

EVERYONE IS EMPLOYABLE!



A TOOL PRODUCED BY THE
FUTURE YOUTH INFORMATION
TOOLBOX CONSORTIUM

EVERYONE IS EMPLOYABLE!

Overview of the Contents

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This section provides an introduction to the background, purpose and use of this tool.

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This section provides an easy to use guide that can be used by facilitators to assist them while using the tool with young people.

5. HANDOUTS AND FURTHER RESOURCES

This section provides handouts and further resources required for using the tool.

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INTRODUCTION AND OVERVIEW

INTRODUCTION

This tool is developed to provide youth information workers and youth information peer educators with a way of meeting the youth information needs of young people entering the work world and considering the first steps in their working lives.

The following is intended to be easily delivered by youth information workers or peer educators in an 80-minute workshop consisting of five learning activities sessions. Given the adaptability of this tool, it can be used with a wide range of groups, so long as their interests and needs align with the aim and learning objectives listed below.

AIM OF THE TOOL

To build competences of young people to be prepared for the constantly changing contexts of employment in Europe

LEARNING OBJECTIVES OF THIS TOOL

The learning materials in this tool consist of a workshop is made up of five sessions that provide activities to help young people

- Build confidence in interview skills
- Learn ways to locate employment opportunities.
- Understand employer expectations and how to prepare for employment
- Build knowledge and awareness of employment rights
- Set goals for employment and make a plan for achieving that goal

BACKGROUND TO THIS TOOL

The tool responds to evidenced needs identified by the research component Future Youth Information Toolbox Erasmus Plus project.

The activities and exercises in this tool were identified through a workshop of youth information workers who have experience in supporting young people to engage in employment. This tool was designed by youth information workers, for youth information workers and peer educators to be easily adapted and used in multiple national and local contexts throughout Europe.

APPROACH OF THIS TOOL

Youth information workers and peer educators should firstly understand that the tool is purposely designed by youth information workers to provide an adaptable framework of proven-effective techniques and activities that can be easily adapted to their own contexts. Importantly, the tool is focused on providing and opportunity for youth information workers and peer educators to use their skills and knowledge to support youth employment. The tool is premised on the fact that youth information workers, by the very nature of their work, possess the basic facts and information about topics such as youth employment. This tool provides framework and methodology to provide that information. Further, this tool will be further tested and piloted by youth information workers and peer educators to make it fully fit for purpose.

ADAPTABILITY

Very much applicable to all European national contexts and target groups. The tool is specifically designed to allow for content to be easily adapted depending on the target group and local context. There is a minimum of text that requires translation and all local/national knowledge required for local adaptation should be readily available for youth information workers.

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OVERVIEW OF HOW TO PREPARE TO USE THIS TOOL

Initial preparation to use this tool will require approximately 60-75 minutes to adapt the tool to local/national circumstances, familiarise yourself and organise materials. Once this preparation has been completed, you will be able to deliver subsequent workshops with only a few minutes preparation.

Youth information workers and peer educators should firstly understand that the tool is designed to provide a framework of proven-effective techniques and activities that can be easily adapted to their own contexts and is not designed to be delivered without any adaptation or preparation.

SESSION	TIME	PURPOSE	METHODOLOGY	PREPARATION	MATERIALS REQUIRED
Introduction	10	Set out expectations and outcomes	Discussion	Approx. 5 mins to Read the facilitators notes	None
First impressions	10	Build confidence in interview skills and icebreaker	One-to-one discussion and role-play	Approx 5 mins to read the facilitators notes and Print and cut out “talk about” cards	“talk about” cards
Where are the jobs	15	Learn ways to locate employment opportunities.	Small group discussion	Approx 10 mins to read the facilitators notes and Print and cut out “talk about” cards	“Sign post” handouts and pens/writing instruments
Marketing Me	10	Understand employer expectations and how to prepare for employment	Individual use of on-line tools	Approx 15 minutes to read the facilitators guide and to prepare the mentimeter activity	Participants will need smartphones/tablets and access to wifi Paper and writing instruments for additional brainstorming and note taking Projector and laptop/tablet/phone to display the mentimeter site
Know Your rights	15	Build knowledge and awareness of employment rights in a fun and interactive way.	On-line quiz and group discussion	Approx 30 minutes to read the facilitators guide and to prepare the quiz activity	Participants will need smartphones/tablest and access to wifi Projector and laptop/tablet/phone to display the Kahoot site
WOOP	25	Support positive goal setting and to give	Paper-based exercise facilitated by staff	Approx. 15 minutes to read the facilitators notes, use the woop yourself and print the and cut out the “woop” cards	“Woop” handouts and pens/writing instruments
Closing	5	Review learning	Discussion	None	None

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DETAILED GUIDE TO PREPARING TO USE THIS TOOL

In general, you will find it useful to read the tool including the facilitators guide prior to delivering this workshop. Specific preparation required for each session is listed below.

INTRODUCTION

Preparation time for this session: None required

The introductory session requires little in terms of preparation other than reading the facilitators guide and the introduction to this pack. No materials or equipment is needed. However, if you wish to provide the introductory information through PowerPoint, a handout, or in another more interactive please feel free to innovate and apply your own approach.

FIRST IMPRESSIONS:

Preparation time for this session: Approximately 5 minutes

1. Read the facilitators guide to ensure that you are familiar with the session.
2. This session requires the preparation of cards for distribution to the young people. Templates for the cards can be found in the “handouts and further resources” section of this tool. If working with a non-English speaking group you will need to first translate the cards. Once cards are in the correct language, print the cards and cut them out.

WHERE ARE THE JOBS?

Preparation time for this session: Approximately 10 minutes

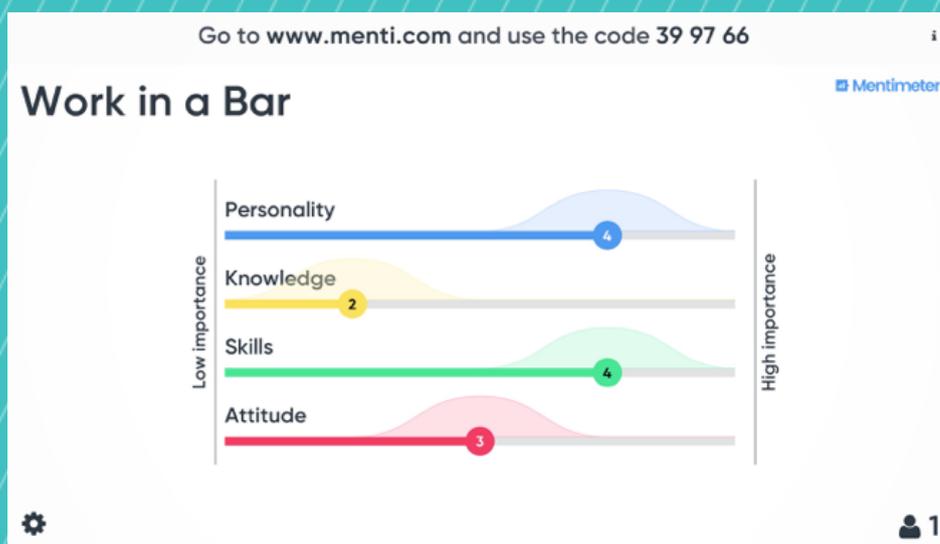
1. Read the facilitators guide to ensure that you are familiar with the session.
2. This session requires the preparation of handouts for young people. Templates for the sign can be found in the “handouts and further resources” section of this tool. There is no text on the signs, so translation is not required. Simply print one sign for every two young people in your group. Pens, markers or other writing instruments will also be required for this session.

3. Preparation by the facilitator is required to ensure that their knowledge of local employment services/sources of information is up-to-date and accurate. Youth information workers are well-equipped to provide additional information about the sources of information on local employment. A handout of such information could be prepared and provided with this session.

'MARKETING ME'

Preparation time: Approximately 15 minutes

1. Read the facilitators guide to ensure that you are familiar with the session.
2. Prior to the session develop a list of the most commonly available types of employment available and suitable for the young people you are working with, i.e. server, stockperson, etc
3. View this 90 second presentation on how to use Mentimeter:
<https://www.youtube.com/watch?v=bswQJCAc5F4>
4. Log on to Mentimeter (create a free account on Mentimeter.com)
5. Develop profiles for employment types that personality, knowledge, skills, attitude (see below for an example)
6. Use a ppt slide or print out to display the mentimeter scales and the code the young people will need to access the profiles.



KNOW YOUR RIGHTS!

Preparation time: Approximately 10 minutes

1. Collect basic information on national legislation and guidance on employment rights
2. The quiz would need to be developed according to national legislation and rights and entitlements in host country.
3. To make the quiz, go to kahoot.com. Register for a free account and then create a ten question quiz. For an example check out the Irish Version.....
4. <https://play.kahoot.it/#/?quizId=d16e52dc-4c76-49da-8029-5dc1cfe3f2e5>

WOOP

Preparation time for this session: Approximately 20 minutes

1. Read the facilitators guide to ensure that you are familiar with the session.
2. The best approach is to use WOOP yourself first. It is a powerful, evidence-based tool that can be easily used to support young people in goal setting. To be effective in using it try it yourself applying it to one of your own personal goals. To do this, simply follow the instructions in the facilitators guide.
3. This session requires the preparation of handouts for young people. Templates for the WOOP exercise be found in the “handouts and further resources” section of this tool. Translation is required. As the acronym, WOOP, is not important to the use of the tool, you need not be concerned about how it translates. It is important that wish, outcome, obstacle, plan are the terms/concepts that you translate and that they appear in this order.

CLOSE

Preparation time for this session: Approximately 1 minute

1. Read the facilitators guide to ensure that you are familiar with the session.
2. You may wish to structure this session as planning for follow-up. This may require additional preparation as you see fit.

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FACILITATORS GUIDE TO DELIVERING THE TOOL TO A GROUP OF YOUNG PEOPLE

As a youth information worker or peer facilitator your skills and strengths lie in:

- Your knowledge of information resources relevant to young people and key issues such as employment.
- Your ability to signpost young people and make this information available and actionable to them.
- Your ability to facilitate young people to set goals and make plans for the use of this knowledge

The following workshop provides a structured framework of sessions for you to use these strengths, in each of the sessions below you will be employing these core youth information skills to assist young people in preparing for and positively engaging in employment. In delivering the session described below do take opportunities as they arise to use your strengths in supporting young people. Further adaptation of these sessions is encouraged, though it must be remembered that the WOOP tool is most effective is used as it is presented here. **Note on Technology:** If technology or wifi etc is not available feel free to adapt the session as you see fit or use other methods as long as the principle of exploring and discussing the thematic area of the session remains.

INTRO Time: 10 minutes

Purpose: To introduce and set out expectations and outcomes of the workshop

Procedure:

1. First Welcome, explain purpose of workshop. Explain to the young people that the workshop is made up of five sessions that provide activities to help them:

- Build confidence in interview skills
- Learn ways to locate employment opportunities.
- Understand employer expectations and how to prepare for employment
- Build knowledge and awareness of employment rights
- Set goals for employment and make a plan for achieving that goal

Further facilitators' notes: Facilitators will have their own approach to engaging with young people. The above information can be presented through PowerPoint, interactive discussion or simply by reading the text here.

FIRST IMPRESSIONS:

Time: 10 minutes

Purpose: Purpose is to build confidence in shaking hands, making eye contact and answering unprepared questions. These skills are relevant to interview scenarios. The session also serves as warm-up energizer and icebreaker for the group.

Procedure:

1. First, explain the purpose of this session – the purpose is to develop interview skills such as confidence in shaking hands, making eye contact and answering unprepared questions. All of these skills are relevant to interview scenarios.
2. Next, ask participants to stand up.
3. Give out 'Talk about' cards. One to each participant.
4. Invite participants to move around and when the facilitator says “stop”, they must stop, shake hands with another participant and ask the question on their card. It may be useful to emphasize the importance of eye contact.
5. Do three rounds of this activity.
6. Depending on time, you can close this session with a brief group discussion about eye contact

Further facilitators' notes: Facilitators, as always, will use their skills as youth information workers to identify and support young people who need additional assistance during the activity.

WHERE ARE THE JOBS?

Time: 10 minutes

Purpose: Purpose is to identify there is more than one way to get a job and therefore a young person in 2018 must be prepared for multiple possibilities and to be aware of the possible ways to locate employment opportunities.

Procedure:

1. First, explain the purpose of this session as to learn ways to locate employment opportunities.
2. Break into small groups.
3. Give each group several signpost templates.
4. Ask each group to write down examples of HOW someone might get a job. (if they are struggling prompt them with examples from your knowledge of sources of employment information)
5. Ask each group then nominates someone to share with the wider group.
6. Facilitate the groups to feed back.
7. Facilitators can close the session by identifying commonalities across the suggestions and offering further information..

Further facilitators' notes: This is an activity that will benefit from the active involvement of facilitators in introducing their knowledge of sources of information on local employment. In this way, young people will benefit from social connections offered by their peers and factual information provided by youth information workers. A handout of such information could be prepared and provided with this session.

'MARKETING ME'

Time: 10 minutes

Purpose: Purpose is to understand what might be expected from an employer and to be aware of what is in their control and how they can use the template to identify how they might prepare for an employment opportunity.

Procedure:

1. First introduce the purpose of the session as being to understand employer expectations and how to prepare for employment.
2. Explain that this session will focus on exploring and considering four areas of understand them; Personality - Knowledge - Skill – Attitude as follows
 - Personality: The unique characteristics that make you unique.
 - Knowledge: What you know or have learned.
 - Skill: What you are able to do.
 - Attitude: Your approach to situations.
3. Explain to the group that all of these characteristics are important. Some characteristics are more important in some types of employment. Employers will often be looking for a particular blend of all these characteristics.
4. Tell the group that we are going to explore and consider what characteristics are important for different types of employment that are relevant to you.
5. Ask the young people to take out their phones or tablets, go to [menti.com](https://www.menti.com) and type in the code that you have prepared. Each person can then indicate how they would allocate the importance of each characteristic for the job that is proposed. All scores will be combined for an overall impression.
6. Discuss after each slide is completed.
7. Next give each participant some paper and time to consider the four elements and invite them to complete in the overall sense their top 3 strengths in each area (you can give word lists as a prompt if necessary).
8. Finally invite participants to identify where they would like to improve in any of the areas.
9. If the group are comfortable, some sharing might be a positive experience here.

Further facilitators' notes: Facilitators should keep in mind that the strengths and weaknesses identified here may be ideal areas of focus for the WOOP goal setting activity. If a young person identifies a personal weakness that is relevant to an employment type they are interested in they may need to consider it as an obstacle in the WOOP goal setting and planning exercise.

KNOW YOUR RIGHTS!

Time: 10 minutes

Purpose: Purpose is to build knowledge and awareness of employment rights in a fun and interactive way.

Procedure:

1. First introduce the purpose of this session as being to build knowledge and awareness of employment rights
2. Next, ask participants to get out their phones/tablets
3. While participants have their phones/tablets out ask them to open a new window and go to kahoot.it and enter the code for the quiz that you have prepared
4. You will need to go to <https://play.kahoot.it/#/?quizId=d16e52dc-4c76-49da-8029-5dc1cfe3f2e5> and generate a code for the quiz
5. Provide the code to participants.
6. As the quiz can be played in teams, you may wish to organise the young people into teams.
7. You can follow up with a discussion to connect learning from the quiz to young people's experiences and contexts.

Further facilitators' notes: Facilitators will find this a straight-forward learning experience. The value in it will be in discussion and further exploration and connecting the learning from the quiz to young people's experiences. You can role plan and discuss how they might deal with these issues in the workplace to further extend learning.

WOOP

Time: 25 minutes

Purpose: Purpose is to support positive goal setting and to give participants the understanding that it's perfectly ok to have wishes but without a plan they will only remain as wishes!

Procedure:

1. First, explain the purpose of this session as being to set goals for employment and make a plan for achieving that goal.
2. Next, tell the participants that they are going to use a tool called a WOOP, that has been proven to help young people set and achieve goals in their lives.
3. Introduce participants to the WOOP tool by providing the template for each young person and explaining that “WOOP is a strategy that will help you gain insight into your daily life and fulfill your wishes. Relax while I guide you through WOOP. The next few minutes are just for you.”
4. Explain that WOOP is short for Wish, Outcome, Obstacle, Plan. The WOOP is simply a process for identifying what these are for you.
5. Next, explain the terms and how to use them:
 - “WISH: Write a wish that is important to you. The wish should be difficult but achievable. State it briefly.”
 - “OUTCOME: How will it feel when you accomplish this? Close your eyes and really imagine it.”
 - “OBSTACLE: What is an internal obstacle? This must be something that you have control over. Close your eyes and imagine your obstacle.”
 - “PLAN: What is your specific plan? What is the exact thing you will do? This plan should be easy to remember.”
6. Then, provide time for the young people to complete the WOOP. Circulate amongst the young people and provide assistance. They should complete individual WOOP templates, but may be able to work together in small groups.
7. Once templates are completed, explain that this tool is most useful if you set a date to check on progress. Agree with the group dates when they will review their WOOP, ask them to set reminders in their phones and be sure to keep their WOOP in a safe place.

Further facilitators’ notes: The best approach is to use WOOP yourself first. When you are ready to use WOOP with the whole class, you could introduce WOOP in a minilesson before guiding the class through the WOOP process.

AS A FACILITATOR, HOW DIRECTIVE SHOULD I BE?

In order for WOOP to be successful, the participant needs to think through and identify their own wish, outcome, obstacle, and plan. You might see the wish and obstacle as obvious for this person, but you want the person to work it out and have their own breakthrough. Be patient. You may suggest that obstacle may be something that they identified in the ‘Marketing me’ session.

CAN I MAKE CHANGES TO THE WOOP PROCESS?

No: the science behind the success of WOOP has to do with the exact formula. The sequence, language, imagery and state of mind created are all critical to the method's success.

WHAT MAKES WOOP DIFFERENT FROM OTHER GOAL-SETTING STRATEGIES?

WOOP focuses on mental contrasting, which asks participants to contrast their wishes with potential obstacles. The visualization process helps participants vividly experience their desired futures in contrast with the obstacles. Then, when an obstacle arises, a nonconscious signal triggers a participant's effective action.

CLOSE

Time: 10 minutes

Purpose: To signpost further actions and follow up.

Procedure:

1. First congratulate the group for completing the workshop.
2. Next, review the purpose of the workshop and discuss whether they felt that the workshop assisted them to:
 - Build confidence in interview skills
 - Learn ways to locate employment opportunities.
 - Understand employer expectations and how to prepare for employment
 - Build knowledge and awareness of employment rights
 - Set goals for employment and make a plan for achieving that goal
3. The check-out can then continue to reflect on learning prior to close, or the facilitator can take this opportunity to agree follow up supports and activities depending on feedback from the group at this point.

Further facilitators' notes:

Reflective check out should be presented according to the preferred method of facilitator and requirements of partner organisation. The check-out can solely focus on reflect on learning prior to close, or the facilitator can structure this session to identify and supports and activities based on feedback from the group.

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HANDOUTS AND FURTHER RESOURCES

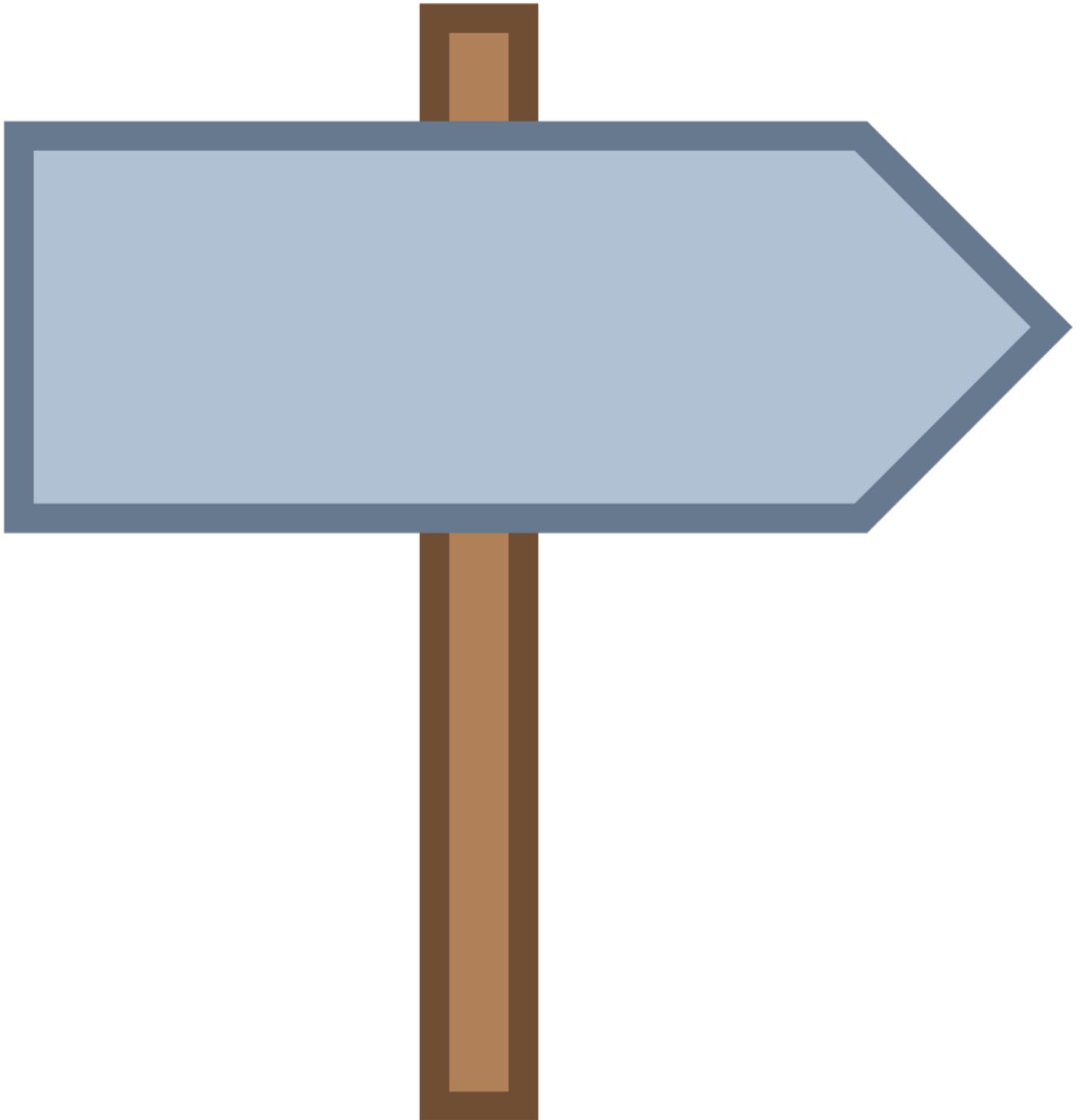
FIRST IMPRESSIONS HANDOUTS

<p>Talk about a nice present that you have given or received</p>	<p>Talk about how someone could make people feel good</p>
<p>Talk about how young people can develop their self esteem</p>	<p>Talk about some of the things young people do in their spare time</p>
<p>Talk about the benefits of young people being involved in a youth project</p>	<p>Talk about the negative labels used to describe young people nowadays</p>
<p>Talk about something you feel 'proud' of</p>	<p>Talk about the role of family in supporting a young person to achieve their dreams</p>

<p>Talk about some of the challenges young people face in the modern world</p>	<p>Talk about how memorable moments in life can be valuable for young people</p>
<p>Talk about some of the things that might be important to young people in 2018</p>	<p>Talk about the variety of influences on young people these days</p>
<p>Talk about how a book or movie has influenced you</p>	<p>Talk about something exciting you have experienced</p>
<p>Talk about a place that makes you feel good</p>	<p>Talk about something in life you would like to do</p>

<p>Talk about a time when you broke the rules</p>	<p>Talk about a person that makes you feel good</p>
<p>Talk about a unique eating experience you have had in your life</p>	<p>Talk about someone in history that you admire</p>
<p>Talk about a BIG event in your life</p>	<p>Talk about something that you are looking forward this year</p>
<p>Talk about a major change that happened in your life</p>	<p>Talk about your favourite place to relax</p>

WHERE ARE THE JOBS? HANDOUTS



WOOP HANDOUTS

WOOP	
WISH	
OUTCOMES	
OBSTACLES	
PLAN	

WOOP	
WISH	
OUTCOMES	
OBSTACLES	
PLAN	