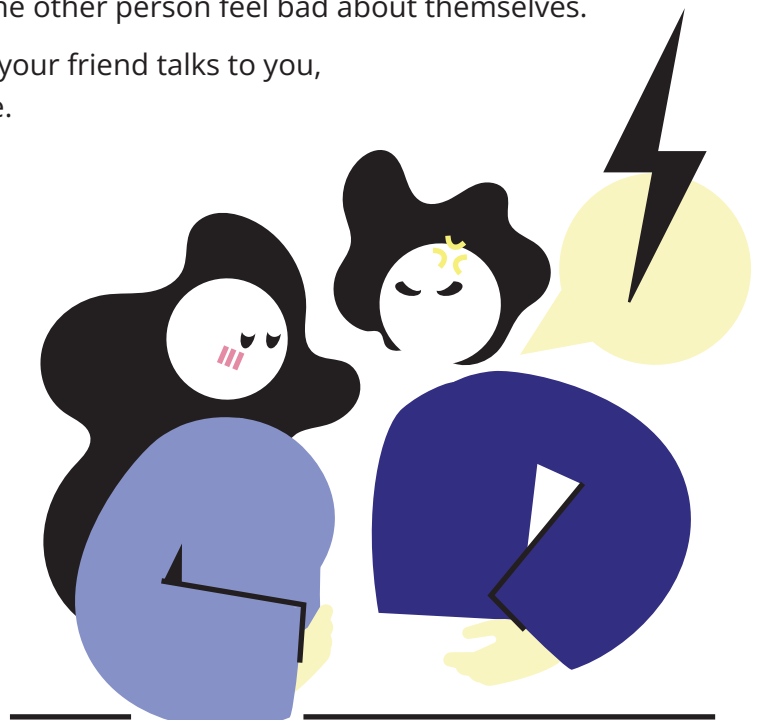
Do you have any examples for these two sentences?

Some examples are given below:

- Maintaining a rewarding friendship
- Be a good friend when things get tough.

There are also some behaviours that should be avoided if you want to have healthy relationships. These behaviours are:

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





Work to be done

Now it's your turn:

Choose one of the strategies discussed (e.g. "encourage each other") and give an example of how you would encourage a friend or, if you have done so in the past, explain how you did it.

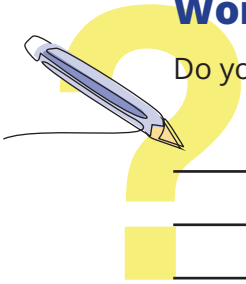
What are the top 5 strategies you already use to maintain friendships with other people?

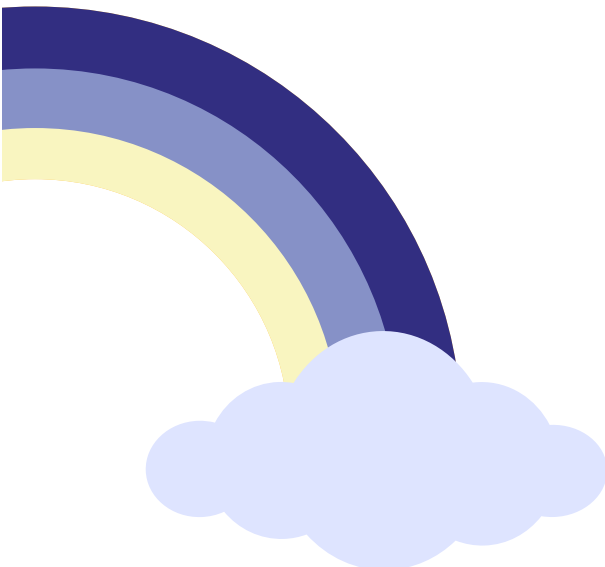
Setting limits

Whether it is a family, friendship or love relationship, a healthy relationship requires mutual respect, which includes respecting each other's physical and emotional boundaries. Boundaries are personal, unique to each person and influenced by a range of factors, from culture and religion to life experiences and personal character traits.

Work to be done

Do you know how to set and respect boundaries for healthy relationships?





Module 2

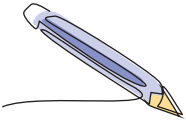
Session 2: Family ties

The many faces of the «family»

Work to be done

Could you answer these questions?

1. What does the word "family" mean?
2. Who are the people you consider to be your family?
3. Which family member are you closest to?
4. What are the factors of a healthy family relationship?
5. What are the things that families do for each other?



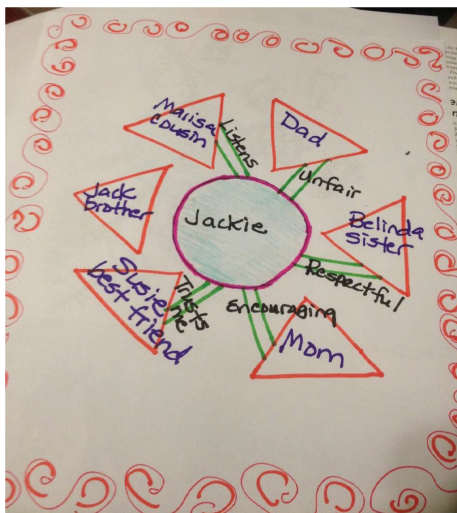
Work to be done

What my family means to me:

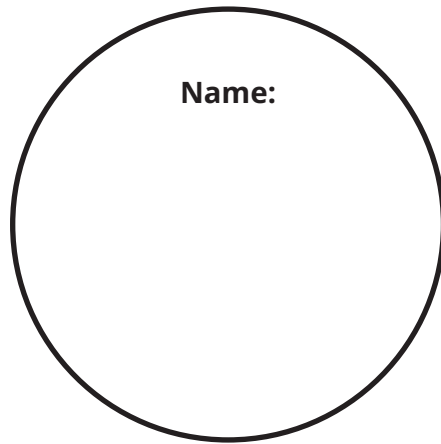
Could you draw your family?



Example:



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



Name:

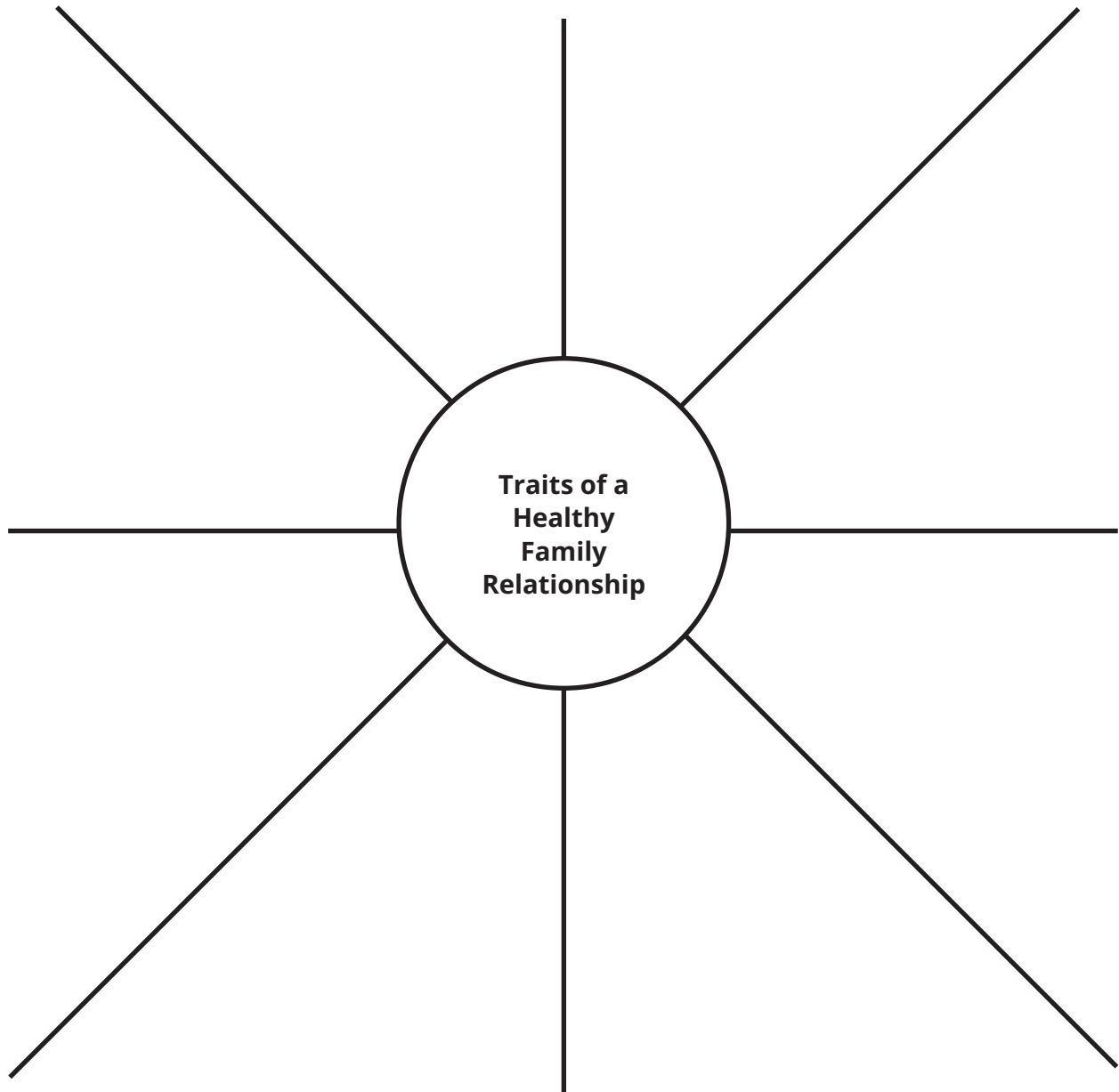


Work to be done

Building healthy family relationships
Complete the graph

Trails of healthy Family Relationships

Instructions: List and describe the traits which encourage healthy family relationships.



Strategies for healthy family relationships.

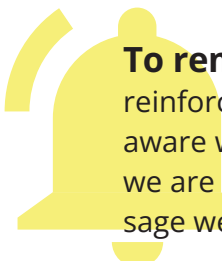
What are 3 strategies for maintaining a healthy relationship with each member of your family? (You can write them on the blank space on the same page, around each triangle).

Module 2

Session 3: Effective Communication

Objectives

- Discuss the importance of communication in personal relationships
- Recognise the importance of verbal and non-verbal communication.
- List the dos and don'ts of effective communication.



To remember: Body language can influence our understanding and reactions. It can reinforce what we hear or interfere with the verbal communication we receive. The more aware we are, the better communicators we become. It is important to be aware of what we are communicating with our body language to ensure that we are delivering the message we want, just as it is vital to notice and understand the body language of others.

After some exercises to discover the powers of body language, you will create the first page of a newspaper:

Body language can reinforce what we hear or interfere with the verbal communication we receive. The more aware we are, the better communicators we become. It is important to be aware of what we are communicating with our body language to ensure that we are delivering the message we want, just as it is vital to notice and understand the body language of others.



Work to be done

Front page news

You will all work together to create the front page of the school newspaper, including the following elements:

1. The name of the newspaper
2. The design of the page
3. The title of the articles included in the newspaper
4. An advertisement, a summary of a major event

Each team delegates one person to present the first page of their journal. At the end of the activity, the observer explains his/her role and shares his/her observations with the other participants.

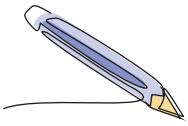
Module 2

Session 4: Managing anger

Work to be done

Can you answer these questions?

1. "What emotions do people express freely and which ones do they keep to themselves?"
2. What is anger?
3. What makes us angry?
4. Is anger accompanied by other emotions?





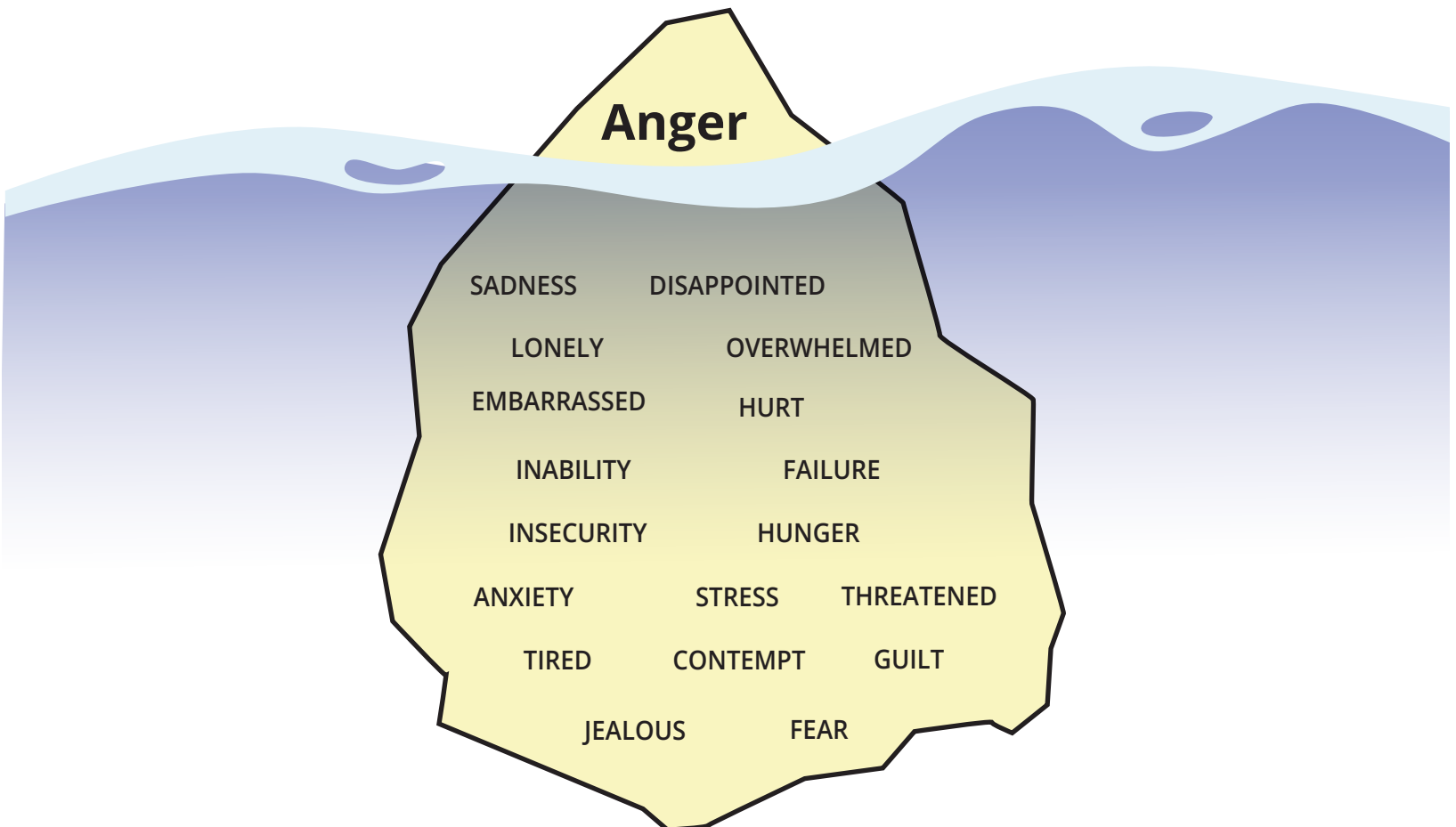
The iceberg of anger:

When anger arises, other emotions, such as sadness, fear or guilt, may be hidden beneath the surface. These feelings may make us feel vulnerable or we may not have the skills to deal with them effectively.

- In some families, anger is seen as more acceptable than other emotions. A person might express anger in order to mask emotions that cause them to feel vulnerable, such as hurt or shame.
- Anger is an emotion that tends to be easy to see. However, anger is often just the **tip of the iceberg**. Other emotions may be hidden beneath the surface.
- Anger may be fuelled by different emotions at different times, or by a combination of emotions. Sometimes, however, anger is just anger.
- Anger triggers are people, places, situations, and things that set off anger. Your triggers can provide clues about the emotions behind your anger.

Work to be done

Think of situations where you have felt angry and try to recognise the hidden emotions. Write each emotion on a sticky note and place them on the iceberg.



The cycle of anger:

These five phases make up the cycle of anger. But anger is not an isolated incident. It can be a habit - a frequent reaction to various situations, which is sometimes expressed aggressively and brings negative consequences. The habit of anger is stopped if the incidents and conditions that cause it, as well as its consequences, are identified.

Triggering event

An event or situation triggers a person's anger. **Examples:**

- Getting cut off while driving
- Having a bad day at work
- Feeling disrespected.

Negative thoughts

Irrational and negative thoughts occur as a result of triggering event. **Examples:**

- "I'm the worst parent ever".
- "The jerk who cut me off doesn't care about anyone but themselves".

Emotional response

Negative thoughts lead to negative emotion, even if the thoughts are irrational.

Examples:

- Feelings of shame and guilt due to being the "worst parent ever".
- Rage directed toward a bad driver.

Physical symptoms

The body automatically responds to anger with several symptoms.

Examples:

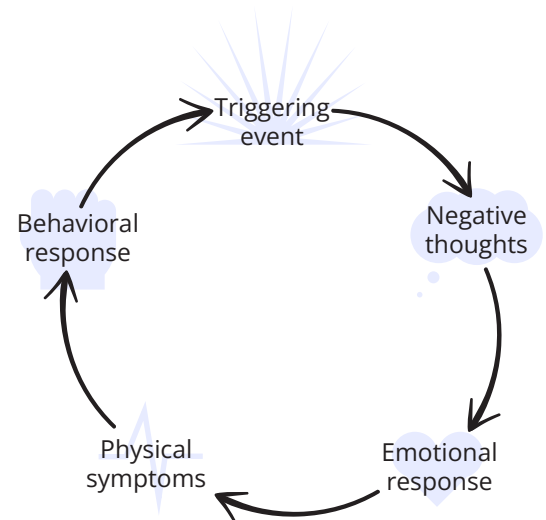
- Racing heartbeat
- Shaking
- Sweating
- Clenched fists

Behavioral response

The person reacts based upon thoughts, feelings, and physical symptoms.

Examples:

- Fighting
- Arguing
- Yelling
- Criticizing



Managing anger

Anger or frustration needs to be managed carefully so that it does not damage relationships. In addition to understanding how anger works, a set of strategies for managing it effectively should be developed

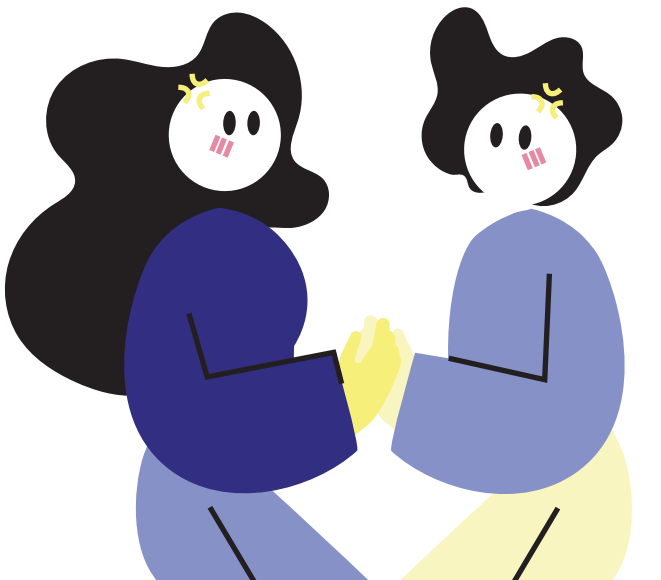
Coping skills

Listed below are several ways you can deal with your anger. If you can distract yourself for just 30 minutes, you are more likely to deal with your anger effectively.

- go for a walk
- read a book
- play a sport
- listen to music
- watch a movie
- practice a hobby
- go for a run
- clean or organize
- do yard work
- draw or paint
- do a craft
- cook or bake
- play a game
- go for a bicycle ride
- write or journal
- take a long bath
- play an instrument
- call a friend
- lift weights
- go swimming
- go hiking in nature
- take photographs
- play with a pet
- rearrange a room

Take a time out

Time-outs are a powerful tool for relationships where anger-fueled disagreements are causing problems. When someone calls a time-out, both individuals agree to walk away from the problem, and return once you both had an opportunity to cool down.



TIME OUT!

How to use time-outs effectively:

- With your parents, plan exactly how time-outs will work. Everyone should understand the rationale behind time-outs (an opportunity to cool down-not to avoid a problem).
- What will you both do during time-outs? Plan activities that are in different rooms or different places. The list of diversions from above is a good place begin.
- Plan to return to the problem in 30 minutes to an hours. Important problems shouldn't be ignored forever, but nothing good will come from an explosive argument.

Know your warning signs

Anger warning signs are the clues your body gives you that your anger is starting to grow. when you learn to spot your warning signs, you can begin to address your anger while it's weak:

- Sweating
- Headache
- Vigorous pacing
- Tightness in the stomach
- Increased body temperature / flushing
- Raising the tone of the voice
- Aggressive body language
- Silence
- Verbal insults





Module 2 - Session 5: Conflict Resolution

Work to be done

Day & time	Triggering event What happened just before you got angry? (Where were you? Who were you with? What were you doing?)	Emotional response How did you feel?	Symptoms physical how did your body respond?	Negative thoughts What were your thoughts?	Reactions? What have you done?	Consequences What are the short and long term consequences of your actions?

Complete this table in the next week:

Work to be done

Can you name words associated with the word «conflict»?





Conflict is a part of life and it can be good or bad depending on how we handle it. Every time we interact with someone, there is a risk of conflict because people's needs and expectations may differ. There are many types of conflict and many ways to manage them. It can happen between people, within a group, between groups but also within people, because we can even feel conflict within ourselves.

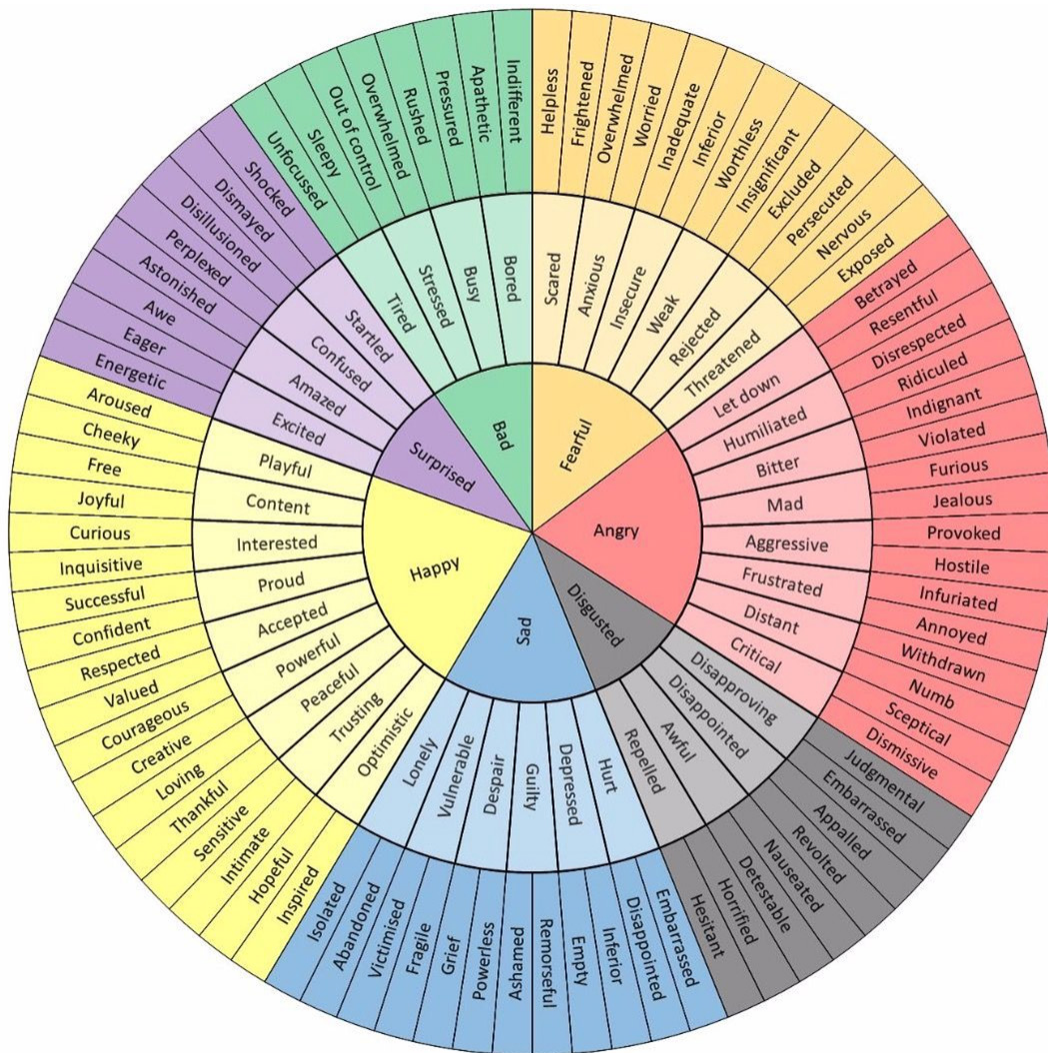


One of the most often overlooked reasons leading to conflict is that we do not take the time to listen to each other's emotions and needs and to connect.

Work to be done

Could you write down the feelings you have when your needs are not met. Examples: anger, anxiety, confusion, disappointment, distress, frustration, despair, irritation, nervousness, bewilderment, sadness, annoyance, worry, discouragement, depression, embarrassment, helplessness, impatience, loneliness, overwhelm, reluctance and unease.

The emotion wheel can help you name feelings



Observations are not judgements or evaluations.
For example:

1. My friend is really an idiot
2. My friend tells a lot of lies.

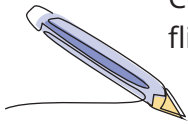


Work to be done

Which sentence do you think is an observation and which sentence is a judgement?

Note that it is important to be aware of the role we play in creating conflict. If we judge others, they are likely to be defensive and unwilling to listen to 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 wish you would start telling me the truth."

Could you give an example of a dialogue/phrase showing how someone has dealt with conflict through judgement/evaluation?



Managing conflict in stages

The **'fight or flight response'** can be ingrained in us, as we often feel that we must respond to conflict by fighting (being aggressive) or running away (being passive).

On the other hand, we can choose to deal with conflict assertively, with respect for ourselves and others. While conflict management is something we learn through experience, there are conflict resolution tools we can apply when faced with difficult conversations or situations.

3 Module

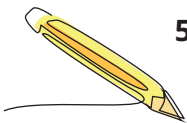
Session 1: Budget Management

Work to be done

Part 1

Can you answer the following questions:

1. What is the role of money?
2. What do you usually spend your money on?
3. What was the last purchase you made and what guided your decision?
4. What is the difference between a need and a want?
5. What goals do you have in life and how will money help you achieve these goals?



Using the post it notes given to you by the trainer, write down 5 needs and 5 wants

What are your fixed expenses (those that never change: rent, car,...)
Flexible expenses: (**regular expenses that can change:** clothing, food)
Optional expenses: cinema, party, restaurant)

Work to be done

From the table below: complete the expenses you incur:

Period	Estimated revenues		Estimated expenditure	
	Source	Amount (€)	Source	Amount (€)
	TOT:	1050	TOT:	1050

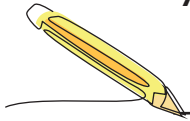


Module 3 - Session 2: Physical and mental health

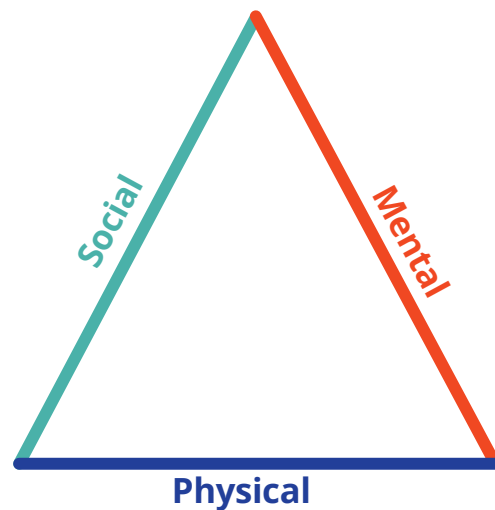
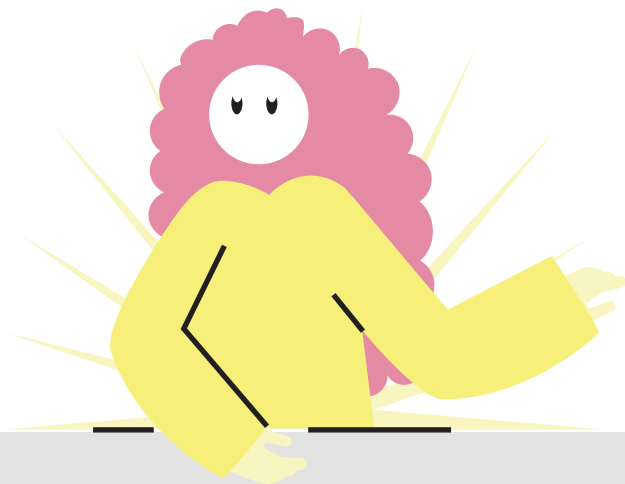
Work to be done

Can you answer the following questions:

1. What does it mean to be healthy?
2. How many types of health do you think there are?
3. What is mental health?
4. How do you take care of your physical health?
5. Do you think you eat healthy enough?
6. Are you active?
7. Why is it important to be active?



The health triangle



Physical health is defined by a person's habits of sport, sleep, diet and hygiene; mental health is our ability to manage stress and maintain a positive attitude towards life; and social health relates to a person's ability to create positive relationships with peers. These three aspects are strictly dependent on each other and often acting on one of them can benefit the others as well



Work to be done

Test your knowledge:

Can you name at least 5 healthy habits?

What do you think is true and what is false?

• Children cannot suffer from depression or anxiety, only adults can.	
• Children can develop mental illness, such as depression and anxiety disorders. It can happen to anyone, at any age	
• Children only become mentally ill because they have bad parents.	
• Mental illness is not caused by a bad action and you cannot cause mental illness in someone.	
• Mental illness is the same as disability	
• Mental illness has nothing to do with your level of intelligence.	
• Having a mental illness means you are a wimp who can't handle life.	
• Your personality or your ability to manage your feelings are not the cause of mental illness.	
• People with mental illness have difficulties in doing their homework, finding a job and carrying out their daily tasks.	
• It is common for everyone to have difficulties at school, at home, at work and to feel that they don't know what to do.	
• If you have a mental illness, it will be more difficult to get a flat or a house when you grow up and cannot live on your own.	
• All mental illnesses are different, but being diagnosed with a mental illness will not stop you from growing up, learning to take care of yourself and finding a flat or house like everyone else.	
• People with mental illnesses will never get better.	
• People with mental illness are dangerous and violent	
• Mental illness can affect anyone. It doesn't matter what you look like, what you wear or where you come from.	
• I can't help a person with a mental illness, only a doctor can.	
• You can help someone who has a mental illness. Don't call people by words like "crazy" or "mental".	

Module 3

Session 3: Being an active citizen

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

Objectives

- To have a clear idea of the skills and competences included in the concept of “**active citizen**”.
- Understanding the importance of being an active citizen for personal and social development
- Become aware of their rights and obligations as citizens
- Become familiar with values such as equality, democracy, freedom, cooperation, participation and responsibility
- Begin the process of developing decision-making skills

Work to be done

We are interested in your opinion:

What is an active citizen?

What makes someone a citizen?

Why is it important to vote?

What is a volunteer?

What is the most important event that has happened recently in your country?



Work to be done

You have 5 minutes to think about the following table:

Rights of a citizen	Duties of a citizen



Work to be done

Complete the following table:

MY TALENTS

What are my talents? (What are the things that I am good at, that I know best?)

MY INTERESTS

What are the things I would like to learn in the future? What subjects are I most interested in?

MY DESIRES FOR THE WORLD

What would you like to change in society or in my environment?
What would you like to see more of? And less of?

To remember

Active citizens are people who participate in the life of a community: they do something to help others and/or to change the world around them.

An active citizen is therefore a person who fulfils both his or her rights and responsibilities in society and who works with the rest of the community to achieve common goals and improve society.

Module 3

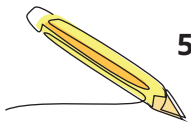
Session 4: Employment objectives



Work to be done

We are interested in your opinion:

1. What is a career? How do you choose a profession?
2. Why is this important?
3. What is the relationship between education and career?
4. What is a successful career?
5. Would you be able to draw up a professional profile of yourself?



To do this job, I have to know how to	Do you already know how to do this? YES/NO/NEED TO IMPROVE	How can I acquire this capacity?	What is the next step I can take in this direction?
e.g. driving a car	No	Passing the licence	Go to a driving school

Module 3

Session 5: Personal presentation

Work to be done

Compared to the previous session, would you be able to put the following actions in order:

- Preparing for the interview ; **1.** _____
- Create a CV ; **2.** _____
- Writing a cover letter ; **3.** _____
- Read the job descriptions ; **4.** _____
- Search for a job description ; **5.** _____
- Waiting for answers ; **6.** _____
- Requesting letters of reference ; **7.** _____
- Attend the interview. **8.** _____

Work to be done

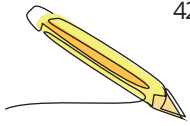
Some questions before creating a cover letter:

The cover letter:

1. What is a covering letter?
2. What do you think it should contain?
3. Have you ever written one?
4. Why do we need a cover letter if we already have the CV?

the job interview :

1. What is an interview?
2. What do you think you are being asked?
3. What do you think you should say?
4. What should you think about before an interview?
5. What should you prepare for?
6. Have you ever taken one? If so, how was it?
7. In your opinion, what are the essential steps before going to the interview?



It is up to you to employ someone:

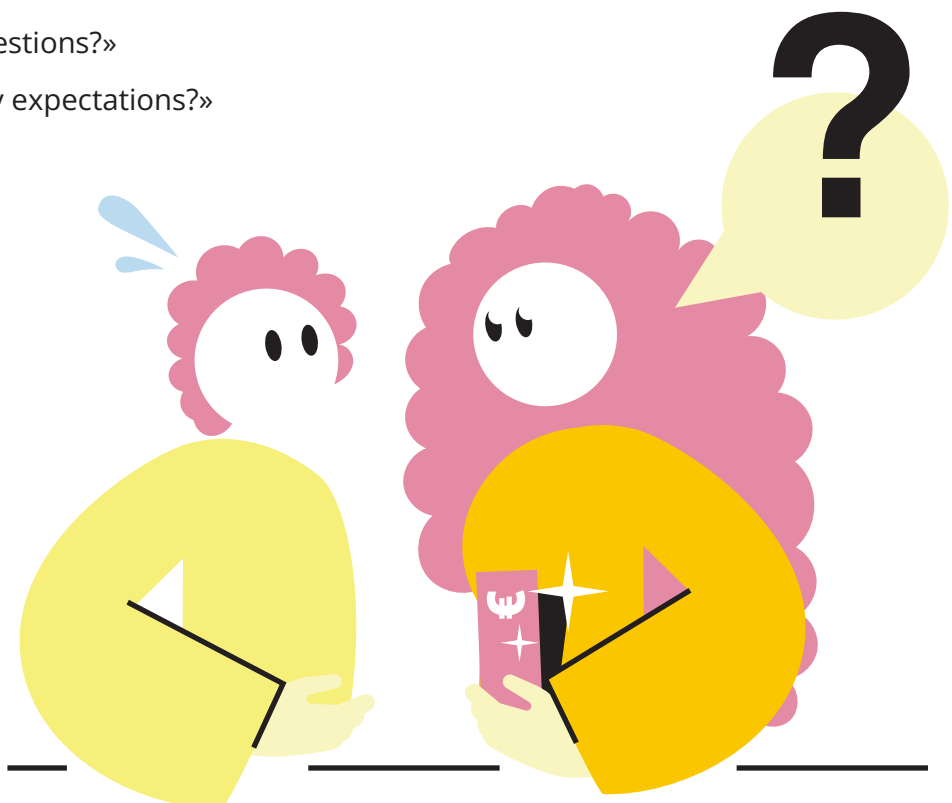
Work to be done

Using the following table, ask your partner questions and review their answers:

«Tell me a little about yourself.».

Talk about your work experience in general. Use this opportunity to show your communication skills by expressing yourself clearly and concisely in an organised manner. As there is no right or wrong answer to this question, it is important to sound friendly.

1. «What are your strengths?»
2. «What are your weaknesses?»
3. «Where do you see yourself in five years?»
4. «Why do you want to work here?»
5. «Do you have any questions?»
6. «What are your salary expectations?»





4 Module

Session 1: Taking stock

Introduction: During this module session, you will work on planning your release but first you will determine what your needs are, who can help you and finally you will develop an action plan.

Objectives

- to determine your most important needs in order to be able to meet them before the trip.

Getting started

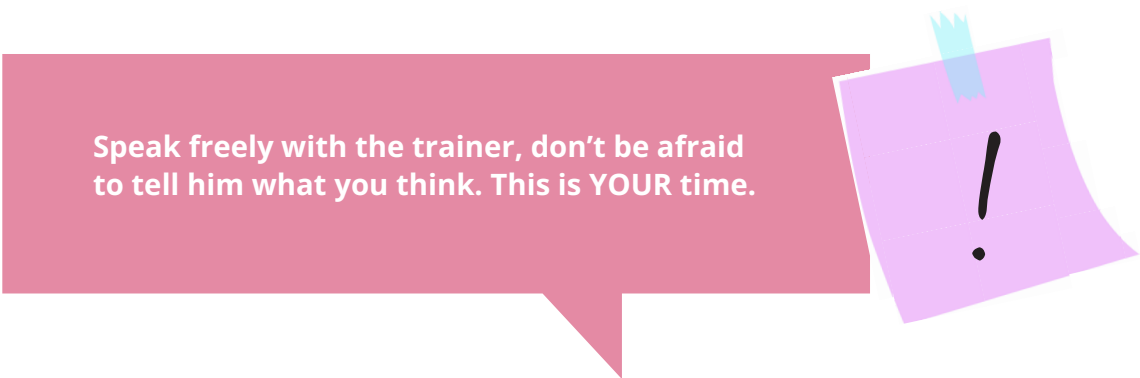
The Indian name: introduce yourself to the group by using your first name with qualifiers (as the Indians do). **For example:** I am Rachid, the fast man...because I am a man and I run very fast.

Objective of this session

- To enable you to take stock of your needs identified in the previous modules.
- Enable you to be sufficiently clear in the formulation of your objectives.

Part 1:

Some testimonials to help you accept that all is not lost and that you can succeed in your exit



Speak freely with the trainer, don't be afraid to tell him what you think. This is YOUR time.

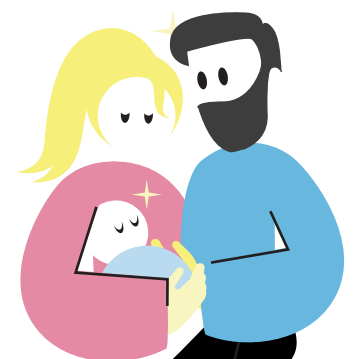
In part 2 you will address your own needs. What you need to be free and not to come back here.

Work to be done

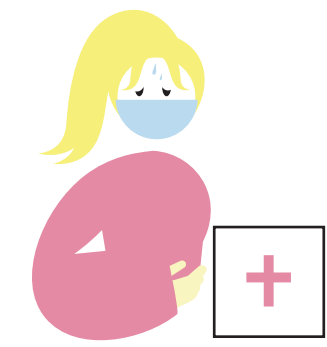
Using the pictograms distributed by the trainer, would you be able to define your needs?



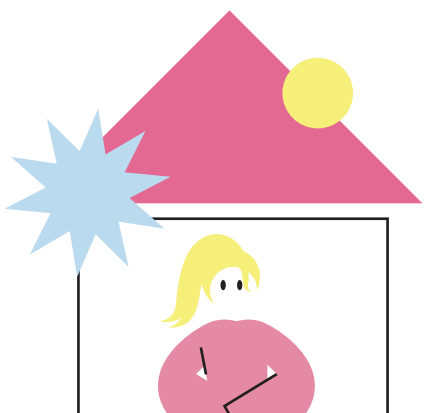
A job?



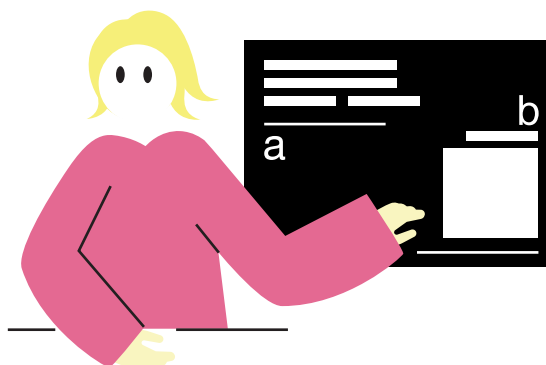
The family?



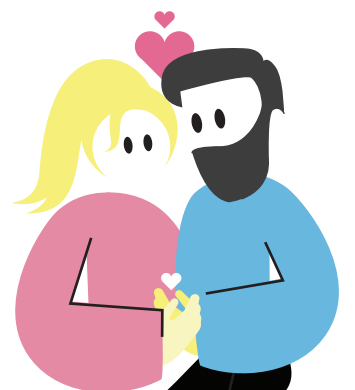
Getting better?



Housing?



Training?



Finding love



Doing sport?

Module 4

Session 3: Who can help me?

Introduction: It is important for you to understand that you are not alone and that there are many structures that can help you to reintegrate successfully and make a fresh start

Objectives

- Help you identify the people who can help you and prepare the individual coaching session



**You are never completely alone,
and there are many organisations
that can help you reintegrate:**

A little role-playing to get you started:

On your birthday, you invite a few friends to stay in a cave deep enough to be quiet and play the music loudly, without making your parents or neighbours grumble.

But when you go out in the morning: The earth has just suffered a terrible atomic explosion. You are well sheltered and have not suffered any damage, but now you have to survive. Outside, everything is in ruins but you see some survivors. What can you do to find food, clothes, water, improve the comfort of the cave?





Work to be done

Now it's up to you: choose a role (doctor, cook, food finder...).
Be careful, you have to look for something to survive for everyone.



Think together and see how you can organise yourselves to survive together.

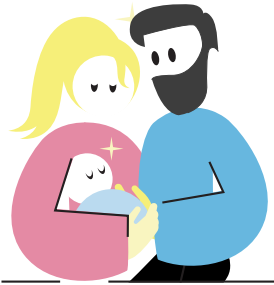
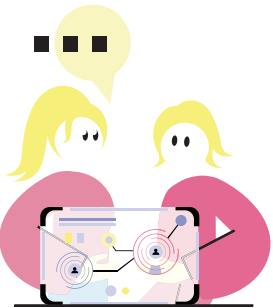

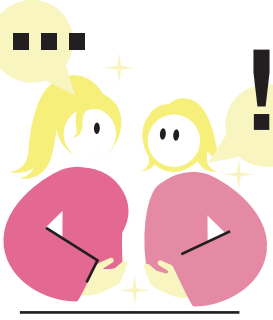
Work to be done

Fill in the following table with the roles of each person and the actions that will be taken.

What	Who	How	Where	When

Work to be done

Complete the table with the information provided by the trainer:

The family	The associations	The government	The friends
			

Module 4

Session 5: The different steps.

Part 1o:

The different steps to follow:

Now you know what you need to do after your release, so all you have to do is plan. To start with, try to answer these simple questions

1. Answer the question **"What?"** This is about defining what you expect or want to achieve. If you are not clear, you may be stuck on the side of the road to achieving your ambition. This "What?" question allows you to clarify what you really want.
2. The second question to be answered is: **"When"**.
This is often where the fragility of setting an objective to be achieved lies. On the contrary, precision is fundamental - and for this a precise date of achievement should be indicated on your goal sheet. It can sometimes seem illusory to set a deadline for achieving your goal.
3. The third question you need to answer is: **"How?"**;
of course, your planning will need to be flexible and will need to be revised during your trip. 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.



Part 2o:

Work to be done

Organise a surprise birthday party

You have to organise your trainer's birthday party. To do this you will have to work on the following 7 questions: Why, when, where, who, what, how much, how.

Determine when the birthday party will take place:

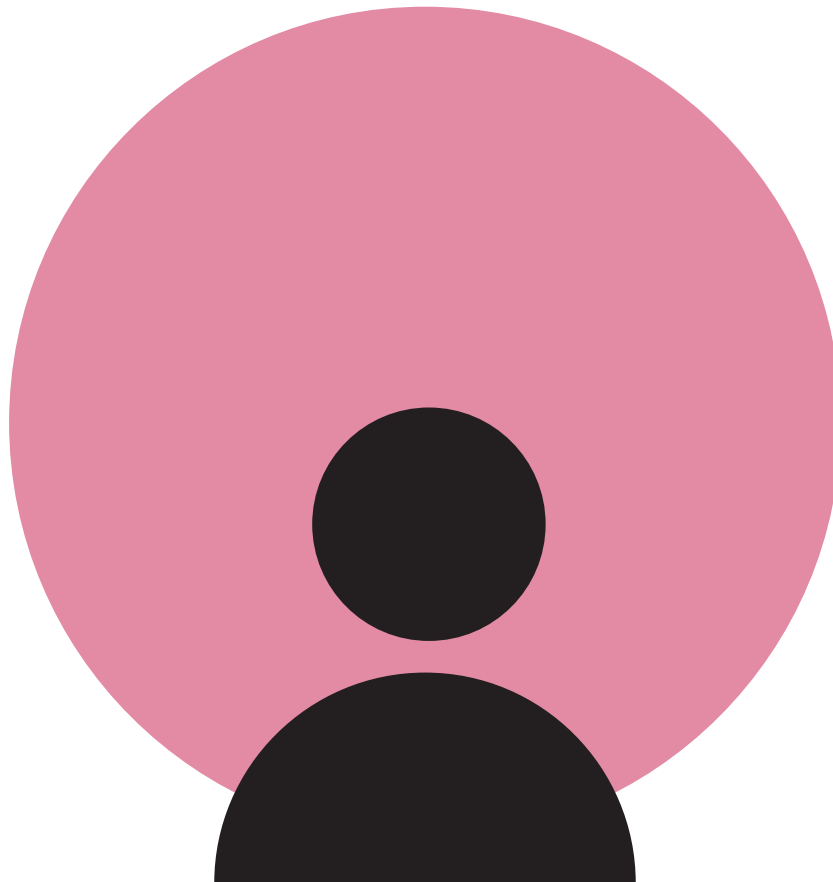
1. Then who will be invited
2. And then answer, in groups of 2 (for example)
3. Why: Teacher's birthday
4. When will the party take place?
5. Where will the party take place?
6. Who is invited?
7. What: What will be the gift?
8. How many people? How many in the pool?

My Moving on booklet

This booklet belongs to

Last name First name:

Date:



This booklet was developed as part of the project: Skills4life After Prison: Sowing the Seeds of Social Inclusion for Young Offenders.
Project co-financed by the European Union's Erasmus+ programme.

I define my priorities

My needs		
	Need	No need
Find a job		
Train me		
Feed me		
Where to stay		
Caring for me		
Dressing up		
Moving around		
Reconcile with my loved ones		
Getting closer to my family		
Updating my identity papers		
Updating my social security coverage		
Other		

Rank each identified need in order of importance, with priorities from 1 to 5.

SKILLS4LIFE



Με συγχρηματοδότηση από το πρόγραμμα «Erasmus+» της Ευρωπαϊκής Ένωσης

Η υποστήριξη της Ευρωπαϊκής Επιτροπής στην παραγωγή της παρούσας έκδοσης δεν συνιστά αποδοχή του περιεχομένου, το οποίο αντικατοπτρίζει αποκλειστικά τις απόψεις των συντακτών, και η Επιτροπή δεν μπορεί να αναλάβει την ευθύνη για οποιαδήποτε χρήση των πληροφοριών που περιέχονται σε αυτήν.