

# POSITIVE EMPLOYABILITY MODULE

SYLLABUS

FOR  
UNICEF LIFE SKILLS  
AND CITIZENSHIP  
EDUCATION  
INITIATIVE





# FOREWORD

Dear Readers,

UNICEF Life Skills and Citizenship Education (LSCE) Initiative was launched by UNICEF Middle East and North Africa Regional Office in 2016, followed by a public roll-out of the LSCE Framework in October 2017. The LSCE enables youth to build important life skills that will help them now and in the future. LSCE modules are designed on the experiential learning approach of 'Knowing; Doing; Being'. This provides youth with a new learning experience and knowledge while affording them the opportunity to practically apply them in their everyday lives.

Through promoting integration of life skills in learning agendas and systems building, the initiative aims to contribute to better education outcomes, foster economic development through improved employment and entrepreneurship, and ensure social cohesion through increased civic engagement. In Lebanon, UNICEF has successfully engaged and collaborated with the government, in examining the framework of national curriculum reforms and the national TVET strategic framework. Furthermore, we have piloted innovative approaches that integrate the LSCE into non-formal learning settings and programmes.

The delivery of the Employability Module is intended to effectively support young people as they transition from school to work. Applying skills needed to boost resilience, self-confidence, initiative, planning and communication to face challenging labour market environments. Overall, the Employability Module provides a new skill set, embedded in the LSCE and Positive Leadership, ensuring young people are applying the skills necessary to transition into the labour market.

**TANYA CHAPUISAT**  
Representative  
UNICEF Lebanon



# WELCOME

Dear Readers,

This syllabus is a continuation of an extraordinary journey we started with UNICEF and their local partners in September 2017. The Positive Employability syllabus strives to build on the Positive Leadership Module delivered in May 2018. We continued our co-creative and collaborative approach during the design stage, remaining true to our organisational values and relying on the positive relationship development since September 2017. Consequently, we have collectively developed a module that not only resonates with local partners, but also reflects the reality of their working environments.

This syllabus is a product of the continued levels of energy, enthusiasm and passion that local partners brought into this collaborative and co-creation process. Their willingness to be actively engaged in creating content that they needed and delivering it in a way that they expect has been instrumental in opening our eyes to the contexts and challenges of their working environment. Considering their inspirational work, and indeed the volume of this workload, we are extremely grateful and humbled by their willingness to approach this process with such open minds.

Specifically, we would like to express our sincere gratitude to those who attended our workshops and field tests. Their field experience and knowledge has been an invaluable resource. They were transparent and open with regards to their insights and points of view while also managed to communicate their passion for their work and desire to have a continued positive impact on young people.

It is our hope that the Positive Employability module will build on the reported positive impact of the Positive Leadership Module. We are passionate advocates for the development of positive leaders and we believe this is a further progressive step in the development of future community, workplace, societal and regional leaders.



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The Positive  
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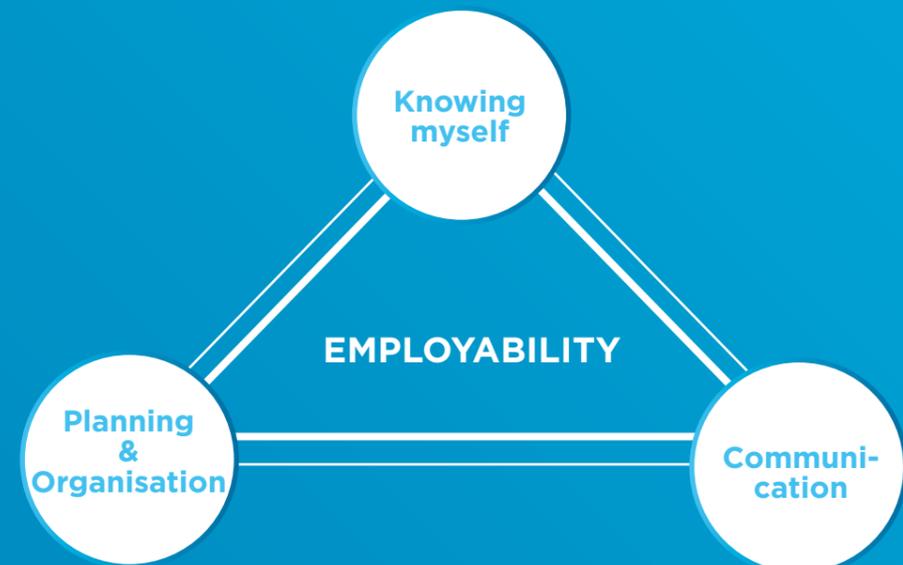


# INTRODUCTION

Education and skills development are enablers for economic growth and key in preparing young people for jobs. Each year, millions of young people around the world start looking for work. Yet, current provisions for education and training in many countries remain inadequate to effectively support young people as they transition from school to work given the mismatch of skills between labour supply and demand, UNICEF has found.

UNICEF is addressing this skills gap that requires improving education opportunities to better address foundational skills, such as literacy, numeracy and transferable skills, such as problem-solving, critical thinking and entrepreneurial capabilities. Expanding specialised technical and vocational training is equally important.

This gap between skills development and labour demand has major implications for both governments and business, undermining broader economic development and social stability. In many sectors, high unemployment coexists with skills shortages. Young people are particularly impacted by unemployment and underemployment (lower quality jobs and informal employment), perpetuating high levels of poverty. Moreover, growing youth populations that outnumber the availability of job opportunities can lead to large pools of idle, disaffected youth making countries more susceptible to social unrest, UNICEF concludes. Within the UNICEF Life Skills and Citizenship Education Initiative, Employability shall focus on transferable skills that can be split into these dimensions:



# POSITIVE EMPLOYABILITY MODULE

The Positive Employability Module contains 10 lessons divided into three separate yet inter-related categories - Knowing myself, Communication and Planning and Organisation. The intention is to effectively support young people as they transition from school to work.

Each individual lesson is purposefully designed to reflect more than one individual life skill, hereby further encouraging the embedding of the Life Skills Curriculum being delivered across multiple programmes by local partners.

## KNOWING MYSELF

**01**  
Growth Mindset

**02**  
Strengths

**03**  
Skills

**04**  
Needs & Wants

## COMMUNICATION

**07**  
Negotiation

**06**  
Presenting yourself

**05**  
Inquiry

## PLANNING AND ORGANISATION

**08**  
Time Management

**09**  
Research

**10**  
Preparation





## POSITIVE EMPLOYABILITY MODULE

## DELIVERY

The Positive Employability Module has been designed to ensure that each lesson is delivered in a sequence that ensures that each new piece of knowledge and acquired skill is utilised at multiple points in the module. This design enables students to practise their skills at many points across the module.

Therefore, the following four dimensions of learning in the 'Life Skills and Citizenship Education Initiative in the Middle East and North Africa': Learning to know/cognitive dimension; Learning to do/Instrumental dimension; Learning to be/individual dimension; and Learning to live together/social dimension, are mirrored by our Serrano 99 experiential approach to leadership development of Knowing - Doing - Being. Lessons are structured to mimic this approach, focusing on the experiential approach in class while encouraging the use of these skills in daily life.



## POSITIVE EMPLOYABILITY MODULE

## CHALLENGES

The variety of entry points for young people into the vast array of programmes available to them, from Basic Numeracy and Literacy to vocational training and innovation hubs, presented a unique set of challenges for developing a module that could be delivered by all local partners regardless of the programme. These challenges are as follows:

- Literacy levels
- Age
- Gender
- Ethnicity
- Socioeconomic conditions
- Culture
- Life experience
- Programme objectives

Consequently, the Positive Employability Module has been developed to ensure clear guidance regarding the delivery of Key Learning Points (KLPs) while providing some liberty to trainers to draw on their own knowledge and experience to adapt each plan to their unique context.



## POSITIVE EMPLOYABILITY MODULE

## SYLLABUS & MANUAL

The following two primary documents are mutually supportive and to be used in conjunction to deliver the Positive Employability Module:

- Positive Employability Module Syllabus: this provides an overview of each lesson, its rationale, objectives and the core life skills affected.
- Positive Employability Module Trainers Manual: this provides a detailed instructional plan with additional information about lesson exercises, discussion strategy, do's and don'ts, and context awareness for trainers.



## POSITIVE EMPLOYABILITY MODULE

## CRITERIA & RECOMMENDATION

To deliver the Positive Employability Module in a manner that ensures uniformity and quality, we have established several sets of criteria:

- All Positive Employability Module trainers must complete the Train of Trainers (ToT) course and receive the appropriate certification (the criteria for selection for this course is established in this document) and hold the Positive Leadership Module Trainer certification.
- All young people attending this module must have completed the Positive Leadership Module prior to commencing the module.

We are very cognisant of the challenges faced by local partners in scheduling the introduction of the Positive Employability Module into their programmes. Consequently, rather than establish the following as criteria, we include them as recommendations:

- The Positive Employability Module should not be delivered as a single block of instruction.
- The essential ingredient of this module is that young people practise after each lesson, then strive to apply it when transitioning from school to work.
- Therefore, a minimum of three days should be considered between the delivery of each class.



## POSITIVE EMPLOYABILITY MODULE

## OUTCOMES

On completion of the Positive Employability Module, young people will be more attuned to their own attributes, as well as being able to communicate them and prepare for their transition from school to work. As future contributors in their own community, our aspiration is that these young people will gain self-confidence and resilience to transition into challenging labour markets, fully aware of their own potential.



## POSITIVE EMPLOYABILITY MODULE

## M & E FRAMEWORK

Monitoring and Evaluation of this and other modules is important in order to gain insights for future developments and appreciate the impact of the content provided. Local partners already have a variety of pre and post surveys, that analyse content, delivery and a multitude of other factors, specify to that local partner.

In addition, all trainers (partner organisations) delivering this module are encouraged to include the following question into their pre and post evaluations and report those back to UNICEF:

Question:

On a scale from 0 to 10, where 0 means completely unprepared and 10 means completely prepared, how prepared do you feel to attend a job interview, if the job interview would happen tomorrow?

Completely unprepared					completely prepared				
1	2	3	4	5	6	7	8	9	10



KNOWING  
MYSELF

01  
GROWTH  
MINDSET

# GROWTH MINDSET

Discovering thought processes

## CONTEXT & RATIONALE

We all live with automated thought processes throughout our day. These processes can be both a positive and a negative influence on our behaviour and our decision-making processes. Understanding why we have automated thought processes and how they influence us is an important facet of self-awareness.

Identifying some of our automated thought processes can help identify where our anxiety, frustration or anger come from. Consequently, this awareness can encourage a broader engagement with others across divides by improving our self-management and reducing our natural tendency to jump to judgement and make quick decisions.

## OBJECTIVES

1. Understand thought processes and barriers to open mindedness.
2. Appreciate how automated thought processes influence our behaviour and decision-making.
3. Encourage a growth mind-set and improve open-mindedness.

## CORE LIFE SKILLS AFFECTED

All life skills: communication; cooperation, creativity, critical thinking, decision-making, empathy, negotiation, participation, problem-solving, resilience, respect for diversity, self-management.

Activity Number	Duration	Activity	Activity Objective	Activity Instructions	Activity Outcome
1	3	Context	Introduce Students to the 10 Class PE Module	Present overview as per Trainer Manual	Journey explanation
2	10	Key Learning Point (KLP) 1 Discussion	What are thought processes?	Discussion facilitation as per Trainer manual	Understanding the impact of automated thought processes
3	5	Key Learning Point (KLP) 1a	Understand slow vs Fast Brain	Introduce concept as per Trainer manual	Understanding the concept slow vs fast brain
4	5	Key Learning Point (KLP) 1b	Understand Reacting vs Responding	Introduce concept as per Trainer manual	Understand the concept of Reacting vs Responding
5	5	Key Learning Point (KLP) 1c	Understand Mental Models	Introduce concept as per Trainer manual	Understand the concept of Mental Models
6	5	Key Learning Point (KLP) 1d	Understand Biases	Introduce concept as per Trainer manual	Understand the concept of Biases
7	5	Key Learning Point (KLP) 1e	Understand Knowing vs Not Knowing	Introduce concept as per Trainer manual	Understand the concept of Knowing vs Not Knowing
8	10	Key Learning Point (KLP) 2 Discussion	What is open-mindedness and how do I become more open minded?	Discussion facilitation as per Trainer manual	Understand the concept of open-mindedness
9	2	Conclusion	Recap of Lesson	Questions as per Trainer manual	Reinforce KLP 1 - 2



KNOWING  
MYSELF

02  
STRENGTHS

# STRENGTHS

Focusing on your assets

## CONTEXT & RATIONALE

When we work with our strengths we are more likely to be engaged, achieve 'flow' and have high energy levels. Encouraging young people to identify their individual strengths will help them appreciate the benefits of using their strengths more frequently, as well as generating a change in mindset regarding how they present themselves when transitioning from school to work.

## OBJECTIVES

1. Help young people identify some of their own personal strengths.
2. Enable young people to identify when they use their strengths.
3. How can you use your strengths when transitioning from school to work?

## CORE LIFE SKILLS EFFECTED

Communication, cooperation, critical thinking, decision-making, participation, resilience, respect for diversity, self-management.

Activity Number	Duration	Activity	Activity Objective	Activity Instructions	Activity Outcome
1	5	Revision	Remind Students of Content from Lesson 01	Questions and discussions as per Trainer Manual	Reinforce KLPs from Lesson 01
2	10	Introduction	What are strengths vs skills?	Discussion facilitation as per Trainer manual	Understanding the difference between strengths and skillsconnection with topic
3	5	Key Learning Point (KLP) 1 Discussion	Understand Individual Strengths	Introduce concept as per Trainer manual	Understanding the concept of Individual Strengths
4	5	Key Learning Point (KLP) 2b	Understand Collective Strengths	Introduce concept as per Trainer manual	Understand the concept of Collective Strengths
5	10	Key Learning Point (KLP) 3 Discussion	Explore Character Strengths	Discussion facilitation as per Trainer manual	Understand strengths and work context
6	10	Key Learning Point (KLP) 4 Discussion	Explore weaknesses and introduce reframing tool	Discussion facilitation as per Trainer manual	Ability to turn weaknesses into future challenges
7	3	Homework	360 Character Strengths	Explain homework as per Trainer manual	Understand Individual Strengths
8	2	Conclusion	Revision of lesson	Questions as per Trainer manual	Reinforce KLP 1 - 4



KNOWING  
MYSELF

03  
SKILLS

# SKILLS

Knowing your abilities

## CONTEXT & RATIONALE

Identifying and building confidence in one's skills is an important aspect in the transition from school to work. Technical and vocational skills will need to be benchmarked with peers and the requirements of the labour market. The more young people have a realistic assessment of what they can do and where they will need to improve, the better they will make the transition from school to work.

## OBJECTIVES

1. Help young people identify their skills.
2. Enable young people to identify when they use their skills.
3. Create the opportunity for young people to benchmark their skills.

## CORE LIFE SKILLS AFFECTED

Communication, critical thinking, decision-making, participation, problem-solving, resilience, self-management.

Activity Number	Duration	Activity	Activity Objective	Activity Instructions	Activity Outcome
1	5	Revision	Remind Students of Content from Lesson 02	Questions and discussions as per Trainer Manual	Reinforce KLPs from Lesson 02
2	10	Key Learning Point (KLP) 1 Discussion	What are skills vs strengths?	Discussion facilitation as per Trainer manual	Understanding the difference between skills and strengths
3	20	Key Learning Point (KLP) 2 Activity	Understand Individual Skills	Facilitate Activity as per Trainer manual	Understanding Individual Skills
4	10	Key Learning Point (KLP) 3 Discussion	Explore skills benchmarking	Discussion facilitation as per Trainer manual	Ability to benchmark one's skills
5	3	Homework	360 Skills	Explain homework as per Trainer manual	Understand Individual Skills
6	2	Conclusion	Recap of Lesson	Questions as per Trainer manual	Reinforce KLP 1 - 3

KNOWING  
MYSELF



04  
BIASES

## CLASS DESIGNATION PEM04

# NEEDS & WANTS

## FINDING CARRIER GOALS

### CONTEXT & RATIONALE

Starting your employment with a sense of direction that relates to your own purpose and professional goals, requires and understanding of needs and wants.

Not only identifying their professional goals but also preparing young people for an ever-changing work environment is essential. Opportunities for young people will be created when they understand how their skills are transferable to new and different workplace situations.

### OBJECTIVES

1. Understand how personal needs and wants relate to professional goals
2. Explore personal purpose/dreams and how they relate to professional goals
3. Build an appreciation of changing workplace environments and transferable skills

### CORE LIFE SKILLS AFFECTED

All life skills: communication, cooperation, critical thinking, decision-making, resilience, self-management.

Activity Number	Duration	Activity	Activity Objective	Activity Instructions	Activity Outcome
1	5	Revision	Remind Students of Content from Lesson 03	Questions and discussions as per Trainer Manual	Reinforce KLPs from Lesson 03
2	10	Key Learning Point (KLP) 1 Discussion	What are professional goals?	Discussion facilitation as per Trainer manual	Understanding how professional goals relate to their purpose
3	5	Key Learning Point (KLP) 1 Discussion	Revise Purpose/ Dream lesson from PLM07	Revise as per Trainer manual	Understanding your purpose
4	13	Key Learning Point (KLP) 1 Activity	What are your professional goals?	Activity as per Trainer manual	Building the understanding of their professional goals
5	5	Key Learning Point (KLP) 2	Understand transferable skills	Introduce concept as per Trainer manual	Understand the concept of Transferable skills
6	10	Key Learning Point (KLP) 2 Activity	Discover your transferable skills	Activity as per Trainer manual	Discover transferable skills
7	2	Conclusion	Recap of Lesson	Questions as per Trainer manual	Reinforce KLP 1 - 2



COMMU-  
NICATION

**05**  
INQUIRY

## CLASS DESIGNATION PEM05

# INQUIRY

## MAKING THE MOST OUT OF SOURCES

### CONTEXT & RATIONALE

Preparedness through research is an important aspect when interviewing for a new opportunity. Identifying how and whom to consider for information is vital in building up self-confidence and understanding the requirements placed on a certain role, as well as the sector and specific organisation that young people will put themselves forward to.

### OBJECTIVES

1. Understand the importance of research and a wide range of resources.
2. Build capacity around inquiry related to the workplace.
3. Inspire detailed research around young people's dream jobs and current opportunities.

### CORE LIFE SKILLS AFFECTED

All life skills: communication, critical thinking, empathy, respect for diversity, self-management.

Activity Number	Duration	Activity	Activity Objective	Activity Instructions	Activity Outcome
1	5	Revision	Remind Students of Content from Lesson 04	Questions and discussions as per Trainer Manual	Reinforce KLPs from Lesson 04
2	15	Key Learning Point (KLP) 1 Discussion	Why is inquiry important?	Discussion facilitation as per Trainer manual	Understanding the importance of inquiry
3	5	Key Learning Point (KLP) 1	Recap insights from Positive Communication	Introduce concept as per Trainer manual	Understanding the concept of Positive Communication
4	5	Key Learning Point (KLP) 2	Introduce Interview guide	Introduce concept as per Trainer manual	Understand the concept of The interview guide
5	15	Key Learning Point (KLP) 2 Activity	Positive Inquiry	Activity as per Trainer manual	Discover each other dream job
6	5	Conclusion	Recap of Lesson - Brief on Homework	Questions as per Trainer manual	Reinforce KLP 1 - 2



COMMUNIC-  
NICATION

06

PRESENTING  
YOURSELF

## CLASS DESIGNATION PEM 06

# PRESENTING YOURSELF

Tell your story

### CONTEXT & RATIONALE

Storytelling is an important aspect in many work-related areas. For young people seeking new opportunities and impressing potential employers with themselves, preparedness when telling their own story is vital. A simple framework paired with extensive exercise will prepare them for the interview situation.

### OBJECTIVES

1. Understand the importance of storytelling.
2. Appreciate how stories are built and how others receive your own story.
3. Build self-confidence for telling their own story.

### CORE LIFE SKILLS AFFECTED

All life skills: communication, cooperation, creativity, empathy, negotiation, participation, resilience, self-management.

Activity Number	Duration	Activity	Activity Objective	Activity Instructions	Activity Outcome
1	5	Revision	Remind Students of Content from Lesson 05	Questions and discussions as per Trainer Manual	Reinforce KLPs from Lesson 05
2	10	Key Learning Point (KLP) 1 Discussion	Why is storytelling important?	Discussion facilitation as per Trainer manual	Understanding the importance of story-telling
3	10	Key Learning Point (KLP) 2	Understand story-telling framework	Introduce concept as per Trainer manual	Understanding the story-telling framework
4	20	Key Learning Point (KLP) 2 Activity	Build and tell your story	Activity as per Trainer manual	Build and tell your story
5	5	Conclusion	Recap of Lesson and brief Homework	Questions as per Trainer manual	Reinforce KLP 1 - 2



COMMUNIC-  
NICATION

# 07

## NEGOTIATION

## CLASS DESIGNATION PEM 07

# NEGOTIATION

Understanding your value-added

### CONTEXT & RATIONALE

Seeking work opportunities as a young person can be challenging. A multitude of new situations arise. Although when being at the start of a career, negotiation power is reduced, the emphasis lies on understanding value added and benchmarks within the sector to not only protect young people from being exploited but also to manage expectations and build resilience when negotiating compensation packages.

### OBJECTIVES

1. Understand the context of negotiations in a jobseeker setting.
2. Appreciate the importance of benchmarking and alternative compensation packages
3. Inspire further research and self-awareness around value added.

### CORE LIFE SKILLS AFFECTED

All life skills: cooperation, creativity, critical thinking, decision-making, negotiation, participation, problem-solving.

Activity Number	Duration	Activity	Activity Objective	Activity Instructions	Activity Outcome
1	5	Revision	Remind Students of Content from Lesson 06	Questions and discussions as per Trainer Manual	Reinforce KLPs from Lesson 06
2	10	Key Learning Point (KLP) 1 Recap	Recap Positive Negotiation class from Positive Leadership Module	Discussion facilitation as per Trainer manual	Understanding the concept of Positive Negotiation
3	10	Key Learning Point (KLP) 2	Understand benchmarking and value-added	Introduce concept as per Trainer manual	Understanding the concept of benchmarking and value-added
4	20	Key Learning Point (KLP) 2 Activity	Discover benchmarks and value-added	Activity as per Trainer manual	Find benchmarks and value-added sources
5	5	Conclusion	Recap of Lesson and brief Homework	Questions as per Trainer manual	Reinforce KLP 1 - 2

PLANNING  
AND ORGANI-  
SATION



**08**  
TIME  
MANAGEMENT

**CLASS DESIGNATION  
PEM 08****TIME MANAGEMENT****REDUCING STRESS BY PLANNING****CONTEXT & RATIONALE**

Going to a job interview can create stressful situations, not only on the day to go there but also during the time of preparation for this, in most of the young people's case, unfamiliar situation. Planning tasks and journeys to and from an interview will help reduce stress and anxiety prior to the interview situation.

**OBJECTIVES**

1. Understand the importance of time management.
2. Build capacity with easy techniques to plan and organise tasks and journeys.
3. Encourage deliberate planning prior to seeking job opportunities.

**CORE LIFE SKILLS AFFECTED**

All life skills: creativity, critical thinking, decision-making, problem-solving, resilience, self-management.

Activity Number	Duration	Activity	Activity Objective	Activity Instructions	Activity Outcome
1	5	Revision	Remind Students of Content from Lesson 07	Questions and discussions as per Trainer Manual	Reinforce KLPs from Lesson 07
2	10	Key Learning Point (KLP) 1 Discussion	What does time management mean?	Discussion facilitation as per Trainer manual	Understanding the concept of time management
3	5	Key Learning Point (KLP) 2a	Understand scheduling	Introduce concept as per Trainer manual	Understanding the concept scheduling
4	5	Key Learning Point (KLP) 2b	Understand prioritisation	Introduce concept as per Trainer manual	Understand the concept of prioritisation
5	5	Key Learning Point (KLP) 3a	Understand habits	Introduce concept as per Trainer manual	Understand the concept of habits
6	5	Key Learning Point (KLP) 3b	Understand barriers to planning	Introduce concept as per Trainer manual	Understand the barriers of planning
7	10	Key Learning Point (KLP) 3c Activity	Journey planning	Activity as per Trainer manual	Plan journey to interview
8	5	Conclusion	Recap of Lesson and brief Homework	Questions as per Trainer manual	Reinforce KLP 1 - 3



PLANNING  
AND ORGAN-  
ISATION

09  
RESEARCH

**CLASS DESIGNATION**  
**PEM 09****RESEARCH**

## COLLECTING INFORMATION

**CONTEXT & RATIONALE**

Finding sources and tapping into new and unfamiliar sources can be an inspiring way to familiarise young people with the opportunities they are seeking. In addition, bringing all this information together and sharing these in class delivers new information to inform more confident young people before entering into employment.

**OBJECTIVES**

1. Understand the importance of research and validity of information.
2. Encourage to seek information 'outside of the box'
3. Build a wide range of sources to inform young people around the opportunities they are seeking.

**CORE LIFE SKILLS AFFECTED**

All life skills: communication; cooperation, creativity, critical thinking, problem-solving, self-management.

Activity Number	Duration	Activity	Activity Objective	Activity Instructions	Activity Outcome
1	5	Revision	Remind Students of Content from Lesson 08	Questions and discussions as per Trainer Manual	Reinforce KLPs from Lesson 08
2	10	Key Learning Point (KLP) 1 Discussion	What kind of research can you do?	Discussion facilitation as per Trainer manual	Understanding the importance of research
3	5	Key Learning Point (KLP) 1a	Understand validity of information	Introduce concept as per Trainer manual	Understanding the validity of information
4	15	Key Learning Point (KLP) 2 Activity	Group research	Activity as per Trainer manual	Finding sources and information
5	10	Key Learning Point (KLP) 3	Brief on Homework for final class	Briefing as per Trainer manual	Understand the final class
6	5	Conclusion	Recap of Lesson	Questions as per Trainer manual	Reinforce KLP 1 - 3

PLANNING  
AND ORGAN-  
ISATION



**10**  
PREPARATION

**CLASS DESIGNATION**  
**PEM 10****PREPARATION****BE READY****CONTEXT & RATIONALE**

The job interview situation can be unfamiliar for young people. The more help that is given to prepare for this situation the better. After a journey of self-awareness and the preparation for the interview situation, this is the time to bring it all together and practise.

**OBJECTIVES**

1. Combine learnings from all previous classes.
2. Practise the interview situation.
3. Inspire young people to seek new and exciting opportunities.

**CORE LIFE SKILLS AFFECTED**

All life skills: communication; cooperation, creativity, critical thinking, decision-making, empathy, negotiation, participation, problem-solving, resilience, respect for diversity, self-management.

**PLANNING AND ORGANISATION | 10 PREPARATION**

Activity Number	Duration	Activity	Activity Objective	Activity Instructions	Activity Outcome
1	5	Revision	Remind Students of Content from Lesson 09	Questions and discussions as per Trainer Manual	Reinforce KLPs from Lesson 09
2	40	Key Learning Point (KLP) 1 Activity	Job interview practise	Activity as per Trainer manual	Practise the job interview situation
3	5	Conclusion	Recap of module	Questions as per Trainer manual	Inspire for the future

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