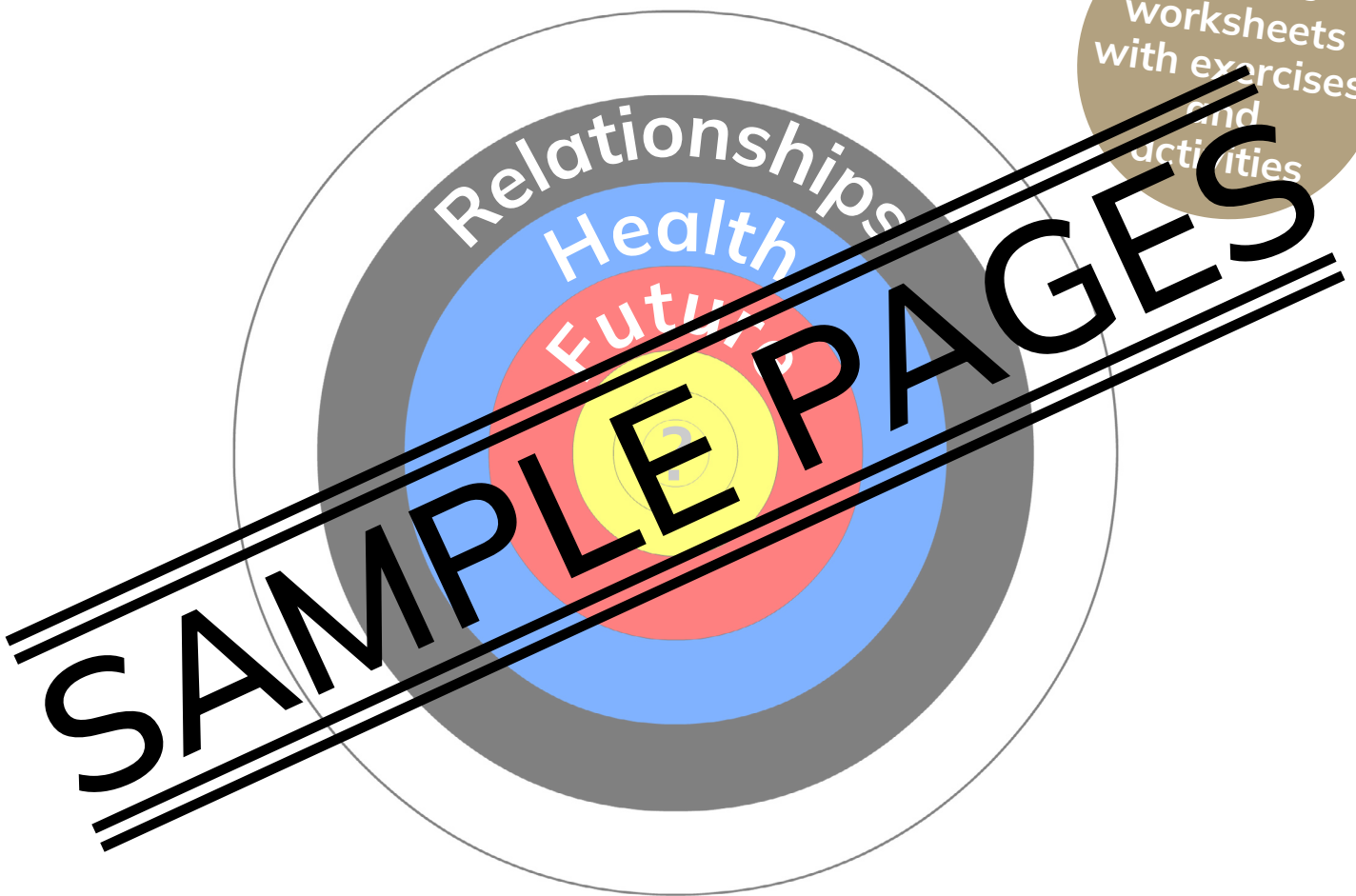


# OVER TO YOU

Includes  
worksheets  
with exercises  
and  
activities



# Contents

|                   |    |
|-------------------|----|
| Contents          | 3  |
| Introduction      | 8  |
| Timetable         | 10 |
| Schedule — Day 1  | 11 |
| Schedule — Day 2  | 12 |
| Schedule — Day 3  | 13 |
| Schedule — Day 4  | 14 |
| Schedule — Day 5  | 15 |
| Schedule — Day 6  | 16 |
| Schedule — Day 7  | 17 |
| Schedule — Day 8  | 18 |
| Schedule — Day 9  | 19 |
| Schedule — Day 10 | 20 |
| Workshop — Day 1  | 21 |
| Workshop — Day 2  | 26 |
| Workshop — Day 3  | 37 |
| Workshop — Day 4  | 42 |
| Workshop — Day 5  | 47 |
| Workshop — Day 6  | 54 |
| Workshop — Day 7  | 63 |
| Workshop — Day 8  | 71 |

|                        |     |
|------------------------|-----|
| Workshop — Day 9       | 77  |
| Workshop — Day 10      | 82  |
| WORKSHEET 1            | 89  |
| WORKSHEET 2            | 90  |
| WORKSHEET 3            | 91  |
| WORKSHEET 4            | 92  |
| WORKSHEET 5            | 93  |
| WORKSHEET 6            | 94  |
| WORKSHEET 7            | 95  |
| WORKSHEET 8            | 96  |
| WORKSHEET 9            | 97  |
| WORKSHEET 10           | 98  |
| WORKSHEET 11           | 99  |
| WORKSHEET 12           | 100 |
| WORKSHEET 13           | 101 |
| WORKSHEET 14           | 102 |
| WORKSHEET 15           | 103 |
| WORKSHEET 16           | 104 |
| WORKSHEET 17           | 105 |
| WORKSHEET 18           | 106 |
| WORKSHEET 18 — Answers | 108 |
| WORKSHEET 19           | 110 |
| WORKSHEET 20           | 111 |
| WORKSHEET 21           | 112 |
| WORKSHEET 22           | 113 |
| WORKSHEET 23           | 114 |

|              |            |
|--------------|------------|
| WORKSHEET 24 | <b>115</b> |
| WORKSHEET 25 | <b>116</b> |
| WORKSHEET 26 | <b>117</b> |
| WORKSHEET 27 | <b>118</b> |
| WORKSHEET 28 | <b>119</b> |
| WORKSHEET 29 | <b>120</b> |
| WORKSHEET 30 | <b>121</b> |
| WORKSHEET 31 | <b>123</b> |
| WORKSHEET 32 | <b>124</b> |
| WORKSHEET 33 | <b>125</b> |
| WORKSHEET 34 | <b>126</b> |
| WORKSHEET 35 | <b>127</b> |
| WORKSHEET 36 | <b>128</b> |
| WORKSHEET 37 | <b>129</b> |
| WORKSHEET 38 | <b>130</b> |
| WORKSHEET 39 | <b>131</b> |
| WORKSHEET 40 | <b>132</b> |
| WORKSHEET 41 | <b>133</b> |
| WORKSHEET 42 | <b>134</b> |
| WORKSHEET 43 | <b>135</b> |
| WORKSHEET 44 | <b>136</b> |
| WORKSHEET 45 | <b>137</b> |
| WORKSHEET 46 | <b>141</b> |
| WORKSHEET 47 | <b>142</b> |
| WORKSHEET 48 | <b>143</b> |
| WORKSHEET 49 | <b>144</b> |

|              |     |
|--------------|-----|
| WORKSHEET 50 | 145 |
| WORKSHEET 51 | 146 |
| WORKSHEET 52 | 147 |
| INFOSHEET 1  | 148 |
| INFOSHEET 2  | 149 |
| INFOSHEET 3  | 150 |
| INFOSHEET 4  | 151 |
| INFOSHEET 5  | 152 |
| INFOSHEET 6  | 153 |
| INFOSHEET 7  | 154 |
| INFOSHEET 8  | 155 |
| INFOSHEET 9  | 156 |
| INFOSHEET 10 | 157 |
| INFOSHEET 11 | 158 |
| INFOSHEET 12 | 159 |
| FLIPCHART 1  | 160 |
| FLIPCHART 2  | 161 |
| FLIPCHART 3  | 162 |
| FLIPCHART 4  | 163 |
| FLIPCHART 5  | 164 |
| FLIPCHART 6  | 165 |
| FLIPCHART 7  | 166 |
| FLIPCHART 8  | 167 |
| FLIPCHART 9  | 168 |
| FLIPCHART 10 | 169 |
| FLIPCHART 11 | 170 |

|                                                |            |
|------------------------------------------------|------------|
| FLIPCHART 12                                   | <b>171</b> |
| FLIPCHART 13                                   | <b>172</b> |
| FLIPCHART 14                                   | <b>173</b> |
| FLIPCHART 15                                   | <b>174</b> |
| FLIPCHART 16                                   | <b>175</b> |
| FLIPCHART 17                                   | <b>176</b> |
| FLIPCHART 18                                   | <b>177</b> |
| FLIPCHART 19                                   | <b>178</b> |
| FLIPCHART 20                                   | <b>179</b> |
| FLIPCHART 21                                   | <b>180</b> |
| FLIPCHART 22                                   | <b>181</b> |
| FLIPCHART 23                                   | <b>182</b> |
| FLIPCHART 24                                   | <b>183</b> |
| FLIPCHART 25                                   | <b>184</b> |
| FLIPCHART 26                                   | <b>185</b> |
| FLIPCHART 27                                   | <b>186</b> |
| FLIPCHART 28                                   | <b>187</b> |
| FLIPCHART 29                                   | <b>188</b> |
| Future Discounts and Useful Online Information | <b>189</b> |

# Workshop — Day 2

## Recap Day 1

Spend approximately 30 minutes recapping the previous day. What did they find beneficial? Is there anything they felt uncomfortable with? Is there anything they would have liked to do more of?

This is an important part of each day and an opportunity for the group to express any worries or doubts they have or make suggestions. (30 mins)

## The Art of Listening

Explain that developing the art of listening is an important part of communication. We have only one mouth but two ears! Therefore we should listen twice as much as we speak.

1. Explain that you are going to tell the group a story. Wait until they have settled down and proceed to read the sample story. You will also need to prepare your own story based on your own experience and include a fair number of details such as names and dates. The story should take no more than 5 minutes to tell.
2. After you have read the sample story, say “I would like you to tell me as much as you can remember about the story”. As they tell you what they remember, write up their points on the flipchart in **black**, allowing spaces between lines. If there is a disagreement over the facts, put up all the points — do not correct any mistakes at this point.
3. Read the story again.
4. Now write any new information in **red**.
5. Next, highlight any incorrect information by drawing a ring around it in a different colour.

with them and in agreement. Take some time to clarify further if there are any disagreements. You may find that some people disagree with the 'correct' versions and you may need to spend some time on this. Check the answer sheet if in doubt. (40 mins)

## The Importance of Interaction and Communication

Read out the item 'Crying Babies'.

### Crying Babies

Babies in western societies cry a lot. Babies, on average, cry for 30 minutes before they get a response in western society. A baby cries when it needs something and crying is the only way it has of communicating its needs to its parents.

In some countries, a baby is carried around in a sling for about 6 months so it is always with its mother. She senses the baby's needs before it cries. The babies are always held by their mothers and feel snug and secure.

Western babies have to scream to get attention. Most western mothers are conscious of not spoiling their little ones so they tend not to pick them up as soon as they cry. They feel that if they pick up their child as soon as it cries, it will learn to cry or scream to get its own way. They also believe that this will spoil their child and make them selfish and demanding.



# Bullying — What is It?

Explain that we are now going to look at the subject of bullying.

It is difficult to study the incidence of bullying because, in many ways, it is a secret activity. The victim will often refuse to discuss the situation either out of fear of reprisal or because they do not want to be seen as telling tales. Those who witness the bullying may keep silent for the same reasons. It can be difficult to establish a bullying situation unless the target is willing to confide in a friend, teacher or parent. It is therefore important that this subject is tackled in a group setting whether it is a problem or not.

Remember that bullying is a difficult issue to deal with and some young people may not wish to talk about it. It is important to encourage openness and frankness to gain most benefit from this module.

This brings us to our main questions: What is bullying? How do you know if somebody is being bullied? What makes a person bully another?

Give out **WORKSHEET 33**.

Ask them to get into groups of 4 or 5 and look at the different situations. Which ones can be classed as bullying? Reconvene into the main group and discuss. Ask for volunteers to read out each scenario. Explain that these are *all* examples of bullying. (25 mins)

Explain that many people do not perform very well in examinations due to nerves or a variety of other reasons. It is important to discuss this issue with your teachers well in advance of an exam. Highlight the following:

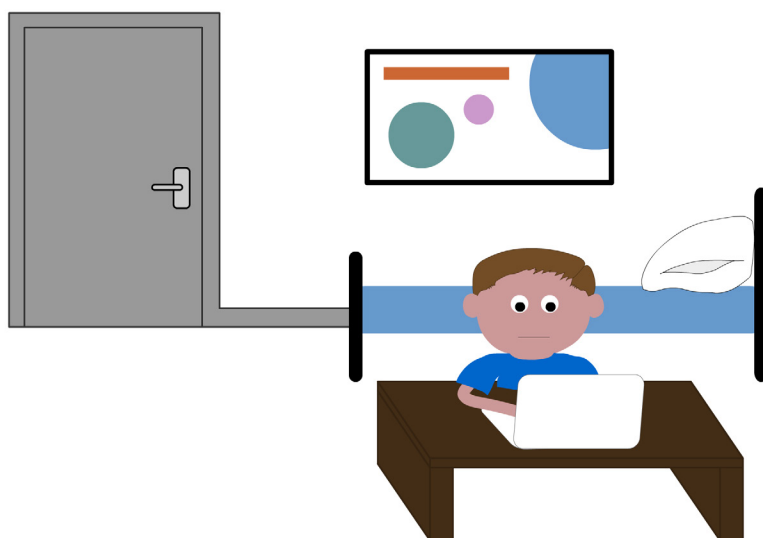
- Exams can reveal how well you are doing and pinpoint areas where improvements are needed.
- Exams are a means of accessing further education and university.
- Not all people are suited to a university education.
- There are other avenues that can be explored such as training and apprenticeships.
- Young people should not pin all their hopes on examination grades. (30 mins)

## Study Tips

Give out **WORKSHEET 37**.

Explain that the listed study tips can be used for any periods of study and not just for exams. Tell them to keep these study tips safe for future use. Use this exercise as an opportunity to encourage the group to consider further education.

If they are not regularly attending school, explain the benefits they will receive if they are present for school each day. Ask each of them what they would like to do when they leave school? Do they have any career goals? Do they know what they want to do when they start work? Do they know where to go for career advice and



counselling? If you do not have any information with you, tell them you will bring this information with you to the next session. Make sure you bring along plenty of information on the various training courses, college courses and apprenticeships that are currently available. Ask your local career advice centre for information. (10 mins)