



Teach For All
A Global Network



GoTeach

PERSONAL DEVELOPMENT

FACILITATOR NOTES

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About this Module

Objectives

By the end of this Module, the participants will be able to:

- Set a personal goal they wish to achieve in the upcoming year
- Identify 4 practices/good habits that will help their development
- Define 3 skills they would like to develop
- Plan 3 SMART actions to be completed within the upcoming year

Target Audience

The target participants for this module are young people from vulnerable communities who are transitioning from school to the world of work. The participants that would benefit from this intervention will be nominated by SOS Children's Villages or a Teach For All Network Partner Organization.

Number of participants

Maximum of 30 participants to be divided to smaller groups.

Method of delivery

Classroom – face to face

Number of facilitators

The advice is to facilitate this workshop with 1 facilitator per 6 participants.

Session Descriptions and Timing

Please note that facilitators are encouraged to use the materials to implement the interventions at their discretion. Modifications to the delivery of the sessions can be made as long as the learning objectives are met - please do take into consideration the timing of the workshop, the age group of their participants, and the interest of the young people attending the module.

Total estimated Module run time: << **4 hours and 25 minutes excluding breaks** >>

Module Introduction	27 minutes
Welcome, trainer introduction	5 minutes
Course objectives	3 minutes
Learning journey	2 minutes
Ground rules	2 minutes
Warmup activity - Draw your lifeline	15 minutes

Session 1: SELF AWARENESS AND SELF-DISCOVERY	50 minutes
Skills	5 minutes
What are my achievements	5 minutes
Activity – List your achievements & skills	15 minutes
Activity - Reflect on your development	25 minutes
Session 2: GROWTH MINDSET	30 minutes (Excluding break)
Let's Talk	10 minutes
Activity – Overcoming challenges	20 minutes
Break	15 minutes
Session 3: GOAL SETTING	125 minutes (Excluding break)
Activity – Future Lifeline	45 minutes
SMART Goal	15 minutes
Break	15 minutes
Activity – SMART actions	45 minutes
Activity – Dear future me	20 minutes
Module Closure	33 minutes
Summary	4 minutes
Any Questions?	5 minutes
Wrap Up	2 minutes
Activity – Key takeaways	10 minutes
Congratulations	10 minutes
Thank you	2 minutes

Facilitator Information

Training Requirements

To run this Module, the following items should be available / arranged:






- **Room:**
 - 1 Room with table groups of 4 participants
- **IT and software:**
 - Laptops/computers for the participants (optional for activity slide 36)
<https://www.futureme.org/>
 - Beamer, laptop, speaker-set, projection screen
- **Materials**
 - Facilitator notes (printed)
 - Slide deck
 - List of Participants (LoP)
 - Flipchart paper, markers, post it notes
 - Pins, magnets, tape to stick flipcharts to the wall.
 - Pens for the participants
 - Evaluation forms (optional)
- **Flipcharts to prepare**
 - 1 Flipchart A
Write header “Most important elements that helped my development” (Slide 18)
 - 1 Flipchart B
Write header “Key takeaway” (Slide 41)
- **To print**
 - Workbooks (1 per participant)
 - Certificates of attendance (optional)
 - Print postcard slide (Referring to activity slide 37) if the activity will not be done online.

- **Prior to running the Module:**
 - Create an introduction slide for each trainer (slide 2 and 3)
 - Add 3 pictures of important life events (e.g., hobby, family, education, work etc.)
 - Also add a picture of yourself on the top right corner.
 - Align with the partner organization prior the session how the participants will complete Dear Future Me activity “Slide 36”. The options are:
 1. To provide an envelope and collect the postcards by fellow or SOS coworker. After 3 to 6 months follow up with the participants.
 2. Participants exchange post cards and send/give it to each other after 3 to 6 months
 3. Use a virtual link. <https://www.futureme.org/>
 4. Feel free to use any other method that is more applicable to the local situation
- **Post to running the Module:**
 - If applicable provide an evaluation form.

About these Facilitator Notes

The notes are designed to assist facilitators in guiding participants through the Module. It is important that facilitators study this document prior to starting training to make sure the structure, process and activities are clearly understood.

The text in these notes is marked up in several colors and each has a different meaning – so always print the Facilitator Notes in color.






	Red	Interactive question for you to ask to enhance participation
	Blue	Expected answer from the participants to an interactive question
	Green	Activity
	Orange	Indicates a slide that needs to be displayed
	Black	Facilitator note or ‘Tell’ section (background information of things to be mentioned, explained or told)



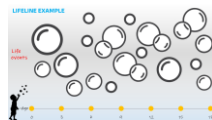
Classroom tips



To get the most out of the session, we have collated and shared some hints and tips from our teachers:

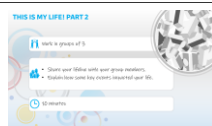
- **Active listening:** when posing questions, create a dialogue by asking clarifying questions, asking the pupils to expand on their answers, and relating the answers back to your own experience.
- **Praise and feedback:** be sure to comment on any insightful comments and link these to success in the workplace.
- **No ‘hand-choosing’:** choose children randomly and not just those who put their hands up. Explain this approach to pupils at the start of the lesson, as it is not always common practice in schools - give the pupils a fair warning that you expect them to be listening.
- **Walk around the classroom:** no need to stand at the front.
- **Communicating with young people:** allow extra time for the young people to talk – they may be shy at first but leave some silence hanging and someone will always speak up.

Module Introduction



Action	Slide #	Content	Slide
SLIDE	1	PERSONAL DEVELOPMENT	
FACILITATOR NOTE		Welcome everyone	
SLIDE	2	TRAINER 1	
FACILITATOR NOTE		Trainer 1: briefly introduce yourself and explain 3 important events in your life (pictures)	
SLIDE	3	TRAINER 2	
FACILITATOR NOTE		Trainer 2: briefly introduce yourself and explain 3 important events in your life (pictures)	
SLIDE	4	LEARNING OBJECTIVES	
TELL		By the end of this module, you will be able to: <ul style="list-style-type: none"> Set a personal goal you wish to achieve in the upcoming year Identify 4 practices/ good habits that will help your development Define 3 skills you would like to develop Plan 3 development steps and action them in the upcoming year 	
TELL		To get there, we will dive into key development elements, skill sets and more items that are important to help us reach the goal of this module.	
SLIDE	5	TODAYS LEARNING JOURNEY	
FACILITATOR NOTE		Walk through the learning journey.	
TELL		1. We are currently covering the first section the “Welcome” section <ul style="list-style-type: none"> We will get to know what’s a lifeline We will see an example of a person’s lifeline We will deep dive and reflect on our own lifelines We will discover the key events that shaped the person you are today 	

Action	Slide #	Content	Slide
		<p>2. Next, we will dive into “Self Awareness & Self Discovery”</p> <ul style="list-style-type: none"> • We will get to know what are the professional skills and personal competencies that can help you with your personal development • We will discover your achievements and the main skills and competencies that helped you achieve them • We will help you define the key development elements that helped your development <p>3. Then, we will cover the “Growth Mindset” topic</p> <ul style="list-style-type: none"> • You will identify the main challenges you had in your lives • you will reflect on how you overcame these challenges <p>4. After that, we will cover the “Goal Setting” topic</p> <ul style="list-style-type: none"> • You will envision your future dream job • You will identify the learning and development focus areas and skills needed to achieve your dream job • You will identify what you need to reach the goal and formulate them in a SMART way • You will write a postcard to your future self not to forget your goals <p>At the end, it is time to celebrate the completion of this workshop.</p>	
SLIDE	6	GROUND RULES	
FACILITATOR NOTE		<ul style="list-style-type: none"> • Please switch off mobile phones to be able to focus better • Keep your eyes and ears open and pay attention during the session. • Collaborate with each other where needed. Respect each other. Any confidential items that will be discussed today, cannot be shared outside of this session. • Make notes if you wish, you have a workbook at your disposal • Feel free to ask questions • Have fun! 	
SLIDE	7	ACTIVITY – DRAW YOUR LIFELINE!	
TELL		Let's reflect on your life so far and draw a lifeline. No worries, we will explain what it is and how you can do it.	
SLIDE	8	THIS IS MY LIFE! PART 1	
TELL		This is the template you will be using in a moment to draw your lifeline.	




Action	Slide #	Content	Slide
		At the bottom you will find your age (0-17) Please write your key life events above the lifeline corresponding with the age when this happened.	
SLIDE	9	MY LIFELINE	
TELL		<p>Here you find an example of a possible lifeline.</p> <p>E.g., This girl was born in Cairo, When she was little, she loved to paint.</p> <p>Around 6 years old she made a friend that turned out to become her best friend ever since. This person is very important to her since she helped her gain confidence, learn new things, share events and feelings.</p> <p>At the age of 9 she moved houses, and her best friend was not living in the same street anymore. She was at first afraid that the distance would set them apart but learned that good friendship overcomes distance, and they kept in close contact.</p> <p>Around the age of 10 her grandma, who she was very close to, passed away. It made her very sad and to deal with these emotions she picked up painting again and rediscovered an old passion.</p> <p>At the same time, she started secondary school where she had to leave old friends but made new ones. She learned to step out of her comfort zone and put effort into making new contacts.</p> <p>Around 15 years old her brother got sick, luckily eventually he got better, but at the time she joined acting class at school and realized that it helped her to cope with her worries.</p> <p>At the age of 17 she did a career test and the test helped her to decide on her future education.</p>	
SLIDE	10	LIFELINE EXAMPLE	
ACTIVITY TIMING		<p>Briefing: 5 min</p> <p>Activity: 5 min</p> <p>Debrief: 5 min</p>	
ACTIVITY PREPARATION		Handout a workbook to each participant	
ACTIVITY BRIEFING		<p>Work individually.</p> <p>Think about yourself then draw the flow of your life.</p> <p>Think about events in your life that had an impact on your development. These events can be any kind of events, happy or sad events.</p> <p>Write your key events in your workbook.</p>	



Action	Slide #	Content	Slide
		<p>There are 2 templates to choose from. One with soap bubbles and one without. Feel free to choose the one that suits you best.</p> <p>If you don't remember exactly at which age something these event took place, no worries. Just estimate.</p> <p>You have 5 minutes for this activity</p>	
ACTIVITY DEBRIEF		No debrief at this stage since that is part of the next activity.	
SLIDE	11	THIS IS MY LIFE! PART 2	
ACTIVITY		<p>Briefing: 1 min</p> <p>Activity: 10 min</p> <p>Debrief: 5 min</p>	
ACTIVITY PREPARATION		Form groups of 3 after the briefing.	
ACTIVITY BRIEFING		<p>We will now work in groups of 3.</p> <p>Please share the lifeline you drew with your group members</p> <p>Explain how some key events impacted your life.</p> <p>You have 10 minutes for this activity, so around 3 minutes per person.</p> <p>Since this is a sensitive topic and can bring up a lot of emotions, make sure that the participants have the choice to participate in the activity or not.</p>	
ACTIVITY DEBRIEF		<p>Ask the group how they experienced this activity.</p> <p>Possible feedback could be:</p> <ul style="list-style-type: none"> • It made participants realize how important some events in their life have been. • It is difficult to share difficult moments in life, but they can help you develop as well. 	


Session 1: Self Awareness & Self Discovery

SLIDE	12	SELF AWARENESS & SELF DISCOVERY	
FACILITATOR NOTE		Now we move on to our first topic, Self Awareness & Self Discovery	
SLIDE	13	SKILLS	
ANSWER		TBD	
ASK		Are there any skills or competencies that weren't mentioned yet? Are there any skills that are unclear?	
ANSWER		Gauge the participants' level of understanding.	
FACILITATOR NOTES		<p>To check the understanding, ask some participants to explain what they think is meant. (E.g., emotional intelligence, interpersonal skills, cultural competence)</p> <p>Explain some of the skills in details and make sure to give an example for the explained skills.</p> <p>Skill explanations:</p> <ol style="list-style-type: none"> 1. Communication: The ability to communicate with colleagues, clients, and customers clearly and effectively is essential in any workplace. E.g., Correcting a mistake at work, whether it was made by you or someone else. 2. Problem-solving: The ability to identify and solve problems is valuable in any workplace, as it allows employees to find solutions to issues that arise. E.g., Correcting a mistake at work, whether it was made by you or someone else. 3. Adaptability: The ability to adapt to changing circumstances and work effectively in different environments is an important skill in today's rapidly changing business world. E.g., If there are changes to processes, procedures or operational practices, you can ask for clarification from teammates and managers to help you better plan for transitions. 4. Time management: The ability to manage time effectively and prioritize tasks is crucial in the workplace, as it ensures that projects are completed on time and to a high standard. E.g., If there are changes to processes, procedures or operational practices, you can ask for clarification from teammates and managers to help you better plan for transitions. 5. Leadership: The ability to lead and motivate others is valuable in any workplace, as it helps to build a strong team and achieve common goals. 	



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| | <ol style="list-style-type: none"> 6. Teamwork: The ability to work well with others and collaborate effectively in a team environment is essential in many workplaces. 7. Technical skills: Many workplaces require technical skills, such as proficiency in specific software or programming languages, to perform job duties effectively. 8. Creativity: The ability to think creatively and come up with innovative ideas is valuable in many workplaces, as it helps to drive innovation and stay ahead of the competition. 9. Analytical skills: The ability to analyze data, identify patterns, and draw conclusions is valuable in many workplaces, particularly in fields such as finance and marketing. 10. Emotional intelligence: The ability to understand and manage one's own emotions, as well as the emotions of others, is an important skill in the workplace, as it helps to build positive relationships and resolve conflicts effectively. 11. Attention to detail: The ability to pay close attention to details and ensure that work is accurate and error-free is important in many workplaces. 12. Critical thinking: The ability to analyze information and make well-reasoned decisions is valuable in many workplaces, particularly in fields such as law, medicine, and engineering. 13. Customer service: The ability to provide excellent customer service and build positive relationships with clients and customers is important in many industries. 14. Sales skills: The ability to sell products or services and persuade customers to make purchases is valuable in many workplaces, particularly in sales and marketing roles. 15. Project management: The ability to manage projects effectively and ensure that they are completed on time and within budget is important in many industries. 16. Networking: The ability to build and maintain a professional network is important in many industries, as it can help individuals to advance their careers and access new opportunities. 17. Financial management: The ability to manage finances effectively, including budgeting, forecasting, and financial analysis, is valuable in many industries. 18. Public speaking: The ability to speak confidently and persuasively in public is important in many workplaces, particularly in roles that involve presenting or pitching ideas. 19. Writing: The ability to write clearly and effectively is valuable in many industries, particularly in roles that involve creating reports, proposals, or other written communications. 20. Learning agility: The ability to quickly learn new skills and adapt to new situations is valuable in many industries, as it allows employees to stay ahead of changing trends and technologies. | |
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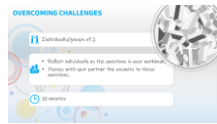
		<p>21. Conflict management: The ability to manage conflicts and resolve disputes in a constructive manner is valuable in many workplaces, particularly those with diverse teams and opinions.</p> <p>22. Emotional intelligence: The ability to understand and manage one's own emotions and those of others is important in many workplaces, as it helps to build positive relationships and improve communication.</p> <p>23. Resilience: The ability to bounce back from setbacks and overcome obstacles is important in many workplaces, particularly those that are high-pressure and require persistence and determination.</p> <p>24. Interpersonal skills: The ability to communicate effectively and build positive relationships with others is important in many workplaces, particularly those that require collaboration and teamwork.</p> <p>25. Cultural competence: The ability to work effectively with people from different cultural backgrounds is valuable in many workplaces, particularly those with diverse teams and global reach.</p> <p>Sources: https://www.coursera.org/articles/transferable-skills https://sprigghr.com/blog/alignment-direction/skills-vs-competencies-how-skills-and-competencies-are-different/</p>	
SLIDE	14	LIST YOUR ACHIEVEMENT & SKILLS	
TELL		Now we know what type of skills are existing, let's look at your achievements and identify which skills you needed for those achievements.	
SLIDE	15	WHAT ARE MY ACHIEVEMENTS?	
TELL		<p>In the next activity we would like you to list maximum 3 achievements so far, then identify the skills that helped you reach each achievement.</p> <p>E.g., coaching the football team -> Leadership skills, Communication skills</p> <p>Achievements can be work experience, hobbies, volunteering etc. Work experience is not a requirement to be able to do this activity.</p>	
SLIDE	16	LIST YOUR ACHIEVEMENTS	
ACTIVITY TIMING		<p>Briefing: 5 minutes</p> <p>Activity: 5 minutes</p>	

		Debrief: 5 minutes	
ACTIVITY PREPARATION		No preparation needed	
ACTIVITY BRIEFING		<p>This is an individual activity. Write in your workbook maximum 3 personal achievements. Feel free to exchange ideas with your “neighbors”.</p> <ul style="list-style-type: none"> List your achievements Identify the skills that helped with each achievement Use your workbook 	
ACTIVITY		Walk around the room during the activity and check if the participants need any support.	
ACTIVITY DEBRIEF		Go around the room and ask randomly for some examples	
SLIDE	17	REFLECT ON YOUR DEVELOPMENT	
TELL		You know now what your achievements are and identified which skills helped you with them. It's time to discover the key elements that helped your growth & development.	
SLIDE	18	KEY DEVELOPMENT ELEMENTS	
ACTIVITY TIMING		<p>3 minutes briefing 5 minutes activity 12 minutes debrief/ sharing 5 minutes to define 4 practices</p>	
ACTIVITY PREPARATION		<p>Put up flipchart A Hand out one post it note per participant</p>	
ACTIVITY BRIEFING		<p>Reflect on important elements that helped your development. Write down on a post it maximum 3 of these elements. These elements can be behaviors, habits, ways of working or responding to challenges. e.g., My history teacher, being organized, attending a theater play.</p>	
ACTIVITY		Ask the Participants if they need any help	
ACTIVITY DEBRIEF		<p>After 5 minutes invite participants to walk to the flipchart and add their post it. Ask each participant to choose the most important element and explain why this element contributed to their development.</p> <p>Please take your seats.</p>	





		<p>Being inspired by your team members' development elements, identify 4 practices/habits that will help your future development. Write them in your workbook.</p> <p>(Approximately one minute to share per participant)</p>	
SLIDE	19	SHARE YOUR MOST IMPORTANT ELEMENT	
FACILITATOR NOTE		Show this slide while the participants are sharing their most important development element in the "REFLECT ON YOUR DEVELOPMENT" activity in slide 18	



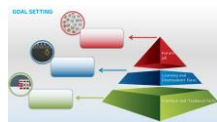

Session 2: Growth Mindset



Action	Slide #	Content	Slide
SLIDE	20	GROWTH MINDSET	
TELL		Now we move to our next topic, Growth mindset. A growth mindset refers to the belief that our abilities and skills can be developed and improved through effort, learning and persistence.	
SLIDE	21	LET'S TALK	
FACILITATOR NOTE		In this part, Facilitator 1 asks questions about overcoming challenges and Facilitator 2 answers them.	
TELL		Overcoming challenges can have a significant impact on our personal growth and development. When we face a challenge and overcome it, we learn valuable lessons and acquire new skills. The next discussion between me and <Facilitator 2> will give you an example of personal challenges, how to overcome them and how they shape who we are today.	
ASK		Share an example of a challenge you have faced?	
ANSWER Example		One of the challenges I have faced before was dealing with the loss of my grandmother, it was tough for me because I was 10 years old and I have never experienced such a significant loss before. I was young and it was emotionally overwhelming.	
ASK		How did this challenge shape the person you are today?	
ANSWER Example		When I think about it now, I believe it shaped me in several ways. It made me realized the importance of the time we have with our loved ones, and it can suddenly end. It also taught me to be more understanding towards others who may be going through similar experiences.	
ASK		What did you do to overcome this challenge?	
ANSWER Example		It was difficult to deal with this challenge and I tried different things to make the experience less tough but, in the end, I picked up on an old hobby which is painting and I found peace in it.	
ASK		Did you ask for help to overcome this challenge? If yes, then who and why?	
ANSWER Example		Yes, I did ask for help to overcome this challenge. I reached out to my parents. Their understanding and support helped me a lot with this	


Action	Slide #	Content	Slide
		challenge. Asking for help was important because it allowed me to share my sadness and receive support from those who cared about me.	
SLIDE	22	OVERCOMING CHALLENGES	
TELL		<p>Overcoming challenges is an inevitable part in anyone's life. It can shape your growth mentality in multiple ways.</p> <p>Reflecting on these challenges you overcame is also very important for a person to grow and develop. It makes you realize what are your strengths and weaknesses. By understanding how you have overcome obstacles in the past you can develop a deeper understanding of your abilities and skills.</p>	
SLIDE	23	OVERCOMING CHALLENGES	
ACTIVITY TIMING		<p>3 mins briefing</p> <p>5 mins reflection</p> <p>6 mins activity</p> <p>1 min debrief</p>	
ACTIVITY PREPARATION		Participants will use their workbook	
ACTIVITY BRIEFING		<p>In the next activity you will work in pairs</p> <p>In your workbook pages 12 & 13 you will find 4 questions, these are the same questions that were asked to <Facilitator Name>.</p> <p>Try to do the following:</p> <ul style="list-style-type: none"> • Reflect individually on these questions. • Write down the answers in the designated place in the workbook. • Discuss with your partner the answers you wrote down <p>You will have 5 minutes to reflect and write your answers then 3 minutes per participant to discuss these answers.</p> <p>Any challenge that you overcame can be used in this activity. E.g.: Loss of a close person, best friend moving away, changing schools.</p>	
ACTIVITY		Walk around the room and get into the conversation with the groups	
ACTIVITY DEBRIEF		Thank everyone for their contribution and ask them to take a break	


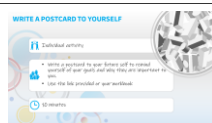
Session 3: Goal Setting

Action	Slide #	Content	Slide
SLIDE	24	GOAL SETTING	
TELL		Let's dive into your future goals.	
SLIDE	25	ACTIVITY – FUTURE LIFELINE!	
TELL		In the next activity we will explore your future milestones.	
SLIDE	26	GOAL SETTING	
ACTIVITY TIMING		Briefing: 10 min Activity: 20 min Debrief: 15 min	
ACTIVITY PREPARATION		No preparation needed	
ACTIVITY BRIEFING		In the next activity you will work individually. Envision your dream job. Then we will look at what you need to learn and develop for that job and the practical and technical skills you will need. Open your workbook on page 15 you will find an empty pyramid shape that you need for this activity. Before you start the activity, we would like to show you some examples of other pyramids.	
SLIDE	27	GOAL SETTING - 1	
ACTIVITY EXAMPLE 1		Let's look at the first example of how someone identified goals for themselves. Do you remember the girl from the lifeline who was born in Cairo? She loved painting and around 17 years old she completed a career test to help her decide on the right education for her. Since she is creative and passionate about arts, being a graphic designer is appealing to her. To prepare herself for that profession, she identified that she needs to work on her patience, dedication, creative thinking, and attention to detail. Practical skills that she would need as a graphic designer would be;	

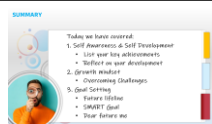



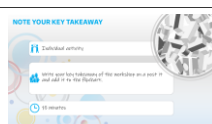
Action	Slide #	Content	Slide
		<ul style="list-style-type: none"> the use of graphic design tools being able to apply design skills apply color theory to a layout 	
SLIDE	28	GOAL SETTING - 2	
ACTIVITY EXAMPLE 2		<p>Let's look at another example.</p> <p>This person would like to become a doctor. To become a doctor, you should finish high school and study medicine at university.</p> <p>To be able to start university you will need good grades for biology, physics, and chemistry.</p>	
SLIDE	29	GOAL SETTING - 3	
ACTIVITY EXAMPLE 3		<p>This person would like to be a Baker.</p> <p>To run a bakery, you need to learn how to deliver great customer service, learn recipes and how to decorate the products you bake.</p> <p>To learn how to calculate the recipes, math is important. It is also good to have sales skills and of course have some experience baking.</p>	
SLIDE	30	GOAL SETTING	
ACTIVITY BRIEFING		<p>In your workbook you will find an empty pyramid shape that you can use for this activity.</p> <p>In the next activity you will work individually.</p> <ul style="list-style-type: none"> Think about your future dream job. What would you need to learn and develop for that job? Which practical and technical skills would you need? <p>You will have 20 minutes for this activity.</p>	
ACTIVITY DEBRIEF		Ask each participant to mention the future job they noted and the most important learning and development focus or skill.	
TELL		Well done everyone for thinking about your future goals and development needs. We are aware that it is not always easy to define these future goals, but it helps you to take a moment to reflect on what are your dreams for the future and how you can achieve those.	
SLIDE	31	SMART GOAL	



Action	Slide #	Content	Slide
FACILITATOR NOTE		Let's build on this and further explore how you can set clear, short-term actions that help you with the next steps on your development path. We define goals in a SMART way.	
ASK		Do you know what the abbreviation SMART stands for?	
ANSWER		Await answers and then show the next slide	
SLIDE	32	SMART	
TELL		<p>Smart stands for:</p> <ul style="list-style-type: none"> • Specific. What exactly do I want to accomplish? Who will be involved in helping me reach this goal? Why do I want to achieve this goal? • Measurable. Every goal has a result. How will you know when you've achieved your goal? How much? How many? • Achievable. Is achieving this goal realistic with effort and commitment? Is it possible to complete or maintain within the set time frame? Do you have the resources to obtain this goal? • Relevant. A huge component to goal achievement is motivation. When the goal is relevant and important to your life, that will help give you the drive and perseverance to reach your goal. Ask yourself, why is this goal significant to me? • Time-bound. When setting a goal, it is helpful to have a time frame or schedule. When will this goal be achieved? 	
SLIDE	33	SET A SMART GOAL	
FACILITATOR NOTE		<p><u>Let's explain this with an example.</u></p> <p>Think back about the person who wanted to become a baker. One of the skills you need as a baker is to be able to bake.</p> <p>Therefore, the goal could be formulated as bake something. (Animate slide)</p> <p>Baking something is not a very clear goal though. We can make this SMARTER. Let's discuss how we can make this goal smarter.</p>	
ASK		How can we make it Specific ?	
ANSWER		<p>Gather participants input. A possible answer could be:</p> <p>I will bake bread, cake, and pizza. I choose a variety of products to bake to get familiar with different types of baking products.</p>	

Action	Slide #	Content	Slide
ASK		How can we make it Measurable ?	
ANSWER		Gather participants input. A possible answer could be: I will bake 1 of each.	
ASK		Is it Achievable ? Is this a realistic goal?	
ANSWER		Gather participants input. A possible answer could be: I have an oven and I have a nice recipe book. I have saved some money to buy the ingredients and I know where to buy them. This should work!	
ASK		Is it Relevant ?	
ANSWER		Gather participants input. A possible answer could be: <ul style="list-style-type: none"> It allows me to learn if I really like baking. It will help me to develop my baking skills. 	
ASK		How can we make it Timely ?	
ANSWER		Gather participants input. A possible answer could be: The goal is to do this within 2 weeks.	
TELL		Let's now rephrase this to a SMART goal: (Animate slide) <ul style="list-style-type: none"> S: I will bake bread, cake and pizza M: I will bake 1 of each A: I have the resources like time, money, recipe book R: It will help me to develop my baking skills. T: I will do this within 2 weeks. 	
SLIDE	34	SMART ACTIONS	
ACTIVITY TIMING		Briefing: 5 min Activity: 20 min Debrief: 20 min	
ACTIVITY PREPARATION		Participants will use their workbook	
ACTIVITY BRIEFING		Now it is your turn to set SMART goals or actions for yourself. <ul style="list-style-type: none"> Reflect on what you need to do to reach your goals. 	

Action	Slide #	Content	Slide
		<ul style="list-style-type: none"> Based on your pyramid, formulate 3 SMART short-term actions. Use your workbook 	
ACTIVITY		Participants will individually formulate SMART actions. Walk around and support the participants where needed.	
ACTIVITY DEBRIEF		Ask each participant to share their most important action with the rest of the group.	
SLIDE	35	ACTIVITY – DEAR FUTURE ME	
TELL		Great job! You now have some very clear and tangible actions. We are aware that after this workshop you will go home, back to school, friends, and family. You might easily forget about the goals you have set yourself. To remind yourself about your goals, you are going to write yourself a postcard to yourself.	
SLIDE	36	WRITE A POSTCARD TO YOURSELF	
ACTIVITY TIMING		Briefing: 5 min Activity: 10 min Debrief: 5 min	
ACTIVITY PREPARATION		Participants will use their workbook or alternatively - if they have a desktop/laptop available - they can use https://www.futureme.org/	
ACTIVITY BRIEFING		<ul style="list-style-type: none"> Work individually Write a postcard to your future self to remind yourself of your goals and why they are important to you. The volunteer needs to talk to SOS or Teach For All to decide what is feasible: <ol style="list-style-type: none"> To provide an envelope and collect the postcards by fellow or SOS coworker. After 3 to 6 months follow up with the participants Participants exchange post cards and send/give it to each other after 3 to 6 months Use a virtual link. https://www.futureme.org/ Feel free to use any other method that is more applicable to the local situation 	
ACTIVITY		Participants will work individually. Walk around and support the participants where needed.	
ACTIVITY DEBRIEF		If the activity is not online, collect participants' postcards	

Module Closure

Action	Slide #	Content	Slide
SLIDE	37	SUMMARY	
TELL		<p>Now that we are almost done with our workshop, let's have a quick summary of today's sessions.</p> <p>First, we have started with drawing your lifeline and reflection on the main events that shaped the person you are today.</p> <p>Then we moved to self awareness & self development where you listed your key achievements and reflected on your development by discovering the key elements that helped your growth & development.</p> <p>After that we moved to the growth mindset and discussed how to overcome the challenges that you might face in your future.</p> <p>Finally, we discussed goal setting by drawing your future lifeline, defining a SMART goal and writing a post card to your future self to remind yourself of your goals and why they are important to you.</p>	
SLIDE	38	ANY QUESTIONS?	
ASK		Any questions so far?	
ANSWER		Await participants answers and move on.	
SLIDE	39	WRAP UP	
TELL		We are nearing the end of this workshop, but before we close, we will do one last activity.	
SLIDE	40	ACTIVITY – KEY TAKEAWAYS	
TELL		You have been reflecting quite a bit in the past hours. Everyone of you would have their own most important take away of today. Let's reflect on that.	
SLIDE	41	NOTE YOUR KEY TAKEAWAY	

Action	Slide #	Content	Slide
ACTIVITY TIMING		Briefing: 1 min Activity: 5 min Debrief: 4 min	
ACTIVITY PREPARATION		Hand out a post it notes to each participant Put up an empty flipchart at the front of the room. Write “Key Takeaways” on it.	
ACTIVITY BRIEFING		Write your key takeaway of the workshop on a post it and add it to the flipchart. You have 5 minutes for this activity. Work individually	
ACTIVITY		Allow 5 minutes for the attendees to reflect, write their post it and add it to the flipchart.	
ACTIVITY DEBRIEF		Ask all participants to gather around the flipchart and share with the rest of the group what is their key takeaway and why.	
SLIDE	42	CONGRATULATIONS	
FACILITATOR NOTE		Hand out certificates of attendance (optional). It can be nice to take a picture with the group. (optional)	
SLIDE	43	THANK YOU FOR YOUR TIME AND ATTENTION	
TELL		Thank you all!	

