

Second
Chance



Personal Growth

GUIDE FOR LIVE SESSIONS



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COURSE OUTLINE

| | |
|-------------------------|--|
| Theme | Personal Growth |
| Mode | Blended |
| Duration | 8 hours |
| No. modules | 4 modules |
| Module structure | 1 x 90-minute live session 1 x 30-minute asynchronous e-learning course |
| Objective | <p>Overall objective: To support the development of participants' self-knowledge and self-confidence and to strengthen their skills in communication, decision making and goal setting with a gender lens.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> • To enable participants to identify and value their achievements, talents, attributes and interests • To enable participants to strengthen key cross-cutting skills in communication, decision making, and setting goals • To energize participants about their goals and aspirations and enable them to set goals for themselves including for their SCE journey. |
| Outcomes | <ol style="list-style-type: none"> 1. Participants recognise and value their individual attributes, skills, talents and achievements, in whatever sphere, that will help them fulfil their potential in life and work. 2. Participants have a foundation of knowledge and practices on assertive communication, time management, and decision making that will help them develop those skills further. 3. Participants are more aware of the role that gender plays in pursuing their goals. 4. Participants have defined at least one goal for their own personal development and established a plan of action for achieving it. |

Key teaching points

1. Skills that are needed for personal growth and success in business/at work are not necessarily reflected in technical skills or academic knowledge. Skills that you have developed for 'everyday' life can and should be recognized as useful for life and employment.
2. A focus on yourself, including thinking about your history, motivations and talents, is necessary so that your own needs are met, and your goals defined according to your own interests and needs, not solely in relation to others.
3. Communicating well is key to personal and professional development. Being aware of social norms that constrain women's ability to communicate can help you to develop effective communication skills, such as how to communicate assertively.
4. Setting goals and objectives, in line with your values and aspirations, makes it more likely that you will achieve what you want to do and there are simple steps you can follow to do this.

Requirements for live sessions

MS PowerPoint or Adobe PDF Reader, screen or projector, flipchart and pens, post-its, paper, pens

Presentation

- SCE Personal Growth presentations.PPT

Requirements for e-learning

- Smartphones, tablets or PCs
- Access to the EdApp platform:
 - On a PC, EdApp needs an internet connection as it is accessed through a browser. EdApp cannot be used on a PC without internet.
 - On smartphones and tablets, EdApp should be downloaded from the app store and can be used offline, provided an initial internet connection is available for downloading lessons.



SESSIONS

1

Who am I?

- Personal review: your interests, motivations, skills, knowledge, strengths, weaknesses
- Your multiple selves: the roles you play
- Introduction to the SCE journal
- Your story so far: your rich life picture, key events, key people
-

2

Communication

- Why and how we communicate
- Why is it so difficult?
- Body language
- Assertive communication
- Assertive communication as a woman
- Gender dynamics in everyday communication
- Active listening
- Managing emotions
- What makes for effective communication?

3

Decision making, control and change

- Agency and control
- Motivation: internal and external
- Being an 'agent' and making decisions
- Time management and gender
- Resilience
- Why setting goals is important

4

Setting goals

- 'Vision boarding'
 - Evaluating areas of your life for change
 - SMART goals
 - Setting a goal and creating plan
-

Session 1:

Who am I?

Objective To enable participants to recognise their strengths and talents

Outcomes

- Participants recognise their talents, interests, strengths and skills, in both personal and working lives.
- Participants have started to develop a stronger sense of self by identifying key experiences from their past and the influential people in their lives, which have contributed to making them who they are. They identify their motivations: what brought them to this point?
- Participants' sense of themselves as unique women with a story of their own takes root and self-confidence begins to grow. They start to build an image of themselves that helps to meet their objectives and recognize their capabilities.

Key reflections

- Self-knowledge is key to personal development because it allows us to recognise our strengths and weaknesses, understand ourselves better, and develop aspirations based on our own interests and needs.
- Skills are not necessarily reflected in technical knowledge. Everyday skills can be recognized as useful tools for life and employment.

Key concepts Self-knowledge; self-awareness; self-confidence; self-esteem; roles;

Resources if in-person

- Computer, big screen or projector, music player, flip chart and pens, masking tape, post-it notes, paper and coloured pens

Handouts

- Activity 2: 'The tree of life'

| Time | Activity | Description | Resources |
|---------|---|--|-------------------------------|
| 15 mins | Welcome and introduction to the course | <ul style="list-style-type: none"> • Welcome, register • Housekeeping • Ice breaker • Introduction to the course | PPT: Slide set 1 |
| 10 mins | Presentation | Self-knowledge | PPT: Slide set 2 |
| 10 mins | Activity 1 | My skills and talents | Paper and pens |
| 20 mins | Activity 2 | The tree of life | Handout |
| 15 mins | Activity 3 | Your multiple selves: the roles you play | Paper and pens |
| 15 mins | Activity 4 | Mutual praise | Paper/post-its and pens |
| 5 mins | Wrap-up | Introduction to the SCE journal and reflections to take away | SCE journal and pen or pencil |

Total: 90 minutes live session

30 mins EdApp: Module 1 of Personal Growth course



Welcome and introduction to the course

Time: 15 minutes

Aim: Participants feel welcome, are registered and introduced to each other, and understand the purpose of the course.

Description:

- Register participants so you have a record of attendees. Welcome everyone to this first session of the Personal Growth course.
 - Housekeeping: give information on safety, bathrooms, water, timings, etc.
 - Ice breaker: choose from the bank of ice breakers. This should be a short, fun activity to help participants relax and feel part of the group.
 - Present **Slide set 1**: Course introduction.
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Presentation – Slide set 2: Self-knowledge

Time: 10 minutes

Aim: Participants understand what we mean by 'self-knowledge' and 'self-awareness' and why it is important for our personal development.

Key points:

- 'Self-knowledge' means knowing our own values, likes, dislikes, strengths and talents.
 - It is important for personal development because it grounds us in our real selves. It helps us identify our own unique strengths and weaknesses, and what we like, what we are good at, what makes us feel proud,
 - It allows us to see our potential.
 - It means feeling secure and self-confident enough to recognize areas of our life where there is potential to improve, especially with the support of others.
 - It allows us to communicate more effectively and with greater openness – because someone who is self-aware is secure and self-confident enough to be open to feedback.
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Activity 1: My skills and talents

Time: 10 minutes

Aim: Participants recognise and value their skills and talents, including those they may not consider as such.

Description: Make sure all participants have paper and pen.

Ask participants: think about your skills and talents, including those you may believe are of no use. It doesn't matter how insignificant you think the skill is.

Think about what you do well – your **skills** – and the kind of person you are – your **attributes**.

Think about what others would say about you. If someone was describing you and what you're good at, what would they say?

Give participants a few minutes to write or draw their thoughts on paper and then in plenary ask them to share one thing that they wrote.

Examples: I get my kids to school on time most days. I keep my house organized. I am a good listener. I make people laugh. I am good at keeping in touch with friends. I am patient. I will go out of my way to help someone in trouble. I am good at running, cooking, singing, knitting, dancing, drawing, hairdressing. I am reliable, honest, hard-working, persistent. I am good at managing my household budget.

Activity 2: The tree of life

Time: 20 minutes

Aim: Participants are aware of the people and things in their life that make them who they are.

Description: Give each participant the 'tree of life' handout (or if online, the image is shared on screen). The handout shows an image of a tree with birds, leaves, fruit, flowers and roots. Also provide coloured pens.

Ask participants to annotate their picture as follows:

- The **birds** are your **supports**: which people in your life give you support?
- The **leaves** are your **longings**: do you have dreams, projects, ambitions?
- The **fruits** are your **achievements**: what do you feel proud of?
- The **flowers** are your **talents**: what good things do you have to give?
- The **trunk** is the **present**: what keeps you going day by day?
- The **roots** are the **past**: what people or events in your past make up your starting point?
- The **parasites** are your **burdens**: what things do you want to get rid of?

Participants can also draw their own tree from scratch if they prefer.

Ask if some participants would like to share their tree with the group.

Activity 3: Your multiple selves: the roles you play

Time: 15 minutes

Aim: Participants recognise the different roles they play in daily life and how they contribute and behave differently in each role.

Description: Make sure each participant has paper and a pen. Ask them to:

- List or draw the roles you play. This could include wife/partner, daughter, niece, mother, friend, neighbour, paid worker, unpaid domestic worker, carer of children, carer of parents or other adults, grandmother, household manager, household budget manager.
- For each role, write down what you do, what is your attitude, what sets you apart, and what you contribute.
- For each role, write down: how does being a woman affect what you do in each role and how you do it?

Ask participants to share their thoughts and discuss.

Ask participants to save their notes as they will be needed in Session 3.

Note: It is likely that at first, participants will only think of their roles as mothers, wives or daughters. They may need to be prompted to think of their other roles – examples listed above.

Activity 4: Mutual praise

Time: 15 minutes

Aim: Participants become aware of their own achievements, through group recognition.

Description: Each participant writes down:

- Two things I do well
- A recent achievement
- A phrase I wish I had been told constantly as a child or young adult.

Participants share their answers in pairs. Each participant takes notes on a post-it.

In plenary, participants share a statement of recognition/recommendation for their partner. The statement is addressed to the partner but shared in plenary. For example:

“You are good at listening and you make really nice bread.

“You recently registered with the Second Chance programme.

“You wish you had been told that your life could be about more than looking after other people.”

Wrap up: Introduction to the SCE journal and reflections to take away

Time: 5 minutes



Description: introduce the idea of an **SCE journal**. Ideally, this would be an SCE-branded notebook provided by the programme, along with a pen or pencil. Giving participants an actual notebook of their own may be a great motivation to continue with the SCE courses. It may be the first time since they left school that they have had anything like that.

If it's not possible to provide them with a notebook, ask them to keep together all the notes and drawings that they create as it will be a useful record of how they applied the ideas from the course to their own lives.

Throughout the course, participants should be encouraged to record key reflections or realizations on paper, in their SCE journal or on pieces of paper. This could be in the form of words, drawings, diagrams or symbols.

To **wrap up**, participants write down two or three key points that will stay with them after the session. They then share one reflection each in plenary.

Introducing EdApp

Some time should be set aside to introduce participants to EdApp and help them to access it on their phones or on a computer.

We recommend a separate session on this of 1 hour, to allow for instruction, sorting out technical issues and answering questions.

Such a session could be part of a digital skills course if the timetable allows. Participants of Personal Growth need to be able to complete courses on EdApp between Session 1 and Session 2.

They will need a link to the SCE EdApp account. With this link, they can:

- on a **smartphone**, download EdApp from the app store, create an account and log into the SCE courses (they will need internet to do this); or
- on a **computer**, create an account in a browser and log into the SCE courses.

The first course they should do is *Welcome to SCE on EdApp!* (approx. 30 minutes), to get familiar with the app.

They should then do Module 1 of *Personal Growth* (approx. 30 minutes).

They should try to do this before the next session.

In Module 1 of *Personal Growth*, they will be asked to create a picture of their life (a 'rich life picture'). Tell them that they should keep hold of it and bring it to the next session, where those who want to will be invited to present their pictures.

They will also use these pictures later on in the course, in Module/Session 4, where they think about the goals they want to work towards.



Note for programme coordinators: some SCE programmes run a separate and dedicated in-person session on creating a rich life picture. The activity can easily be extended to 1 hour or more. For Real Futures in Australia, it has become a popular and successful session for newly registered women.



Session 2:

Communication

Objective To introduce participants to the idea of assertive communication and the norms and social conditioning that affect how women communicate, and enable them to share experiences and tips on communicating effectively.

Outcomes

- Participants have a foundation of knowledge and practices on assertive communication that will help them develop those skills further.
- Participants are more aware of the social norms and social conditioning that affect how women communicate.
- Participants have practical communication tips they can draw on.
- Participants understand what active listening involves and can put it into practice.

Key reflections

- Communicating well is key to personal and professional development.
- Being aware of social norms that can constrain women's ability to communicate can help you to develop effective communication skills, such as how to communicate assertively without being aggressive.

Key concepts

- Communication; communicating assertively; relationships; active listening; empathy;

Resources if in-person

- Computer, big screen or projector, music player, flip chart and pens, masking tape, post-it notes, paper and pens
- Participants' 'rich life pictures' from Module 1 of the EdApp Personal Growth course

Handouts

- Activity 3: Body language

| Time | Activity | Description | Resources |
|---------|-----------------------|---|---|
| 10 mins | Activity 1 | Sharing rich life pictures | Participants' pictures from the previous EdApp course |
| 5 mins | Activity 2 | Communication brainstorm | Post-its and pens, flipcharts |
| 5 mins | Presentation | Why and how we communicate | PPT – Slide set 1 |
| 10 mins | Activity 3 | Body language | Handout |
| 10 mins | Activity 4 (4a or 4b) | The communication process | 4a: Photo 4b: A4 sheets of paper (can be used) |
| 5 mins | Presentation | Assertive communication | PPT – Slide set 2 |
| 10 mins | Activity 5 | What is your communication style? | PPT – Slide set 3 |
| 10 mins | Presentation | Assertive communication as a woman | PPT – Slide set 4 |
| 5 mins | Activity 6 | Gender dynamics in everyday communication | |
| 10 mins | Presentation | Active listening | PPT – Slide set 5 |
| 10 mins | Activity 7 | Putting everything into practice | |

Total: 90 minutes live session

30 mins EdApp: Module 2 of Personal Growth course



Activity 1: Sharing rich life pictures

Time: 10 minutes

Aim: Participants continue to develop mutual trust, understanding and solidarity among each other as they share personal reflections on their own lives.

Description: This is a follow-up activity from Module 1 of the online *Personal Growth* course on EdApp. Participants need to have done this module before this second live session. The EdApp activity leads them through the process of drawing a 'rich life picture', which helps to identify the key events and people that have led them to be who they are.

Participants who are willing to share their rich life pictures bring them to this session. They present them to the group and share what they gained from this exercise.

We recommend that you, the facilitator, draw your own rich life picture before this session and come prepared to talk about it. Then, if no participants bring their own, or are at first unwilling to share what they've done, you can present yours, pointing out the key events and people in your life and how they have influenced you and your aspirations.

Activity 2: Communication brainstorm

Time: 5 minutes

Aim: Participants develop their understanding of what we mean by 'communication' and why it is important.

Description: Ask participants to brainstorm the following questions and write their ideas on post-its. They stick their post-its on a flip chart. Have a flip chart for each of the following questions:

- What do we mean by 'communication'?
- Why do people communicate?
- Why can communicating be so difficult?

To prompt, ask them to think about particular people they communicate with, such as their children, partner, friends, parents and relatives.

Ideas on 'why' may include transmitting ideas, giving messages, sharing news, asking for help, having fun, asking questions, receiving information that is useful for us, creating and maintaining relationships, keeping children safe, giving advice, sharing feelings.

After the brainstorm, summarize the key points that have been shared, which may include the following (note that these points are given in the next presentation, so keep this short!):

- To communicate means to be giving and receiving something, in different channels and in different ways. It is a basic requirement for social life.

- It allows us to create and maintain relationships, share information with others, acquire information that is useful for us, explain our actions, persuade others to do something they might not want to do, teach our children.
- More on why it is difficult in the next presentation!

Note: A locally relevant video of an instance where communication goes wrong can be used to spark the discussion.

Presentation – Slide set 1: Why and how we communicate

Time: 5 minutes

Aim: Participants understand more about the different ways we communicate and why it can be difficult, especially for women.

Key points:

- Communication is important in all areas of life.
 - Understanding how we communicate, and what stops us communicating well, helps us to get better at it.
 - It is not just about words (verbal communication) but about our body language (nonverbal communication).
 - Communicating is difficult because when speaking, we don't want to say the wrong thing or hurt people, and when listening, we can assume what the other person is saying without listening properly.
 - It is also difficult because women tend to have been brought up or socialized to avoid disagreement or conflict, to speak less than men, and to comply with what others are saying.
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Activity 3: Body language

Time: 10 minutes

Aim: Participants develop their understanding of how we communicate through our posture, gestures and facial expressions.

Description:

1. Ask participants to divide into pairs. Give each pair the handout with the table below.
2. Ask them to identify some postures, gestures, facial expressions and voices according to the three ways of communicating: timid, assertive and aggressive. Each pair should aim to fill the table with one example in each box.
3. Explain that 'assertive' means being clear about your opinions and feelings while being respectful of others (this is discussed more in Presentation – Slide set 2).
4. Each pair shares some of their examples in plenary, with demonstrations!

If conducted online, participants can be given a few minutes individually and the facilitator can invite them to respond to each category in plenary.

Body language handout:

| | Timid | Assertive | Aggressive |
|--------------------|-------|-----------|------------|
| Positions | | | |
| Gestures | | | |
| Facial expressions | | | |
| Voice | | | |

Activity 4: The communication process

Note for facilitator: Choose either [Activity 4a](#) or [4b](#). For sessions that are online, e.g. on Zoom, [Activity 4b](#)

Activity 4a: The communication process

Time: 10 minutes

Aim: Participants understand how a message can be distorted or lose its meaning during transmission.

Description:

You will need a photo that ideally shows a lot going on and a lot of different things that could be described in it.

1. Ask five volunteers to wait outside the room. Ask everyone to remain silent and observe.
2. Ask the first volunteer to enter and show her a photo. Show it to the group too.
3. Ask the second volunteer to enter. Ask the first volunteer to describe what she saw on the photo.
4. Ask the third volunteer to enter. Ask the second volunteer to describe what she has heard from the first volunteer.
5. Continue with the fourth and fifth volunteer.
6. The fifth volunteer person draws or writes on a flipchart what she understood from the last volunteer's description.
7. Reveal the photo and ask the group to compare it with what is written or drawn on the flip chart using the following discussion questions:
 - How is the description different from the photo?
 - Why has that happened?
 - What would help to transmit the information better?

Activity 4b: The communication process

Time: 10 minutes

Aim: Participants understand the need for clear, precise communication.

Description:

1. Give each participant a sheet of A4 paper.
2. Ask everyone to close their eyes and follow your instructions. They must not ask questions.
3. The instructions are:
 - i. Fold your sheet of paper in half.
 - ii. Tear off the upper right-hand corner.
 - iii. Fold your paper in half again.
 - iv. Tear off the upper left-hand corner.
 - v. Fold your paper in half again.
 - vi. Tear off the lower right-hand corner.
4. Ask everyone to open their eyes, unfold their papers and compare with everyone else's. They should all be very different, even though everyone followed the same instructions.

Discussion: How have the same instructions produced such different results?

Key point: Communication needs to be clear and precise to avoid misunderstanding. Exactly the same words can be interpreted differently by different people. They can mean one thing to one person and something different to someone else.

Note: This short (2'30") video shows how this activity is supposed to work: <https://youtu.be/pmh0E99LpK8>. It is in English, but you do not need to understand what is said to see what it is going on.

Presentation – Slide set 2: Assertive communication

Time: 5 minutes

Aim: Participants understand what 'assertive communication' means and the difference between being assertive and aggressive.

Key points:

- Assertiveness means expressing your thoughts, feelings and beliefs in a direct, clear, honest way, with respect for yourself as well as others.
- It is different from being passive, which can arise from not wanting to seem aggressive, or valuing your own opinions less than other people's.
- It is also different from being aggressive, where people do not respect the opinions and feelings of others and can come across as attacking and needing to win at all costs.



Activity 5: What is your communication style?

Time: 10 minutes

Aim: Participants are more aware of how they themselves communicate and understand how they could become more effective communicators.

Description: Ask participants to reflect individually on the following for a few minutes. Suggest that they draw their thoughts as a mind map:

- What is your communication style? Passive, assertive, aggressive, passive–aggressive ?
- What aspects of communication do you think you are good at and not so good at? (see list below – also on [Slide set 3](#))
- Are there situations where you could be more assertive?
- What stops you being assertive in those situations?

Invite participants to share their reflections with the group if they are happy to.

To give them practical examples of different aspects of communication, share the following ideas which are in Slide set 3.

Aspects of communication that they think they are good at, e.g.

- listening
- talking with all kinds of different people
- calming things down when a conversation gets heated
- explaining things clearly

Aspects they find challenging: e.g. they

- get frustrated when they can't express exactly what they mean
- find it difficult to say no, because of a desire to please everyone
- find it difficult to disagree with people, especially men, even when you know what they're saying is wrong or doesn't make sense
- lose patience with people.

Presentation – Slide set 4: Assertive communication as a woman

Time: 10 minutes

Aim: Participants are more aware of how social norms and social conditioning influence how women communicate and have some practical tips for communicating assertively in their own situations.

Key points:

- Every society has informal, unwritten rules about how women and girls and men and boys should behave. These are called gender norms or social norms.



- From an early age, we absorb these gender norms and learn how we are expected to behave. This is called social conditioning.
- In many societies, women are conditioned to communicate in a less assertive way than men: to be nice, avoid disagreeing, and put other people's feelings and opinions ahead of their own.
- Communicating in a more assertive way takes practice and sometimes courage, but is possible!

Activity 6: Gender dynamics in everyday communication

Time: 5 minutes

Aim: Participants are more aware of how gender dynamics can affect everyday conversations.

Description: Refer back to the presentation you've just done and how men and women are conditioned to communicate differently. Ask participants if they can think of examples of that in their own conversations, such as examples of:

- men interrupting them when they speak
- speaking less than men when in a mixed group
- being tentative when speaking
- feeling reluctant to disagree
- a man explaining something to you in a condescending way, assuming you know very little, when you know more about the topic than he does
- playing down or keeping quiet about your achievements to avoid sounding boastful
- finding it hard to say 'no' when asked to do something, because of a desire to be helpful, please or avoid conflict.

Ask them to keep their ears open over the next week or two and listen out for examples of this.

Presentation – Slide set 5: Active listening

Time: 10 minutes

Aim: Participants understand what 'active listening' means and how to put it into practice.

Key points:

- Listening is an important skill in all areas of life.
- We can get better at listening by practising certain behaviours, such as focussing fully on the speaker, not interrupting them and paraphrasing what they have said.
- Empathy is important in active listening: putting yourself in someone else's shoes, considering their perspective, and showing that you care.

Activity 7: Putting everything into practice

Time: 10 minutes

Aim: Participants apply what they have learned in this module to their own lives and practise some of the skills.

Description: This is a closing activity for the session in which participants can put into practice some of the things they have learned.

1. Ask them to think about something in their own lives that has been difficult to communicate.
2. Ask them to write down how they would communicate it in an assertive way.
3. Invite two or three who are willing to share with the group.
4. Ask the group to practise active listening and give feedback.

Finally:

- **Looking ahead to the next session:** Ask participants to bring to the next session their notes from **Module 1, Activity 3:** Your multiple selves: the roles you play.
- **Remind participants** of the EdApp module (30 minutes) to do before the next session: **Module 2: Communication.** This covers: Why we communicate; Body language; Communication difficulties; Managing your emotions; Recognizing negative emotions; Communicating well.

Note on EdApp Module 2 Lesson 7:

Lesson 7 can also work as an activity in a live session, as a way of developing trust and empathy among participants in a short space of time. The activity would be approx. 50 minutes and work as follows:

1. Show the 15-minute video.
2. Divide participants into pairs to each answer the six guiding questions.
3. Reflect on the activity as a group.

Lesson 7 on EdApp could be followed by group reflection in the next live session. Invite participants to share their reaction to the video:

- How did you feel in the activity?
- What do you think about extraordinary interactions?
- How do you think these interactions might help a process of mentoring and accompaniment?

Ask everyone to write down what they could do to have more 'extraordinary interactions'.

Session 3:

Decision making, control and change

Objective

- To introduce participants to the idea of agency and control over their lives, and support them in identifying where and how they could build on their capacity and scope for change

Outcomes

- Participants understand the concept of 'agency' and identify areas of their life over which they do and do not have control.
- Participants recognize their internal and external motivations.
- Participants understand that while it's not possible to avoid bad things happening, finding ways of building up your resilience can help to recover from adverse experiences.

Key reflections

- Recognizing that you have agency in at least some aspects of your life and the scope to make decisions that bring about change, no matter how small, can be a transformational and empowering realization.
- Recognizing what motivates you can strengthen your desire to take up new opportunities and to persevere through difficult times to achieve your goals.
- Being aware of how you spend your time can help identify where time for your own development and new activities can be found, including through negotiation on domestic and care work so that it is shared more equally.
- Everyone goes through difficult periods in their lives. Some women face very great adversity. Building resilience, particularly through the support and solidarity of other women, makes it more likely that it will be possible to recover from such adverse experiences.

Key concepts

- Making decisions; agency; resilience; barriers to change

Resources if in-person

- Computer, big screen or projector, music player, flip chart and pens, masking tape, post-it notes, paper and pens
 - Participants need to bring their notes on 'their multiple selves' from Session 1 Activity 3.
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Handouts

- Activity 4: A day in my life
- Participants also need to bring their notes from [Session 1, Activity 3](#).

| Time | Activity | Description | Resources |
|---------|--------------|-------------------------------------|--|
| 5 mins | Presentation | Agency | PPT: Slide set 1 |
| 10 mins | Activity 1 | Agency and control | Participants' notes from Session 1, Activity 3 |
| 10 mins | Activity 2 | Being an agent and making decisions | Paper/post-its and pens |
| 5 mins | Presentation | Motivation | PPT: Slide set 2 |
| 10 mins | Activity 3 | What motivates me? | |
| 20 mins | Activity 4 | A day in my life | PPT: Slide set 3 Handout |
| 5 mins | Presentation | Resilience | PPT: Slide set 4 |
| 15 mins | Activity 5 | What helps you get through | Paper/post-its and pens |
| 10 mins | Activity 6 | Yoga on a chair | Video |

Total: 90 minutes live session

30 mins EdApp: Module 3 of Personal Growth course



Presentation – Slide set 1: Agency

Time: 5 minutes

Aim: Participants understand what agency means in the context of their own lives.

Key points:

- An 'agent' is simply someone with the capacity to act.
 - If someone 'has agency', it means they have some control over what they do and their decisions.
 - Even when you feel that everything you do is determined by things outside your control, you do exercise your agency, even if in small ways.
 - Developing a sense of agency involves recognizing the decisions you make and their consequences. You recognize yourself as responsible for your actions.
 - Having a sense of agency also involves recognizing the decisions and areas of life for which you do not bear sole responsibility and for which you should not carry the blame if something goes wrong.
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Activity 1: Agency and control

Time: 10 minutes

Aim: Participants recognize areas of life where they have control and can bring about change, and areas where they do not, and consider why.

Description: Participants need their notes from the activity in Session 1 where they thought about the different roles they play in their lives ([Session 1, Activity 3](#)).

The different roles include wife/partner, daughter, niece, mother, friend, neighbour, paid worker, unpaid domestic worker, carer of children, carer of parents or other adults, grandmother, household manager, household budget manager.

Ask participants to divide into pairs and go through the roles they play. For each role, consider how much control you feel you have in each. Do you feel you could make changes in what you do as a mother? Do you feel you have the 'authority' to do that? What about in your role as a wife? As the person who manages the household?

For example, could you change how household money is spent? Would you feel able to expand your social networks? Are there conditions on when, how and what you learn, especially regarding particular skills you want to develop?

After participants have discussed in pairs for a few minutes, lead a discussion in plenary. Ask for volunteers to share what came out of this activity for them.

Notes:

1. This activity is potentially difficult because there is a risk that it highlights all the areas of participants' lives over which they have no control and which they cannot change, rather than those areas where they do have some control. This is especially so in contexts such as refugee camps. In such situations, you could emphasise the value of gaining support and solidarity from other women, and that sometimes, where it's not possible to bring about change as one individual, things become possible when you organize as a group. This looks ahead to the course on Leadership which includes a section on women organizing and the impact that can have in even the most seemingly hopeless situations.
2. There may also be areas in which women traditionally have too much responsibility, for example with children's health and education. This can be a source of stress when something does not turn out well and family, society and the woman herself view her as 'guilty'. If this comes up, acknowledge it and say there will be time to consider it more in the next activity.

Further note for background: The SCE programme aims to increase women's agency, to help them realise they have more control over their lives than they thought, and to provide the solidarity and peer support they need to believe they can change some aspects of their lives.

This is reflected in the SCE Postgraduate Survey, where participants indicate the impact of the programme in the following areas – in other words, these are the areas of change that SCE aspires to:

- Improving my personal skills
- Improving my financial situation
- Feeling understood or supported by other women
- Identifying my abilities and knowing how to use them
- Finding spaces and people that helped improve my life conditions
- Knowing that I make an impact on my life with my decisions
- Wanting to keep on learning new things.
- Improve coexistence with close people (for example, share care and domestic tasks, participate in joint decision-making, among others)
- Increasing opportunities to develop my projects
- Feeling happier with my daily life

Activity 2: Being an 'agent' and making decisions

Time: 10 minutes

Aim: Participants start thinking about how they can be 'agents' in certain situations. They also reflect on the impact of the responsibilities they do hold.

Description: Ask participants:

1. Think, individually, about a decision that was made on your behalf that you did not agree with. Possible examples: your partner or parents did not allow you to do something, or they made a decision relating to your children that you did not agree with.
 - Were you able to influence the decision?

- How did you adjust to the decision?

Can you think of any other difficult situations where you've disagreed strongly with someone but managed to influence the outcome?

2. Can you think of decisions that you are expected to make entirely by yourself? Are there times when you have been blamed for a decision that hasn't had a good outcome?
3. Now think of a decision that needs to be made in your household.
 - How could you make or influence the decision?
 - What might happen if you don't get involved?
 - How can you work out what would be the best action to take, the best decision for you and your family?

Participants discuss in plenary.

Notes for the discussion:

- The point is to encourage participants to think of areas of their life where they have more agency than they thought and to share experiences on how to exercise agency, sometimes in opposition to those close to them.
- Ideally, one or more participants will share their experiences of being in a difficult situation where they have managed to exercise their agency and have said or done something that has influenced the outcome.
- Some participants might identify situations where traditionally they are not expected to get involved, but where they feel they would have a valid contribution.
- If a participant describes having been blamed for a particular action or decision, a discussion around shared responsibility would be useful. Is it always fair for one person to take all the responsibility for a decision that should really be shared? When things go right, do women get the recognition they deserve for taking on sole responsibility and the anxiety and self-doubt which that entails?
- In working out the best action or decision to take, you need to evaluate the consequences, good and bad, including the impact on your time.

Presentation – Slide set 2: Motivation

Time: 5 minutes

Key points:

- Motivation is why a person acts or behaves in a certain way.
- Motivation can be external, coming from outside, or internal, coming from within you.
- Motivation can be positive, to gain a reward such as a compliment or a feeling of satisfaction, or negative, to avoid something bad such as not having any money or hurting someone.
- Identifying what motivates us can help us keep in mind the reasons for doing something and so can help us achieve it.

Activity 3: What motivates me?

Time: 10 minutes

Aim: Participants start to understand how to strengthen and use their internal motivations to bring about change.

Description: Introduce the activity by explaining that it is useful to examine our motivations when starting on an activity or project. Being clear about what and who motivates us can provide a project or activity with purpose, which will make it more likely that we will complete it.

Ask participants to reflect individually on the following questions.

- What motivated me to join the Second Chance programme? External, internal, positive, negative motivations?
- What is motivating me to participate in this course?
- What do I hope to achieve?
- What personal changes do I have to make and am I motivated enough to make those changes?

After participants have considered these questions for a few minutes, lead a discussion in plenary, with some volunteers sharing their reflections.

Activity 4: A day in my life

Time: 20 minutes

Aims:

- Participants recognize the unequal distribution of care duties and domestic work and that housework is the responsibility of all the family.
- They think about how they spend their time, especially on tasks assigned to them because they are women, in order to find ways of making time for the things they want to do.
- They understand the importance of organizing time well and that reclaiming time from housework may require negotiation with other family members.

Description: Introduce this activity using [Slide set 3](#).

Key points:

- We are all in the habit of going through our daily routine without thinking about it.
- But it's useful to consider how much time we spend doing particular things because it can help us see where we might be able to find time for things that we want to do.
- It's also useful because it usually shows how much more time women spend on unpaid domestic and care work compared to men. This is not because women are naturally better than men at cleaning the house, doing the laundry or looking after children.



Give participants the handout for this activity (shown in the presentation and here):

A day in my life

☀ Morning

| Time | Activity | Type (Personal, Home, Work, Community) | Duration |
|------|----------|--|----------|
| | | | |
| | | | |

Ask participants individually to:

- think of a typical day and record all the activities they do, hour by hour
- write next to each activity whether it is to do with home, business/job, community or personal.

Then lead a discussion in plenary. How did participants feel about how their time was spent? Were they surprised by anything? How would they change how they spend their time if they could? How might that happen?

Also ask them to compare their time use with that of male members of their families. Who spends most time on home and business/job? Who has most personal time?

Participants also reflect on how they have managed their time to participate in this session/SCE programme.

Presentation – Slide set 4: Resilience

Time: 5 minutes

Aim: Participants feel empowered by recognizing their own resilience and understanding its role in their personal growth.

Key points:

- Resilience is the ability to recover from adversity.
- While some things that happen to us are painful and difficult, they don't have to determine the outcome of our lives.
- Becoming more resilient helps us to get through difficult circumstances, and to learn and grow.
- Resilience isn't just a personality trait; we can learn to think and act in ways that make us more resilient.
- These include staying connected with friends and family, finding a purpose, looking after our health, helping others, trying not to think the worst will happen, and accepting change.



Activity 5: What helps you get through?

Time: 15 minutes

Aim: Participants build their trust and confidence in each other, apply ideas about resilience to their own lives and practise active listening and empathy.

Description:

1. (5 mins) Ask each participant to write about a moment in her life, or in the life of someone she knows, where she/they faced a difficult time and got through it. Ask them to reflect on the following questions:
 - Why was it a difficult time?
 - How did you feel at the time?
 - What helped you get through that difficult time?
 - How would you help someone in a similar situation?
2. (5 mins) Then lead a discussion in plenary, asking for volunteers to share their reflections.
3. (5 mins) Ask participants to think of their top three tips or pieces of advice that they would give other women facing a similar situation. This can be done verbally or written on post-its and stuck on a flip chart.

Note: this activity may raise traumatic memories among some participants. Do not encourage them to share more than they can cope with.

Activity 6: Yoga on a chair

Time: 10 minutes

Aim: Participants enjoy some gentle physical movement together after a possibly emotionally difficult session emotionally and learn simple yoga.

Description: Play the video below, 'Yoga at your desk' (6'23"), on the big screen. You may want to lead the movements, especially in pointing out when to exhale and inhale, or participants can follow the video by themselves. The movements can be understood without following the subtitles.

<https://youtu.be/tAUf7aqjBWE>

Finally:

- **Remind participants** of the EdApp module: **Module 3: Decision making, control and change.** It covers motivation, agency, dealing with change and goal setting.
- **Looking ahead to the next session:** Ask participants to bring to the next session their 'rich life picture' which they created in **Module 1**.



Session 4:

Setting goals

Objective

- To support participants in identifying at least one goal in their personal or professional lives and develop a plan of action for achieving it.

Outcomes

- Participants understand how setting goals and objectives, even small ones, can help them achieve what they want to, grow as a person and feel great about themselves.
- Participants have identified one or more goals in their personal or work lives and have created a plan for achieving them.
- Participants are able to apply SMART criteria when setting their goals.

Key reflections

- Setting goals and objectives and being specific in your planning makes it easier to achieve what you set out to.
- Bringing about change in your life, in an area you have chosen and in ways defined by you, will increase your self-confidence, sense of agency and wellbeing.

Key concepts

- Goals, objectives, SMART objectives, planning, scheduling

Resources if in-person

- For vision boarding: large sheets of paper, glue, coloured marker pens, old magazines, scissors, any craft decorations
- Participants' 'rich life pictures' which they created in Module 1.

Handouts

- Activity 2: The wheel of life
-

| Time | Activity | Description | Resources |
|---------|--------------|--|--|
| 10 mins | Presentation | Vision Boarding instructions and example | PPT- Slide set 1 Vision board example |
| 25 mins | Activity 1 | Vision Boarding | Old magazines, pens, big pieces of paper, glue, empowering printed illustrations that reflect SCE pathways Participants also bring their rich life pictures from Module 1 |
| 10 mins | Activity 2 | Evaluating areas for change | Handout: The wheel of life Slide set 2 |
| 10 mins | Presentation | SMART goals | Slide set 3 |
| 20 mins | Activity 3 | Setting goals and coming up with a plan | Paper and pens |
| 15 mins | Wrap up | Course wrap up | |

Total: 90 minutes live session

30 mins EdApp: Module 4 of Personal Growth course



Presentation – Slide set 1: Vision boarding

Time: 10 minutes

Aim: Participants are enthused by the idea of vision boarding and are prepared for the activity that follows.

Key points:

- This session is about setting goals. Our very own goals, that we create and own ourselves.
 - But before creating goals, it helps to have a vision, something that describes what we want out of life and reflects what's important to us.
 - A vision board is a collage of images and words used to spark motivation and remind you of your interests, priorities, values, goals and dreams.
 - This presentation explains the 'vision boarding' activity that follows.
-

Activity 1: Vision boarding

Time: 25 minutes

Aim: Participants identify their interests, priorities, goals and dreams, and have fun expressing that visually.

Descriptions: See instructions in previous presentation, Slide set 1.

Activity 2: Evaluating areas for change

Time: 10 minutes

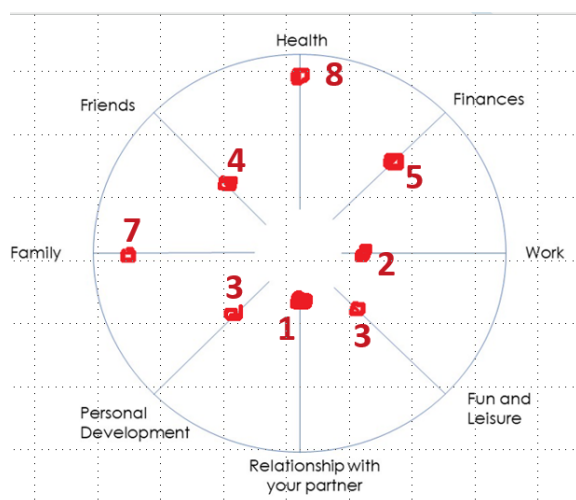
Aim: Participants identify the areas of their life that they feel would benefit from change.

Description: Give participants the **wheel of life handout**. It has eight spokes representing health, finances, work, fun and leisure, your relationship with your partner, personal development, family, and friends.

Ask them to rank each area out of ten for how satisfied they feel in each area and draw a point on the relevant spoke.

10 means very satisfied (positioned near the edge of the wheel) and 1 means least satisfied (positioned near the centre).

Show them the example in [Slide set 2](#), which is this:



If there is time, ask for some volunteers to share their diagram with the group and explain why some areas score high and some low.

Presentation – Slide set 3: SMART goals

Time: 10 minutes

Aim: Participants understand SMART criteria for setting goals, which will help them identify relevant and achievable goals for themselves.

Key points:

- Goals that are a bit vague, or too ambitious, or not really relevant to you will not be useful.
- SMART goals help you set goals that are actually helpful.
- SMART stands for Specific, Measurable, Achievable, Relevant and Time-bound.

Activity 3: Setting goals and creating a plan

Time: 20 minutes

Aim: Participants define a goal they would like to pursue and create an action plan for achieving it.

Description:

Ask participants to first define their goal:

Look back at your 'wheel of life' from Activity 2 and write down all your ideas: **what would you like to change?**

Use Slide set 4 to show some examples of goals:

- to save a little money every week
- to control household expenses
- to manage my money better
- to look after myself and my own health
- to organise my time better so I have some time for myself
- to start a small business
- to get more support from my family for my business
- to say thank you to the people who are supporting me
- to improve the quality of my product
- to start applying for jobs.

Choose a goal – the one that seems simplest to achieve. Use the SMART criteria to check that it is a SMART goal. You could choose more than one, but it's often best to start small.

Then **define the steps you need to take** to achieve that goal. Record those steps in an action plan.

Your plan could include details on the following (copied in Slide set 4):

- **What** do you want to do or achieve? The objective.
- **Why** do you want to do this? The reason behind your plan.
- **When** do you plan to start and when do you want to finish? The deadline.
- **With** what will you achieve it? What do you need for success? The components.
- **Who** needs to be involved for the plan to work? The networks.
- **How** much time and money will your goal need?
- **How** will you achieve it? The steps you will need to take.

Key reflections:

- Although there are things in life that we can't control, having a goal and a plan for achieving it gives us a clear path to follow. It shows that in areas of life where we do have control, we can grow as people and change things for the better.
- Your plan can be flexible, so if something in your life changes, you can adapt to that change while keeping sight of your goal.
- It doesn't matter how old you are. Anyone can identify things they want to change in their personal life.
Plans are vital for achieving objectives and for planning ahead so you have the time and resources you need.

Activity 4: Course wrap-up

Time: 15 minutes

Aim: Participants reflect on and consolidate the key things they have learnt in the course.

Description: Give a quick recap of everything they've covered in the course and the main reflection points.



You could recap the following (in [Slide set 5](#)) – adapt according to the points that resonate most with your participants.

- Appreciate your achievements, strengths, talents and skills. As women, we play many different roles and have talents and skills for all of them. But it can be **hard for us to recognize our skills and abilities**, especially if we've developed them at home. Spending some time reflecting on our strengths helps us realise how much we have to offer.
- **We all have potential!** Each of us has our own characteristics, ways of being and acting, our own anchors, our own story. We each have a history, qualities and talents that make us unique, that distinguish us from others and allow us to feel proud of ourselves.
- To unlock that potential we need to give ourselves permission to **focus on ourselves**, to look at all areas of our life not through others' point of view but our own. So instead of asking, Are my family's needs met? Are my partner's needs met? Is my children's health OK? Are my friends OK?, we should ask: What do I want, socially, emotionally, intellectually? What am I good at? What do I enjoy doing? What did I want to do when I was younger which I had to let go? What would improve the quality of my life?
- **Communicating** well is helpful in all areas of life. We can all learn to get better at it. Being self-aware and feeling self-confident help us to be secure enough to share our own thoughts and opinions.
- It might not feel like it, but most of us have **agency** in at least some areas of our lives, where we can make decisions for ourselves. It's important for all of us to feel we have some control over our life.
- It is empowering to identify what we feel we could do or improve. We might think some things, like how well we communicate, are personal traits that we are born with and cannot change. But with small steps and support from others, change is possible.
- We should **accept** what hasn't worked out for us. Where possible we should see our experiences as a resource.
- Set yourself a **goal** and work out how to take steps towards it. With support from others, we can surprise ourselves with what we can do.
- **Sharing experiences with other women** helps us recognize we are not alone and is inspiring!

Ask participants to write down or draw the **three most impactful/useful/eye-opening pieces** of new knowledge or understanding that they will take away from this course.

In plenary, ask participants to share the piece of knowledge that surprised them the most and that they will be sharing with others every chance they get.

Finally:

- **Remind participants to do Module 4 of the Personal Growth course on EdApp.** The final EdApp module is built around the story of a woman and her family. They are fictional but they bring to life many of the concepts that have been covered in this course. The same characters appear at the end of the EdApp course for Gender and Leadership.
- They should also do the **end-of-course quiz**. They will then receive a **certificate of completion**.

