

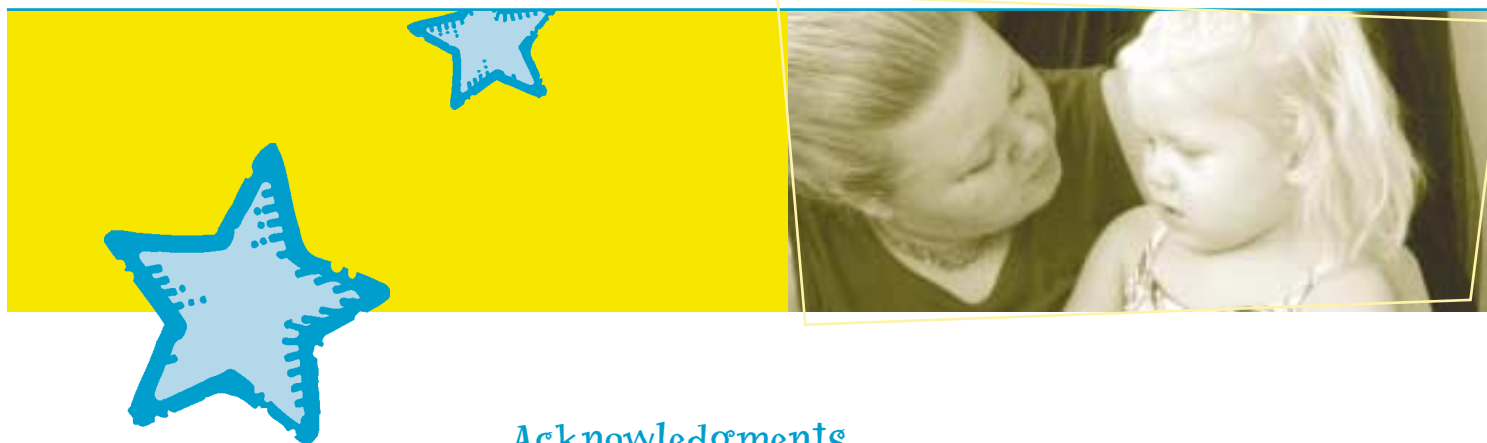


getting
what you  want!



Pathways to Education, Employment
and Training

Presenter's Handbook



Acknowledgments

This program was produced as part of the Young Mothers for Young Women Peer Education strategy.

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the handbook





Aims of Getting What You Want: Pathways to Employment, Education and Training:

- To create pathways to education, employment and training by increasing the opportunities and choices of young women who are pregnant or parenting
- To provide young pregnant and parenting women with the opportunity to access accurate information and appropriate support through their peers

This handbook is designed for peer educators who will conduct *Getting What You Want: Pathways To Employment, Education and Training*.

It has been designed to be used with the *Participant's Diary and Getting What You Want: A Peer Guide to Facilitating Workshops*. Together these resources aim to provide information to young women aged 14 to 25 about how to create their own pathways into employment, education and training.

This program has been designed by Young Mothers for Young Women, with the aim of creating a training program acknowledging the needs and interests of groups of young pregnant and parenting women. It is therefore designed to be flexible and easy to implement.

Getting What You Want: Pathways to Employment, Education and Training

is a self-directed program focussing on creating pathways towards returning to either education, employment or training. As a group, participants decide what they want to learn about and how they will learn it. There are many things in pregnant and parenting young women's lives that impact on what they do as women and as mothers. This program can help to explore areas of young women's lives and what they need to be able to do to further education, employment and training opportunities.

Getting What You Want: A Peer Guide to Facilitating Workshops should be read before starting any sessions. This booklet will give peer workers information about facilitating groups, as well as some useful information about peer education and group exercises.

Objectives of Getting What You Want: Pathways to Employment, Education and Training:

- Develop knowledge of existing pathways to education, employment and training
- Improve young women's access to further education and training
- Develop knowledge and skills regarding individual, systems and community advocacy to address barriers for young women's participation when they are parents
- Develop knowledge of existing services and resources that they and other young women who are parents and their children can access
- Recognise and enhance young women who are parents' strength and potential
- Strengthen their support networks including peer support
- Develop confidence and self esteem of young women who are pregnant or parenting

(adapted from the Young Women who are Parents Opportunity and Choices Training Program)



The program consists of 15 sessions made up of four sections.

1. Introduction and planning sessions (sessions 1 and 2). The aim of these sessions is to prepare with participants the content of the program.
2. Information and training sessions (sessions 3 through to ten). The aim of these sessions is to equip participants with the knowledge to access the resources and information needed to enhance their ability to return to education, employment and training.
3. Advocacy sessions (sessions 11 through to 14). The aim of these sessions is to increase the awareness and address the issues and barriers affecting young women's access to employment, education and training.

4. Closing session (session 15). The aim of this session is for participant's to celebrate their achievements throughout the program and to begin to think about their goals for employment, education and training.

Young Mothers for Young Women, a peer support, education and advocacy network, is a group of young women who

- Acknowledge that young women who are parenting need the opportunity for support, information, friendships and education, as well as the opportunity to have fun.
- Recognises that peer support and advocacy are important in assisting young women maintain safe, healthy relationships and lifestyles.

- Runs a network of young women as part of Coolock – A Resource Centre for Young Women and their families.

- Recognises that informed peers can enhance young women's access to information and services

The network was established in 1994 after a participative research project exploring the links between gender and violence in the lives of young mothers. One of the recommendations from this project was to form a network of young women to offer peer support, education and advocacy. This network is called Young Mothers for Young Women (YMYW).





peer programs



Peer Education

The Getting What You Want: Pathways to employment, education and training program is based on the principles of peer education.

Peer education:

- Respects participants as individuals
- Flourishes in a climate of trust and openness
- Sees the presenter as both teacher and learner as are the participants
- Sees the presenter as part of the group and not over the group

- Encourages interchange, not only between presenter and group but also among the participants themselves
- Is supportive and fosters self esteem
- Respects the experience of the participants
- Appeals to both thinking and feeling ways of knowing

See *Getting What You Want: A Peer Guide to Facilitating Workshops* for more information regarding peer education.



Peer Advocacy

A four-Session peer advocacy project is included at the end of *Getting What You Want: Pathways to Employment, Education and Training*. This aims to provide participants with the opportunity to utilise the skills they learn during the previous ten Sessions.

Peer Advocacy occurs when a person speaks out and assists others to speak out, with or on behalf of the peer group that they belong to, on issues and decisions that affect the lives of their peers. This may occur on a variety of different levels, ranging from advocating to governments on policies; assisting a person to redress individual cases of discrimination; or participating in a process where a peer may be vulnerable to statutory intervention.

There is no person better to speak out on the issues affecting young women than young women themselves.

The Peer Advocacy Project is a self-directed process and it is essential that young women identify the issues they feel affect them and

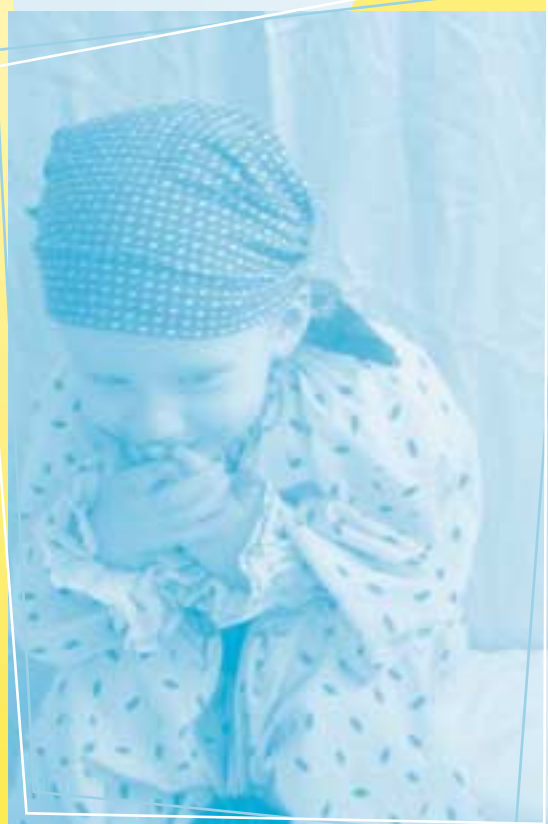
choose a project they can get excited about.

Some examples of advocacy projects:

- Developing a poster or card with a message
- Creating a pamphlet with information relevant to young women
- Inviting Government and service representatives to an event to hear from young women about their experiences
- Writing letters to members of parliament about assistance they could provide to young women who are parents
- Speaking to the media to address negative stereotypes of young parents
- Speaking out for more programs to create pathways to education, employment and training
- Bringing young women who are parents together to reflect on the experience and plan actions to assist with creating positive change in the lives of young families.



getting started



Having agreed on the peer model for *Getting What You Want: Pathways to Employment, Education and Training* and received organisational backing, the important stages are as follows:

1. selection of group participants
2. finding an appropriate venue
3. creating a climate for the workshop
4. extra considerations

1 Group Participants- Where do they come from?

Participants for the program can be invited from other peer programs, agency referrals, hospitals, personal or informal contacts with other group members etc. Young women who have identified they wish to return to or enter employment, education or training. (See Sample 2)

2 Finding the appropriate Venue

The ideal environment for presenting peer group programs for young pregnant and parenting women has the following requirements:

- An appropriate space for childcare to be available on the premises in a secure and well-resourced environment
- Located close to public transport
- A kitchen and catering facilities (plates & cups) to provide healthy food and drinks during the program
- An interview room that allows for individual and private time between participants, peer facilitators and professional staff
- A designated smoking area close by, yet away from children and non-smokers

3 Creating a Climate for the Workshop

Peer education flourishes in a climate of trust, respect and acceptance. These do not just happen. Peer Educators need to put strategies in place to try to achieve this climate while the participants are gathering.



Some suggestions include:

- Arriving in plenty of time for the workshop so that everything is prepared and ready to go before the participants start arriving
- Greeting participants as they arrive and introducing yourself
- Handing the *Participant's Diary* personally to each participant rather than just leaving it on the seats
- Inviting participants to write their names on name tags. (In some situations the use of name tags frees participants to talk more easily to each other)
- Having appropriate music playing as participants arrive
- Explaining child care arrangements and problem solving any concerns about child care
- Ensuring participants sign an attendance register.

4a Transport/Childcare/Catering

Young women who are parents experience many barriers to participating in education and training, and any program respecting the reality of these young women's lives needs to attempt to break down these barriers. Therefore the provision of transport, childcare and lunch are essential in the planning of *Getting What You Want: Pathways to Employment, Education and Training*.

4b A Variety of Situations

This workbook is designed to cover many different situations. It offers a variety of suggestions. It will be up to the presenters, however, to choose those that would be suitable for the particular group the presenter will be leading.

the training program



The following components are important parts of each session in *“Getting What You Want: Pathways to Employment, Education and Training”*. Peer workers need skills in all of the following areas in order to facilitate the program. These topics may form the basis of peer worker training prior to beginning the program, as they are beneficial to all areas of work that peer workers may undertake.

Pre-Session

- Greet participants as they arrive (a good time to check out how they have been since the last session)
- Participants may choose to make tea/coffee/cold drink before the session begins
- Assist participants to settle their children into childcare/children’s activities

Welcome & Overview

- Giving information about the location of toilets, tea and coffee facilities, water, any designated areas (smoking, childcare), and discussion surrounding the use of mobile phones
- Pointing out to participants that they have the responsibility of looking after themselves during the workshop and that they are free to leave at any time
- Pointing out that the peer facilitators can be approached at any time to discuss issues that may be of a personal nature or not relevant to the whole group
- Give participants an opportunity to raise any issues from the previous session, give any additional

feedback from the previous session or make any comments relevant to the previous session

- Describe to the participants briefly what the session will involve, topics covered, breaks and activities. It may help to have this prepared on butcher’s paper so that throughout the day participants can check the progress, next break time etc.
- Be sensitive to needs of young women in relation to child care and assist in problem solving any concerns.

Breaks

It is important that regular breaks are included when planning each session. These breaks need to be spaced fairly evenly apart and participants need to know in advance when the next break will be.

A short break of about 20 minutes for morning or afternoon tea gives enough time to grab a quick drink, cigarette or trip to the toilet. It also gives participants an opportunity to check on their children, which is important particularly if this is their first contact with childcare.

Lunch breaks should be least 45 minutes long and no more than an hour. It is important that lunch break gives enough time for people to eat, have a quick chat and re-energise but not too long that focus is lost. Breaks need to be flexible to meet the needs of the group.

Do not consider cutting out a break if a session is running behind schedule, rather look at a balance between shortening breaks and sessions. These breaks are essential for people to remain active and energetic participants throughout the entire session.

Forming the group

- The use of icebreakers/warm up exercises is essential. Not only do they help the group to get to know one another better, but they also help to lift the energy of the group. It is very important which icebreakers are used at what time during the program
- All of the exercises should be done in the group, but participants need to have the option to pass if they want to
- The facilitators should always go first, as this models how other participants should respond
- Exercises should be chosen to reflect what stage of the training you are in and what atmosphere you are attempting to create. Will it liven up the room when you would prefer that people were calmer?
- See Sample 3 for examples

Group Contract

- This group contract provides a written statement about what the group needs to work and learn well together
- Everyone needs to agree to adhere to the group contract throughout the training program
- The contract needs to be reviewed regularly to see if people are still comfortable with it, maybe changes need to be made
- Once formed the group contract should be displayed at every session so that participants can regularly look over it for themselves



Guest Speakers

Guest speakers will need to be found and booked quickly as people's lives are busy and they are often asked to give their time on a voluntary basis. If possible budgets should include payment for guest speakers. It is essential that guest speakers be met with prior to coming to the group. Sometimes due to time constraints this is not always possible, so at the very least peer facilitators should have a telephone conversation with the guest speaker. This is so that they are well informed about the program and its participants. This also gives the peer facilitators an opportunity to discover the appropriateness of the speaker for the group. Letters should be sent to all guest speakers. Firstly, to confirm arrangements and secondly, to thank them.

Guest speakers will be received best by young women if they present in a way that is:

- Informal and relaxed
- Encouraging discussion and group participation, by allowing participants to ask questions at any time and allowing group members to share their own experiences and expertise
- Providing good handouts where possible

- Using language that can be understood by young women

By using these guidelines and some of your own, an atmosphere will be created where young women will be relaxed and comfortable and therefore more open to learning.

Some examples of agencies that can provide guest speakers:

- Women's Infolink
- A working women's advocacy service
- Female General Practitioner
- Local domestic violence centre
- Office of Child Care
- Centrelink
- Community Legal Centres
- Local members of Parliament

Brainstorming

Brainstorming is a great way of generating lots of ideas within a group.

- Brainstorming should be done in a relaxed environment where participants can be as free with their answers as they want to be
- All ideas are valuable and should be included no matter how ridiculous and irrelevant they seem

- During a brainstorming session ideas should not be judged or criticised
- Only after the brainstorming session should ideas be discussed and evaluated

Procedure for brainstorming

1. Define the problem or idea to be brainstormed. Make sure everyone is clear on the topic being explored
2. Set up the "rules" for the session. They should include:-
 - ~ Letting the facilitator lead the brainstorming exercise
 - ~ Allowing everyone to contribute
 - ~ Ensuring that no one will insult, demean or evaluate another participant or their response
 - ~ Stating that no answer is wrong
 - ~ Recording each answer unless it is a repeat
 - ~ Setting a time limit and stopping when that time is up
3. Start the brainstorming. The facilitator may need to select participants to share their answers. All answers should be written down on butcher's paper so that they can be seen by all
4. Once you have finished brainstorming, go through the results and begin evaluating the responses. Some initial qualities to look for when evaluating the responses include:-
 - ~ Looking for any answers that are repeated or similar
 - ~ Grouping like concepts together
 - ~ Eliminating responses that definitely fit

- ~ Now that you have narrowed your list down, discuss the remaining responses as a group

Discussion times

Getting What You Want: Pathways to Employment, Education and Training is designed in a way that allows for a lot of discussion between participants.

Respectful group discussion requires leadership by the peer facilitators so that every participant feels that their input is respected and valued.

People may dominate discussion times regularly throughout the program, peer workers should maintain an awareness that this will happen. It is important to facilitate the discussions in such a way that all members of the group have an opportunity to be involved in the discussion.

Often during discussion times the focus of the discussion can be lost, peer workers need to be aware of this and have ideas on how they can bring the group back to the intended focus.

Peer workers need to discuss and have a joint understanding of how they will handle disclosure of personal information. When a young woman discloses personal or private information in a group discussion peer workers should approach her during the next break and offer her the opportunity for a more private discussion.

Displays

- Butcher's paper should be used to display group work around the room each session
- The group contract, underlying principles and reflections of each

session should be kept and displayed at every session

- The sessions overview should also be displayed, but only for the current session, so participants can check the progress of the day

Session reflection

- Describe to the participants briefly what the session involved, topics that were covered, and activities. This is basically going through the session overview again
- Brainstorm the following questions and display on butcher's paper: What was good about the session? What wasn't so good? How could things have been done differently? Any concerns about the program?

Possible dilemmas/difficulties

While planning and during this workshop you must always keep in mind some of the dilemmas and difficulties that may arise for participants, peer facilitators and the group as a whole. Listed below are some of the dilemmas/difficulties that may occur. These can be overcome with little problem if the peer facilitators and participants are well prepared for them.

For Participants

- Other competing demands
- The complexity of their personal lives
- Business, tiredness, stressors of parenting
- Previous negative experiences of services and groups means they are wary

- Previous negative experiences of education or training programs
- Unrealistic expectations of the program and the peer facilitators
- Balancing experience and needs of children with participating in the group.

For Peer Facilitators

- Other competing demands
- The complexity of their personal lives
- Business, tiredness and the stressors of parenting
- Lack of adequate resources and professional support
- A need for clarity regarding their role

For the group

- Group dynamics may be rocky
- Established participants may become/appear territorial/too confident to newer participants
- Takes time for participants to get used to a new focus of group or a new group
- Personal issues may be raised for individuals that impact on how they participate in the group.
- Outside issues may be brought in to the group.

For Children

- Pre-school children are all at varying developmental stages in how they adjust to being in a social group setting
- Each day, each session children may need the attention and reassurance of their parent no matter how stimulating and well organised child care may be

Examples of Sessions



Healthy Relationships

- a. Sexual assault
- b. Child abuse
- c. Domestic violence

Self Esteem

- a. Self confidence
- b. Parenting/working/relationships
- c. Having time for yourself

Women's Infolink

- a. Computer skills

Sexual and Mental health

- a. Managing your health while working or studying
- b. Handling pressure

Childcare

- a. Finding suitable childcare
- b. Rights and Responsibilities

Differences in the community

- a. Cultural
- b. Discrimination
- c. Disability

Centrelink

- a. Financial management
- b. What are you entitled to while working or studying

Your rights and responsibilities within the workplace

- a. Discrimination
- b. Harassment
- c. Unfair dismissal

Legal Issues

- a. Custody issues
- b. Centrelink
- c. Family court

Job seeking

- a. Setting goals
- b. Applying for a job
- c. Writing a resume

Information on Courses

- a. Careers reference center
- b. TAFE and university courses
- c. Internet sites

Housing

- a. Public housing
- b. Private rental
- c. What are your rights and responsibilities

Budgeting

- a. Budgeting while working or studying
- b. Saving for long term goals



Your Program

Fill in the details as you plan them

Template for Planning

SESSION	SUBJECT	GUEST SPEAKER INFORMATION
1	Setting the context Underlying Principles Group Contract	
2	Planning Session	
3		
4		
5		
6		
7		
8		
9		
10		
11	Peer Advocacy Planning Session	
12		
13		
14		
15	Personal Goal Setting and Presentation	



Session 1

Pre-session

Welcome and overview

Warm-up exercise

- ▶ *Setting the context*
- ▶ *Discussion of underlying principles*
- ▶ *Group contract*

Interest sheets (See sample 4). It is a good idea to hand these out immediately before a break, so they will not distract the group from the tasks that need to be covered or to allow some time within the group for people to complete them.

Reflection of session

Collect interest sheets

▶ *Setting the Context*

The training program should begin with a discussion lead by the peer workers about what the training will involve. This discussion should include the following

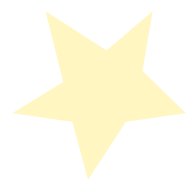
- Introduction of the peer facilitators, including some description of your background and how you came to be facilitating this program
- The aims of the program
- What will happen each week when they arrive
- Explanation of the things that will happen each week. Eg session reflection, group warm-up etc
- Opportunities for input
- Plenty of explanation of how the Participants Diary should be used

▶ *Underlying Principles*

A discussion surrounding these underlying principles will set the tone and scene of the program; these underlying principles allow participants to gain a greater understanding of what the program is about.

These principles are a recognition and acknowledgment of participant' past experiences and knowledge. Plenty of time should be allowed for discussion surrounding the underlying principles. These principles won't be relevant to everyone all of the time but none of them should be left out, they are all important. But participants should be allowed to express their personal views about each principle, wether this be a positive or negative view.

The underlying principles should be written onto butcher's paper as they are discussed and displayed throughout the entire program.



Underlying Principles of the Program:

- ▶ *Recognises the benefits of education, training and employment*
- ▶ *Acknowledges how hard it is for you to attend*
- ▶ *Acknowledges your existing skills and resources*
- ▶ *Acknowledges that previous learning/group experience may have been a negative experience*
- ▶ *Acknowledges that previous learning experiences mean helping participants to recognize the difference in this training*
- ▶ *Recognises that your lives may help or hinder your involvement and learning (eg your lives may be complicated and often involve difficult issues)*
- ▶ *Recognises that the facilitator has a particular relationship with you that is focused on the program. The facilitator may not be able to assist with all aspects of your life but can assist by pointing you in the right direction for assistance*
- ▶ *Uses/observes the group as a learning experience in itself*
- ▶ *Responds to your needs: the pace and language of the program is responsive to your needs*
- ▶ *Process (how the training is run, the methods used) and content (the information) work together*
- ▶ *Recognises learning happens through applying new knowledge, ideas and skills*
- ▶ *Assumes you learn better when you are having fun and enjoying yourself (as well as being serious).*
- ▶ *Recognises your relationship with your child/children who are with you*

▶ Group Contract

The group contract is a self directed process with all participants and peer workers being involved. Everyone needs to agree to adhere to the group contract throughout the training program. The group contract should be written on butcher's paper as each point is agreed to and displayed throughout the program. It is important that plenty of time be dedicated to the forming of the group contract. Discussion should involve everyone and points should be discussed and clarified if necessary. The group contract should allow for the other stressors in young women's lives and therefore it needs to be understood with flexibility. Eg. Rather than saying "everyone must be on time" say "everyone will try to be on time". Then follow with some discussion around the importance of being on time.

Points that must be covered

- ~ Confidentiality – what can be said to others? Are there times when it would be ok to discuss things outside of the group? Also the peer facilitators' commitment to confidentiality. It may be necessary for peer workers to discuss issues from the group in a supervision session, this needs to be clearly stated.
- ~ Disclosure – discussion should be had surrounding people thinking about what they are saying and thinking about times when they have said too much about their personal lives and how this has made them feel afterwards.
- ~ Safety – there is no room for any form of violence or abusive behaviour within this program. All people should feel safe within the group. Discussion can surround how the group will deal with forms of violence and/or abusive behaviour.

Examples:

- | | |
|----------------------------|---|
| ~ No pressure | ~ Values, beliefs, backgrounds, ideas and the way we learn are different for everyone |
| ~ To keep it relaxed | |
| ~ To go slow | |
| ~ Non-judgemental attitude | ~ Everyone has the opportunity to talk/ask questions |
| ~ Differences are good | |
| ~ To give feedback | ~ We look after ourselves |
| ~ To have patience | ~ Everyone participates at their own level |

Session 2



Pre-session

Welcome and overview

Warm-up exercise

▶ Planning exercise

Reflection of session

▶ Initial Planning Exercise

- During the planning exercise the entire group, participants and peer facilitators, will decide the content of the program from a range of choices provided
- It is important during this planning session that the focus of education, employment and training is maintained
- If it appears that the group is beginning to plan a program that does not keep this focus it is essential that they be drawn back to education, employment and training
- Brain storming exercise run by peer facilitators on what areas/topics the group would like to cover
- Peer facilitators should have collected the interest sheets from last session and had an opportunity to review them. They will then have a good understanding of what areas participants want to cover

▶ Continuation of Planning Exercise

- In this section the group will begin to prioritise the areas they will cover and identify how they can learn more about this area. Eg. Will a guest speaker be needed or can it be run by the peer facilitators

- Remember, you can group related topics together and cover them easily in one session

You should now have a list of what will be covered in each of the remaining sessions. Guest speakers need to be contacted and booked for the appropriate sessions and sessions that do not require a guest speaker should be planned now

As the delivery of the program progresses you may need to make minor alterations to some of the sessions depending on the availability of guest speakers and the growing expertise of the group. However these decisions should be made in consultation with the group, remembering at all times that this program is and should be owned by the entire group.



Session 3-10



These sessions cover the topics identified and agreed upon in the previous session. They may involve guest speakers or peer facilitators who may have the necessary skills and resources to present the topic.

Pre-session

Welcome and overview

Warm-up exercise

Information session

Reflection of session

Note: Time needs to be allocated at the end of session ten, so that participants can be reminded that this is the end of the information sessions and the next session will be the beginning of the peer advocacy project.



Session 11



Peer Advocacy Project

The peer advocacy project will focus on the issues and barriers that young pregnant and parenting women face. This will be done over the four sessions and there are three steps that need to be followed.

1. The first step should identify the issues and barriers that young women are confronted with (Session 11)
2. An exercise which will plan what will be done in the remainder of the advocacy project (Session 11)
3. Undertaking the project (Session 12, 13, 14)

Pre-Session

Welcome and overview

Warm-up exercise

▶ *Brainstorming*

▶ *Planning session*

Reflection of session

▶ **Brainstorming**

Peer workers facilitate this brainstorming session asking participants to suggest the issues and barriers for young pregnant and parenting women.



▶ **Planning Session**

Using the brainstorming notes about issues and barriers the group should work towards deciding upon the activity that will be undertaken. Some questions that the group may work towards answering are:

1. Which issues do we want to address?
2. What will we do?
3. How will we do this?
4. Who is the intended audience?
5. When will the project be presented?
6. What resources do we have available?
7. Is there any preparation needed for next session?
8. Does anyone need to bring anything next week?

The following should be taken into consideration:

1. Time available
2. Ability of the group
3. Resources available (people who may be able to assist, money that is available)

Session 12-14



Pre-Session

Welcome & Overview

Warm up exercise (optional)

▶ *Advocacy project*

Session reflection

▶ *Continuation of advocacy project*

The next three sessions will be focused entirely on achieving the goals for the advocacy project. The role of the peer facilitators during these sessions is to assist the group and offer any direction needed.

It may also be necessary for the peer facilitators to help participants allocate roles and tasks in order to ensure the project stays focused and all participants have the opportunity to share the work load.



Note: *Time needs to be allocated at the end of session fourteen, so that participants can be reminded that this is the end of the advocacy project and the next session will be the final session of the program.*



SESSION 15



Pre-session

Welcome & Overview

▶ *Goal setting*

▶ *Presentation*

Reflection of program

This session is an opportunity to acknowledge everything the participants have achieved throughout the program.

This session is also a celebration so peer facilitators may wish to use exercises that keep the atmosphere fun and light.

▶ **Goal setting**

Participants may have set goals that they wish to work towards after this program. This time is an opportunity for participants to share their goals and where they want to go from here.

▶ **Presentation**

The final role of the peer workers is to present participants with Certificates of Participation. This is an opportunity for peer facilitators to thank the young women for their participation and acknowledge the importance of participants feeling a sense of closure/completion - as they have *achieved* something by making it through to the 15th session.

Finally, have a party with lots of food and fun.



presenters code of conduct

All peer workers are expected to show a positive attitude towards young women whom they have contact with and are asked to:-

- Respect the information given to them by young people without judging or being critical of the choices and decisions made by others
- Recognise that physical, emotional, sexual and verbal abuse is totally unacceptable behaviour
- Be willing to continue with their own personal development and self-care
- Respect the privacy of individuals when in group settings
- Maintain confidentiality about information shared and not enter into gossiping about other people's lives and choices
- Work towards maintaining a positive and competent network of Young Mothers for Young Women within the community
- Ensure that their activities contribute to maintaining Young Mothers for Young Women as an efficient, effective and accountable organisation for other young people
- Engage with young women in a peer support role following the principles of
 - ~ RESPECTING the reality and experience of young women
 - ~ SUPPORTING in agreed upon ways
 - ~ EMPOWERING by not counselling or advising, but giving information and options
 - ~ REFERRING to whatever services may be needed
- Report to project coordinator the knowledge of violence with partners, child abuse, or suicidal behaviour



Sample 1: invitation to training program

You're Invited

*To join with a group of
young women who are parents*

*to participate in a series of workshops about how to create your
own pathways into employment, education and training*

*The workshops will run weekly
Children's activities included*

Start Date: _____

Time: _____

Venue: _____

Contact name for your group here

Your group's name here

Your group's address here

Your group's address here

sample 2:

group exercises

For the purpose of this program the group exercises have been broken in to four categories:

1. Getting to know one another
2. Energy raisers
3. Reflection and closing the group
4. Smaller groups

1 Getting to know one another

It is important that the group is able to work and learn together. For this to happen all participants must feel comfortable with the other members of the group. Therefore we have included group exercises that focus on getting to know other group members in a way that is not stressful and can be a lot of fun.

- Ask the group to go around and name something that they had to give up to be able to come that day

This warm up exercise recognises what each participant and facilitator had given up to attend that day. This is a good exercise to begin the program with, as it creates an environment that acknowledges the difficulties young women who are parenting must overcome in order to attend.

- Simply pass a roll of toilet paper around the group asking participants to tear off as many sheets as they like, after the group is finished announce that for each sheet they have ripped off they now have to share something about themselves that no one in the group knows.

This can be a lot of fun for a group that knows each other well, but also for a group that is just learning about each other. Remember to remind participants only to share what they are comfortable with (stories of childhood achievements or accidents are always good.)

- Go around the room once asking participants to finish a statement. Make the statements lighthearted and easily answerable. For example:

“My ideal holiday is

“My ideal partner is.....”

“My most embarrassing moment that I’m willing to admit to is.....”

There are many different versions of this exercise and it can be made as fun or as serious as you want.

- All participants are asked to line up in a given order (eg order of their birthdays, alphabetical

order of their first/last names). Participants are not allowed to talk but must do this by using hand signals or other non-verbal communication. This begins to open up deeper communication between group members through (necessary) non-verbal actions.

2 Energy raisers

Often during workshops it can be difficult to keep energy high and participants focused. This may be for many different reasons:

- It is the end of a long session
- Tiredness that comes with parenting and other stressors
- Not used to remaining focused for periods of time.

Whatever the reason it is important that peer facilitators make efforts to raise the energy in the group. This can be done very effectively by taking a break from the current activity and doing a short exercise designed to get participants moving.

- Ask participants to all turn away from each other so that no one can see the other members of the group. Then ask everyone to change three things about

themselves (for example: the way they are wearing their hair, jewellery). Then ask everyone to turn back towards the group and one by one go around and ask the group to pick the differences.

- Ask participants to stand around in a circle and have a range of different sized balls ready. Start with passing one or two around the circle. Calling the persons name that you are throwing to. Gradually add different balls to the circle, the idea is to keep all of the balls in the air at the same time.

This is a great exercise to highlight how everyone has many different balls thrown at them. In life as in the game we drop these balls, but are able to pick them up and continue on. Try this game at various stages throughout the program and note how everyone improves as they do it more often.

- All but one participant sits in a circle on chairs. Go around and number each of them off with three or four fruits, for example: apple, orange, banana, pear. The extra participant stands in the centre and shouts out the name of a fruit. For example, if she shouts out apple, then all the apples stand up and swap chairs, while the participant in the centre must try to sit down also. The person left in with no chair then has a turn of calling out a fruit. They can also shout out “fruit basket”, in which case everyone must stand and swap seats.
- This exercise asks the participants to pass the word “ha” around a circle. Ask participants to form a circular seating arrangement. The peer facilitator then explains the object of this game is for participants, without laughing,

to pass the word “ha” around the circle. The peer facilitator then begins the game by saying “ha”. The person sitting on their right must repeat the “ha” and then say another “ha”. With each person another “ha” is added, for example, the third person would say “ha, ha, ha”.

- This activity is best used later in the program when participants are feeling comfortable and relaxed with the group.

3 Reflection and closing the group

Reflecting on what has happened during a session or program is important for participants to be ready to move on to the next stage. This can be done through just talking but can be made a little more fun or interesting by using one of the following activities.

- Start with a ball of yarn or string. Say your name and something about the program, for example, what was good about the program, what they would have liked to see done differently etc. Then holding the end, toss the ball to another participant, that person will then say their name and respond to the question also. Then holding on to that part of the yarn or string, toss the ball to another participant and so forth until all participants have had a turn. By the time all participants have spoken, there will be a large web of yarn that can be displayed on the wall of a bulletin board with thumb tacks.
- Pass around a bag of M&M’s and ask participants to take as many as they want. After the group has finished announce that for each M&M the participant has to share



something. For each colour there is a different question to respond to, for example, for red M&M’s the question may be “what did you enjoy about today”. Therefore each participant will respond depending on how many M&M’s they have of each colour.

- This is a quick activity to show how everyone reacts differently to the same thing. Each person should have a pen/pencil and a piece of paper. Tell them that you will be saying ten words, one at a time. After each word, the participant should write down a different word or short phrase about this word. Use words that are very abstract like education, trust, responsibility, love, children etc.

A discussion about how “meanings” vary from individual to individual and how this affects everyone could follow this exercise.

- Pass out face down copies of the quote following this exercise. When everyone has a copy, ask them to turn over the paper and simply count how many times the letter “f” appears on their sheet. Allow only a minute, and

then ask, “How many of you have the sheet with the 3 “f’s” (roughly half the group can be expected to indicate so).

“Who has 4 “f’s” on their sheet?.....How about 5?....Does anyone have 6?”.

This exercise is great to illustrate that people only see what they want to see; items of prominence catch our attention, while seemingly less important items pass on by. It also demonstrates that everyone sees things differently and at different levels. The Quote “FEATURE FILMS ARE THE RESULT OF YEARS OF SCIENTIFIC STUDY COMBINED WITH THE EXPERIENCE OF YEARS”

4 Smaller groups

Breaking a large group in to small groups of two or three can be effective when time is an issue or you wish to foster team work. When the issue is particularly sensitive participants share with another person or pair rather than the whole group. This can be less confronting and a way for participants to get to know each other on a more individual basis. It is important that the groups of two

or three are always different so that participants have the opportunity to work with as many of the other participants as possible.

- Pair off the group. Have the teams interview one another. Then have each take a turn introducing the other person to the larger group. Interviews should be timed anywhere from 1-2 minutes upwards depending on how much time you want to allow for this activity. You can prepare questions ahead of time or just provide general guidelines for the interview. You should ask people to pick someone to interview that they don’t know very well.
- Divide the group into pairs or groups of three. Ask them to see how many different ways they can divide the following list into two or more groups of related items. Try to have at least four or more of the items from the list in each of your groupings. They also need to be able to explain the pattern or rule that defines each grouping.

This is a good exercise to use at the end of the program when participants are setting and prioritising goals.

- Divide the group into four teams. Have four different (ten to twenty piece) jigsaw puzzles on hand. Give each member of every team just one piece of the puzzle assigned to that team. Toss all remaining pieces of the four puzzles together on a table and mix thoroughly. The trick is for members of each team to sort out and put together the pieces for their puzzle. The team that puts their puzzle together first wins.
- Split the group into pairs. Ask one person in each pair to turn to the other person and greet them as if they didn’t really want to be there. As though you can’t wait to get out of there. Then everyone (simultaneously to create lots of fun and excitement) turns to their partner and greets them as if they are a long lost, deeply loved relative who has just returned home for the first time in years. In fact, you thought you would never see this person again until this very moment. Now ask everyone (again simultaneously) to turn to that person again and greet them as if this person has just told you that you won the lottery for 50 million dollars and you have the only winning ticket.





sample 3: certificate



Congratulations

This is to certify that

has attended and successfully completed

**“Getting What You Want:
Creating Pathways to Employment,
Education & Training”**

Presented by:

Your Groups Name here

Signed:

Name & Position here

Name & Position here

sample 4: interest sheet



This is just a short questionnaire to help us plan the workshops. The Getting What You Want: Pathways to Employment, Education and Training training program is based upon the principle: that young women contribute to what they wish to learn in this program. By filling out this form we have the information we need to design a program to best suit the group.

Name: _____

Are you interested in further training, education, and employment options?

Yes No

What would you hope to get out of further training?

What else would you hope to get from a program like this?

Do you have any special needs that you would like us to take into consideration?

Can you list the good things about being a young mother?

Can you list the hard things about being a young mother?

Please Turn Over ...

Would you be interested in any of the following topics, please circle the ones you are interested in:

Group work skills

Self esteem

Basic English/math

Job seeking skills

Sexual assault

Homophobia

Healthy relationships

Working with differences e.g.
Disability, NESB, sexuality, cultural

Budgeting

Healthy Relationships

Sexual Assault

Child abuse

Domestic violence

Self Esteem

Self-confidence

Relationships with children

Having time for yourself

Computer skills

Mental health

Managing your health while working
or studying

Handling pressure

Childcare

Finding suitable childcare

Rights and Responsibilities with
childcare facilities

Centrelink

Financial management

Entitlements while working or
studying

Your Rights and Responsibilities
within the workplace

Discrimination

Harassment

Unfair dismissal

Legal Issues

Custody issues

Family court

Job seeking

Setting goals

Applying for a job

Writing a resume

Information on Courses

Careers reference centre

TAFE and University courses

The Internet

Housing

Public housing

Private rental

Budgeting while working
or studying

Saving for long term goals

Community work

Sexual health

Legal issues

Thank you for your time



getting
what you want!

Pathways to **Education, Employment**
and **Training**

Presenter's Handbook

