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Mindanao Youth for Development Project

Life Skills:

Learning, Working, Serving Our Communities.



Opening Facilitator's Manual



MYDev Life Skills Curriculum
An Adaptation of EDC's Work Ready Now! Curriculum

Opening

By the end of the activity participants will:

- ✓ Introduce themselves with co-participants
- ✓ Review what MYDev program is about
- ✓ Be familiar with the content of different modules
- ✓ Understand and agree to the program modalities of ALS and Skills Training
- ✓ Identify the importance of the two outputs that they will present at the end of the Life Skills training: (a) a simple Business Proposal and (b) a Community Service Project Plan.

Overview

|  Sessions/Activity |  Time |
|--|---|
|  Session 1: MYDev Program & Life Skills | 1 hr 20 min |
| 1: Who is Who? | 15 min |
| 2: MYDev program and Life Skills | 1 hr 5 min |
|  Session 2: Two Outputs & Agreements | 50 min |
| 3: Two Outputs to Develop: <ul style="list-style-type: none"> - Business Proposal & - Community Service Project Plan | 30 min |
| 4: Agreements & Next Steps | 20 min |
| | Total Time: 2 hrs 10 min |



SESSION 1: MYDEV PROGRAM AND LIFE SKILLS

Activity 1: Who is Who?

- ✓ **Objective** – By the end of this activity, participants will be able to:
- State the names of some co-participants (and possibly some characteristics)

 **Time Required:** 15 minutes

 **Methodology:** large group activity

 **Materials and Preparation:** (no materials needed)

Steps:

- Welcome learners, introduce yourself, and run a very brief activity to allow learners to meet a few other co-participants.

Facilitator can use varied approaches or activities that will engage learners' participation in order for them to get acquainted with co-participants.

For example, facilitators may choose one of the following activities (or do something different):

- By introducing a very short song: Kumusta ka or Moshi, moshi or any action song that will encourage the participants to get to know their co-participants.
- By asking learners to turn to their left and their right (or in front and behind them) to introduce themselves and get to know their co-participants.
- By asking them to form a straight line as fast as they can in front of the room in alphabetical order using their first name (how they like to be called).

(15 min)

Activity 2: MYDev Program and Life Skills

✓ **Objectives** – By the end of this activity, participants will be able to:

- a. Describe what the MYDev Program is
- b. Describe the way this intervention will be implemented
- c. Explain what Life Skills means and what the different modules will cover
- d. Describe how to use the Participant's Handbooks



Time Required: 1 hr 5 minutes



Methodology: brainstorming, small group work, large group discussion



Materials and Preparation: flipchart paper / board, markers

- Copies of printed materials about the MYDev Program (using simple text and/or images to suit learners' literacy levels) to distribute to learners or to post in the class for everyone's reference
- Copies of Participant's Handbooks (1 per learner)
- Prepare metacards of each module and ALS or skills trainings to use as collage with learners (follow figures below)
- A calendar marked with the dates when Life Skills sessions will take place
- Review the definition of Life Skills and  **Handout Opening.1: Life Skills in MYDev**
- Set up the stations: Use the cover pages of each of the 9 modules of the Life Skills Package, cover the title of the module. Form 9 stations and place one picture in each station.

Steps:

1. **MYDev Program** – Give an overview of the MYDev Program using printed materials prepared in advance.

Printed materials (text or images) about MYDev shall be distributed to the participants as their guide as the facilitator discusses what MYDev is about. If there are limited copies, they can be passed around and posted in the classroom. Facilitator may use an innovative activity that will encourage individual / group participation.

(20 min)

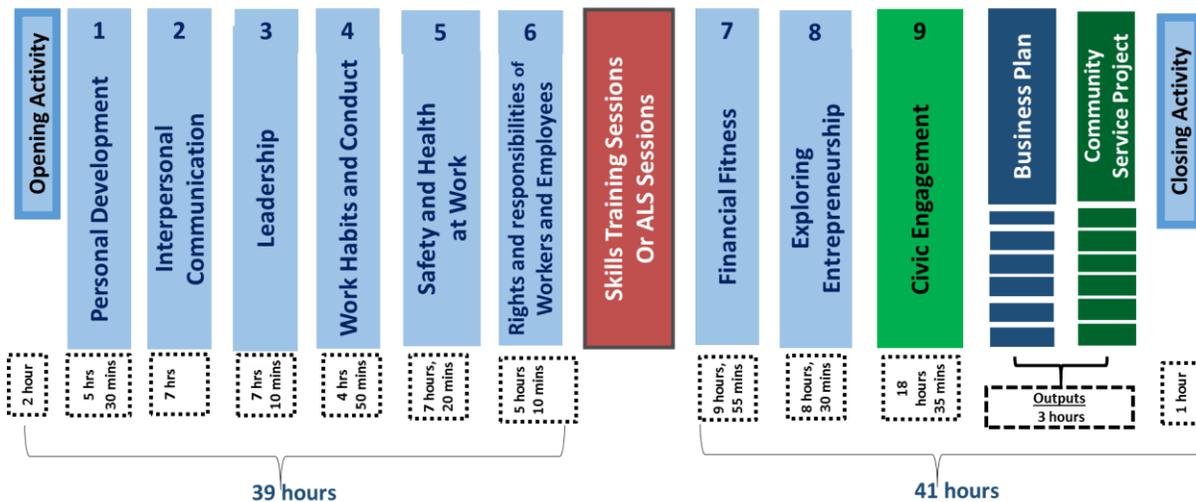
2. **Roll-Out Modality** – Explain to learners that Life Skills in MYDev will be taught in two parts. The first part will focus mainly on life skills that will prepare them for the workplace. The second part will focus on financial fitness, entrepreneurship and civic engagement that will prepare them to be productive in their work, and to be a person who is concerned about others and contributing to peace and stability in one's own community.

Main messages to give learners:

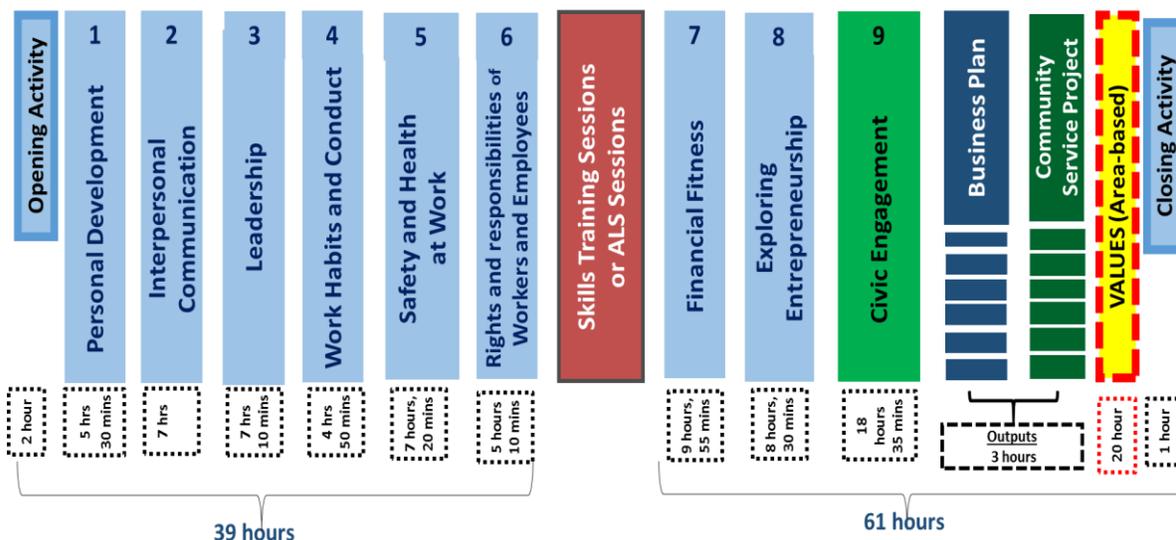
- Life Skills will be taught in 2 stages during your participation in MYDev.
- This means that we will meet a few days to learn about Life Skills, then, you will go to your ALS sessions or Skills Trainings, where you will be able to practice some of the things we learned together. Then, after some weeks, we will meet again to learn more about Life Skills. Specifically:
 - If you are taking ALS or Skills Trainings, we will meet in two parts: before your ALS or Skills Trainings (for example now) and after you finish your course.

Use the metacards of each module that you prepared to a collage where learners can see how this will look like (see figures below). Present a collage of **ALS modality ONLY** or **Skills Training modality ONLY**, depending on the intervention that your learners are enrolled in.

MYDev Life Skills Roll Out Modality (80 hrs)



MYDev Life Skills Roll Out Modality (100 hrs)



Explain the specific schedule (days of the week, times) and specific dates when you will meet with learners, and the location. Show a calendar marked with the dates when Life Skills sessions will take place.

3. **Life Skills** – Ask learners what they think Life Skills is all about. Collect a few responses from different learners.

Explain that Life Skills in MYDev includes two sets of skills:

- **Work Readiness Skills** – Work-related skills needed by young people to be successful at work in the formal, non-formal and informal sectors.
 - Include skills related to health and safety at work, work habits and conduct, personal leadership at work, communicating with others at work, teamwork at work, rights and responsibilities of workers and employers, and customer service.
 - These work-related skills can help OSYs in preparing for work, keep and love the work they have, and professionally grow in their workplace environment.

- **Civic Engagement Skills** – Values and skills for living in and helping to improve quality of life in our community and overall society.
 - Include values, attitudes, knowledge, and skills to: (a) enable young people to think critically and act creatively for personal, community, and national development, and (b) contribute to improvements in young people's development assets.

Are learners allowed to take skills training only or ALS only? Explain MYDev's concept of wholistic youth development below that you have written in a metacard, as applicable to the learners' course. Cite examples: many employers nowadays look for workers who are not only skilled in building wiring or welding but who come to work on time, confident, and respectful. Skills should go with good manners and right conduct, etc.

(10 min)

Technical Skills + Life Skills = Successful Youth

Education (ALS) + Life Skills = Successful Youth

*Note to facilitator: **Handout Opening.1: Life Skills in MYDev** may be used as personal reference and for more details.

(10 min)

4. **Content of the Modules** – Have learners make their best guess about what they think each module covers.

Facilitator may use different approaches to introduce the content of each module. One example is provided below.

Possible way of introducing each module:

- Use the cover pages of each of the 9 modules of the Life Skills Package, cover the title of the module in a way that you will be able to uncover it again later on for other uses.
- Form 9 stations and place one picture in each station.
- Ask learners to form 9 groups and assign each group to a station.
- Ask learners to discuss:
 - What is the picture about?
 - How do you think this picture relates to Life Skills based on what you learned about what Life Skills is in MYDev?
- Allow 3 minutes for groups to discuss.
- Have each group share their thought and ideas of each picture. After each group shares, state the title of the module and give examples of what they will learn in that module.
- The facilitator may also ask the participants, “Which among the modules do you find most interesting?” This way the facilitator should at least have an initial idea about the interest of his participants.

(15 min)

5. Distribute Participant's Handbooks to all learners. Explain that each learner will have his/her own Participant's Handbook for each of the modules covered in this training. They are responsible for it.

Ask them to browse through the Participant's Handbook for Module 1. What do you find? (*Answers may include: list of activities in the module, key topics, a proverb, handouts or assignments for learners, reading materials, writing spaces, etc.*)

Walk them through the main parts of the Participant's Handbook. Explain that during the training, they will need to read or complete **Handouts** in their Participant's Handbook, or write something about what they learned in the **Writing Spaces** at the end of each session. Ask them to find some examples of Handouts and Writing Spaces in their Participant's Handbooks, and show them to the large group.

Talk about the importance of thinking and reflecting about what you learn – the **Reflection Space** at the end of each module is a space for free writing where they can express their feelings, opinions, reactions about what they learned and use it to reflect on their own learning.

Explain that they need to have their Participant's Handbook at all times!

(10 min)

 **Handout Opening.1: Life Skills in MYDev**

In MYDev, Life Skills includes two sets of skills:

Work Readiness Skills – Work-related skills needed by young people to be successful at work in the formal, non-formal and informal sectors.

Civic Engagement Skills – Values and skills for living in and helping to improve quality of life in our community and overall society.

Work readiness skills

- Specific work-related skills needed by young people to be successful at work in the formal, non-formal and informal sectors.
- Include work-related health and safety at work, work habits and conduct, personal leadership at work, communicating with others at work, teamwork and collaboration at work, rights and responsibilities of workers and employers, and customer service.

Civic engagement skills

- Values and skills for living in and contributing to a developing and changing social milieu.
- Values, attitudes, and knowledge to enable young people to think critically and act creatively for personal, community, and national development and that contribute to improvements in young people's development assets.

SESSION 2: TWO OUTPUTS & AGREEMENTS

Activity 3: Two Outputs to Develop

- ✓ **Objectives** - By the end of this activity, participants will be able to:
- Recognize the importance of each module in building two final products at the end of the program
 - Describe the two main outputs that they will need to prepare and present at the end of the program

 **Time Required:** 30 minutes

 **Methodology:** brainstorming, large group discussion

 **Materials and Preparation:**

- Review  **Handout Opening.2: Business Proposal Format**
- Review  **Handout Opening.3: Giving Back to Our Community**

Steps:

- Explain that by the end of the program, all learners need to present two different outputs:
 - A simple Business Proposal, and
 - A Community Service Project Plan

Pictures can be used to associate business plan and community service project as motivating visuals to draw ideas of learners. A guided discussion will follow. The significance of the two (2) topics shall be given emphasis and its rationale shall be discussed thoroughly.

Show two pictures to associate business plan proposal and community service project. Ask participants about their thoughts, what they think the pictures show.

Ask if they have experienced business planning and rendering community service in their own community. Draw ideas from the participants about the significance of business plan proposal and Community Service Planning.

(5 min)

- Explain more about each output using points in the table below.

(10 min)

Main message to give learners:**Explain each output:**

- A Business Plan – Is a plan where you explain how you propose to start a new business or to improve an existing business. (refer to **Handout Opening.2** to describe this output – explain that this handout is explained in detail in Module 8)
 - You will work on this individually, in pairs, or in groups. You will decide.
- A Community Service Project Plan – Is a plan where you state what you propose to do to help your community improve/get better, why you propose that, how you plan to do it, and when you will do each step of your plan. (refer to **Handout Opening.3** to describe this output – explain that this handout is explained in detail in Module 9)
 - You will work on this in groups. Each class will develop at least 2 Community Service Project Plans, but it could be more.

3. Explain more about the overall assignment using points in the table below.

(10 min)

Main messages to give learners:**Explain the overall assignment:**

- You will need to use different skills and things you learn in each module to prepare these outputs.
- You will work on these outputs on your own time. Class time will be for you to learn new skills and knowledge that you can use to develop your outputs.
- You will present both outputs to the class at the end of the program
- I (the facilitator) will review both outputs and give you feedback on ways to improve it so you can carry them out afterwards.
- You need to think of the Business Plan as something you really want to implement, using the skills you learned in MYDev.
- You will be required to implement the Community Service Project Plan before MYDev's graduation – it is a graduation requirement.
- MYDev will help you with the skills and knowledge to develop these outputs.
- MYDev will NOT provide any resources for you to carry out these plans. So try to lower costs in your outputs and think of ways to find other resources (if needed).
- You may be able to use the Business Proposal to approach other institutions for seed or start-up capital if you develop a very good Business Proposal.

4. Ask if learners have any questions and clarify as needed

(5 min)

 **Handout Opening.2: Business Proposal Format Proposal**

Submitted to:

Name of the Business:

Type of Business: (retail, wholesale, production, services) Location of the Business:

Product Description (*PRODUCT: The product that you will sell or the service that you will provide*).

- 1.
- 2.
- 3.

Target Customers / buyers (*The people or customers that you think will buy your product or your service. Examples: young mothers, children, farmers, etc.*)

- 1.
- 2.
- 3.

Location of the business (*The place of production, production area*)

Product Price (*Determine the selling price for each of your products or services*)

- Product 1.
- Product 2.
- Product 3.

Promotion (*Describe your market outlets, for example, selling place, location of buyers, etc. And describe how you will advertise your product or service to your intended customers. Example, word of mouth, fliers, radio, speaking in events, public display*)

Production (*List the needed equipment, tools, utensils, raw materials /supplies, and skills needed to start a business*)

- a. Equipment, tools, utensils:
- b. Raw materials / supplies needed:
- c. Skills needed:
- d. Personnel needed:
- e. Number of products produced in a month:

FINANCIAL REQUIREMENTS FOR THE BUSINESS:

- A. Fixed Capital --- List of tools, equipment, utensils and other machineries and calculate the Total Fixed Capital cost (*refer to Handout 8.8*)**

- B. Production Capital -- List of raw materials, supplies, production staff for 1 month and calculate the total cost (*refer to Handout 8.9*)**

- C. Calculate Total Start-Up Capital for the Business (A plus B)**

- D. Estimated Profit for 1 month operation (*refer to Handout 8.9*)**

Proposal Submitted by: (*full name*) _____

Date: _____

 **Handout Opening.3: Giving Back to Our Community****GIVING BACK TO OUR COMMUNITY****Name of Project****Community Service Project of (Name of Team Members)**

- I. **What is the community problem or need?** *Ano ang pangangailangan o problema sa aming barangay na aming tutugunan?*

- II. **What do we plan to do?** *Anu-anong hakbang ang aming gagawin?*

- III. **Who and how many community members will benefit from this project?** *Sino at ilan ang matutulungan ng aming project?*

- IV. **How do we plan to organize and implement this project?** *Paano namin isasagawa ang project na ito?*

- V. **When do we plan to implement this project?** *Kailan namin gagawin ang project na ito?*

- VI. **Expected Positive Results (Project Outcomes and Benefits)** *Mga magagandang resulta na inaasahan namin sa aming project*

Activity 4: Agreements & Next Steps

- ✓ **Objective** - By the end of this activity, participants will be able to:
- Describe what the main rules of the training are and what is expected from each participant and the facilitator

 **Time Required:** 20 minutes

 **Methodology:** brainstorming, large group discussion

 **Materials and Preparation:**

- Metacards for all learners to write down their ideas of “house rules”
- 1-2 cartolinas or manila papers to stick in the house rules
- Tape

Steps:

1. Explain that before we start with the modules, we need to agree on the rules of the game. What is expected from each of us during this training?

The Opening session can end with general agreements on attendance, house rules, gender sensitivity guidelines (just very brief) and other issues that facilitators and service provider would like to raise and clarify with the participants.

Encourage learners to come up with their own rules. Start by asking:

- “Do you think it is important to have a set of rules and guidance to follow in every training?”

Explain that to make their attendance in this training meaningful and successful, we would need to set some “house rules” which all of us will agree with.

Have learners work in pairs.

Distribute metacards where participants write down their suggestions and will discuss among themselves. In the end, everyone should agree with the rules they formulated.

> Low Literacy <
For very low literacy levels, ask learners to say out the house rules that they suggest rather than writing it down on metacards).

The set of rules may be written in cartolina or manila paper. Everyone will affix their signature (or a symbol that represents them) as part of their commitment.

(20 min)