



COMPASS PROGRAM



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01 GENERAL INFORMATION



Fleeing from exploited situations can often be extremely traumatizing. Therefore, we recommend that the women are not immediately placed in another job and given an opportunity to gain their independence back. Too often survivors get jobs but do not keep them due to their previous experiences and their resulting behaviour and a discussion with them about the basic components of the Compass program would be beneficial to them.

We recommend that women, who come out of an environment of trafficking or exploitation - depending on their level of education - are not immediately placed in a new job until basic issues covered by this program are discussed with them. Too often they get jobs but do not keep them because of their attitude or behaviour. This could be avoided with thorough preparation.



The content covers basic job-related topics (e.g. finance, organisation and objectives) and focuses on job application training.



The Compass-Program is a framework that can be implemented individually, adapted to the needs of the participant, the number of participants and the structure of the organisation (shelter, counselling centre or street outreach initiative). The program can be executed in various contexts. In the situation of a shelter this training is best carried out in a group context, since the participants are already on site and know each other. Nevertheless, the individual situation of the participants must be addressed and the interpersonal dynamics within the group must be considered. In street outreach initiatives and counselling centres, we recommend individual training because women come from very different backgrounds and have different needs that require support. In one-to-one training, the contents of the training can be individually tailored to the participant.



The contents of the courses are divided into two blocks:

1. Basic knowledge, such as motivation, organisation or goal setting and
2. Job preparation training.



Each training unit is designed to be approximate 1 to 2 hours and consists of various modules. The content, as well as the sequence of topics, can be structured around an approach that best suits the individual participant.



If only certain topics are relevant for a participant, only these need to be covered. You as the trainer have the freedom to use the content and the program as you see fit.



The Buddy program is an integral part of the Compass-Program. Each participant will be assigned a Buddy. The Buddy's should be consistent and supportive people who assist the participants in the process of implementing what they have learned. Good relationships with the women very important to assist the women to get back on her feet and work through things. The experience of social workers has shown that the target group tends to become quickly discouraged, impatient and quickly loses motivation when it comes to planning their future and learning new things. Buddy's should be sensitive to these feelings and reactions, encouraging and guiding the participants through these difficult phases.



A Buddy outside the organisation can be beneficial in accompanying the participant in the transition from counselling/care to independent (working) life.

02 PREPARATION STEPS



The program can also be implemented in other countries. However, some activities and trainings need to be adapted to country specific requirements. These are marked with an icon.



When engaging with participants it is essential we remain culturally sensitive. What do we mean by being culturally sensitive? Cultural sensitivity means being aware that cultural differences and similarities between people exist without passing judgement on the difference or similarity – whether positive or negative, better or worse, right or wrong. Cultural sensitivity is important because it allows us to effectively engage with people from other cultures, allows us to respect and value them, and can reduce cultural barriers between the trainers, buddies and participants. Cultural sensitivity also means being open and curious about the other culture and the resulting behaviours, - wanting to understand them, as well as reflecting on your own conceptions. In some of the trainings you will find a note in the beginning relating to cultural sensitivity.

DEFINITION OF BUDDY, TRAINER AND SOCIAL COUNSELLING



It is very important to differentiate between the different roles, as it ensures professionalism which in turn also creates security for each specific role and responsibility. Each person involved has their own fixed tasks and should also carry these out without fear of being burdened by other tasks.



The Buddy has the task of accompanying the participant and motivating her; the social worker takes care of all social work tasks and can assign individual tasks to the Buddy upon agreement.



The trainer's role is limited to the training and its contents. They should not take on social work tasks such as completing applications or debt advice, etc. If these issues arise, the trainer should refer the trainee to his / her social worker and encourage them to speak to them.



It would be helpful for the participants to have a network of different people so that they can have contact with different types of people (inside and outside their own organisation) and build a safe environment.



APPLICATION PROCESS FOR POTENTIAL PARTICIPANTS



If the Compass-Program is offered as an entire program, we recommend that an application process first be initiated in order to emphasise the commitment that is expected, as this does need to be taken seriously. What's more, the application process is the first step towards career preparation. It's here that the participant will potentially fill out their first ever application and has their very first job interview. This means that admission to the program will be a series of potential first successes! Through the application and in the job interview, the requirements for the program can be covered and looked at specifically, as well as assessing which additional need or support are necessary (for example, attending a local language course). The application form can be found at the end ([ANNEXURE I](#)). You should add the data protection declaration of your organisation to the application form.

AN OVERVIEW FOR EMPLOYEES AND COLLABORATING PARTNERS



We have written a short general overview for employees or organisations that you work closely with to introduce the Compass-Program and outline the requirements for participation. There you will also find guidelines on what steps should be taken if a potential participant wishes to apply ([ANNEXURE II](#)).

COMPASS-FLYER



Flyers are available to outline the program for potential participants. The flyers are available in German, Bulgarian, Romanian and Hungarian. You can use the print material to print the flyers yourself.



03

THE TRAININGS



PRE-TRAINING PREPARATION



We recommend a maximum duration of two hours per training session. Use the attention span of the participant as a guide and always schedule in breaks. In order not to overwhelm the participants, the trainings should only be carried out once a week (although, depending on the participant capabilities, more frequent trainings are possible). There should also be the possibility of attending a local language course, doing a little work and scheduling a meeting with their Buddy. This can also be recommended for street outreach initiatives and counselling centres. In shelters, on the other hand, several training sessions could be held during a week, but it is important to keep in mind how much information the participant is taking in and absorbing. Repeating the contents of the training through regular meetings with Buddy's is highly recommended.



The participants receive two folders at the beginning of the program. One is for the worksheets on each topic and the other for organising their personal records (such as certificates, job centre documents, confirmation of a registered address, employment contracts, etc.).

For the trainings the participants get access to a laptop. In the second week, by conducting a Skills Assessment test a small introduction to the laptop can be given if the participant is unfamiliar with it.

Even while the application is being edited, there are always tips for using Word.

CODE OF CONDUCT



In order to ensure that the training is executed correctly, it can be useful and helpful to establish certain rules of conduct with the participants beforehand. You will find a model [code of conduct](#) at the end ([ANNEXURE III](#)) which you can use for this purpose.

Of course, the code of conduct can be adapted to your own organisation. In housing shelters there is usually a separate code of conduct, here further regulations for teaching are recommended. Differing/ rules on the safe guarding within the organisation should be avoided when the training is carried out.

All of the 'no-gos' are listed in this document, for example drug use during the program, serious disruptions or arriving late for trainings.

The behavioural violations are broken down into three different levels of severity, leading either to several warnings of exclusion from the program, to immediate exclusion depending on the severity.



GENERAL STRUCTURE



In order to create a welcoming environment in which the participants can easily learn, consider preparing tea and coffee before the training session begins - as this will help to create a cosier atmosphere. Make sure that you are not constantly interrupted during the training. Distractions of any kind should be avoided.

TEACHING MATERIALS



The training documents include a document for the trainers with an explanation of the respective training as well as worksheets for the participants and additional materials.

In general, it is beneficial to always have pens, paper, a flip chart, flip chart pens and presentation cards. A method portfolio can be helpful for this. In addition, you could also print out the application and CV templates (you find these in the training application) in A2 format and hang them up for each training session. This overview is intended to help the trainer refer to the application again and again during the training so that the participants understand why they are addressing certain topics.



At the beginning of each lesson, you can choose a method from the [method collection](#) that you want to use as an introduction to the lesson. The aim is to engage the participants where they are and to allow them to progress together. For the conclusion of each training, there is also a [collection of methods](#) that includes methods for reflection. You can select one of these activities to ensure that the training finishes well.

DEGREES OF DIFFICULTY



The participants are very different in terms of their level of education, language level and comprehension. Our experience has shown that we need different levels of difficulty so that every participant has the chance to understand the content and take something away from the training. Therefore, some exercises and worksheets are marked with a level of difficulty or as an option. This is indicated by the extension of the document name, e.g. worksheet DL1 = difficulty level 1.

Description of characteristics:



OPTIONAL: Can be used individually. Since the units are to be seen as a modular system, blocks from this system can also be used.



DIFFICULTY LEVEL 1: For participants with little knowledge of the language (written and spoken). For example, worksheets of this difficulty have less text.



DIFFICULTY LEVEL 2: For participants with good written and spoken language skills. Worksheets of this level of difficulty contain more text and descriptions so that the participants can theoretically work on the worksheet on their own. For some participants the transferral of metaphors to the actual topic is very difficult. These trainings are marked accordingly with the difficulty level 2 and are not useful for every participant. This requires an assessment by the trainer.



TOPIC OVERVIEW

BASICS	JOB TRAINING
Motivation	Skill assessment
Goal Setting	Introduction to the application
Values	Introduction to the job market
Organisation	Writing a letter of motivation
Writing a letter	CV
Finances	Job interview
Boundaries	Communication at the workplace
Anger and fears	
Self Awareness	

ORDER OF TRAININGS



The order of the trainings can be put together to assist each participant individually. The participants can also decide which content they want to go through and in which order.

Moreover, the contents, depending on the participant, can also be individually adapted and do not have to be implemented exactly according to the given sequence. The templates should be used as building blocks and therefore put together as necessary.



We have created an example sequence as a recommendation.

1ST WEEK	2ND WEEK	3RD WEEK
Motivation Duration: 2h	Aptitude test Duration: 2h	Goal Setting Duration: 2h
4TH WEEK	5TH WEEK	6-14TH WEEK
Application - introduction Letter of motivation Duration: 2h	Job market - introduction Where do I find a job?; analyzing job offers and convert it into the motivational letter	Basics 1-9 Duration: 2h + optional 1h According to the wishes of the participant. In this hour she can already work on an application. Each unit is geared to the application and the modules for the application are put together with questions. Among other things, the questions will come from
15TH WEEK	16TH WEEK	17TH WEEK
Application -intensive writing a job letter Duration: 2h	Application -intensive Writing a CV Duration: 2h	Job interview Practical training Duration: 2h



We recommend keeping the order of the first trainings. The subsequent basics training can be carried out according to the needs and preferences of the woman. A training is designed for two hours. The third hour is optional for participants who are looking for a job as soon as possible and therefore want to start writing their application as early as possible. In this lesson you can assist the participant in writing her application. After the basic training the intensive job preparation training takes place. Participants who have not yet written the application will now write their application.

DURATION OF A TRAINING SESSION



The time specifications for the individual training units can be found in the trainer document for each training session. Experience has shown that one training session per day should not last more than two hours and that breaks should also be included during the hours, depending on the attention span of the participants. The times given may differ in practice. This is only an approximate guide.



APTITUDE TEST



Country-specific information: Search for an online career choice test in your national language.

SKILLS ASSESSMENT



In addition to the training, the “[skills assessment for migrants](#)” is carried out, which will help the participants work out their skills in preparation for the application training.

The skills assessment can be carried out either by the Buddy or by the trainer. This must be carried out before the start of the application training as it is used to develop modules for the application, which in turn are referred to in the application training.

The skills assessment was developed by the German Youth Institute (DJI) in Munich in cooperation with the Tür an Tür an Tür e.V. in Augsburg in order to prevent for example, a physician from Russia having to work as a cleaner in Germany or a trained engineer as a waiter. The reason for this is that vocational training or skills is not recognised. The skills assessment should serve to recognise, and document the formal and informal skills of a migrant.



The skills assessment consists of four parts:

1. Who is the participant and where does she come from?
2. What is your educational and professional experience so far?
3. What skills has she acquired personally/individually in life?
4. What is her general personal life experience?



This framework should empower the participant as she sees what skills she already has, even if she may not have the school education that is required in Germany. Decide beforehand in which order you want to go through the skills assessment. For example, we'd advise going through the informal section first if no relationship has yet been established with the participant, as this section is uncomplicated and does not require much trust.



Skills can be filtered out by each question. Place the focus on what the participant has learned in a (possibly difficult) situation.



Depending on how much trust the participant already has in you, individual parts or questions can be more or less challenging. If you have not yet gained an insight into her story, it would be advisable to talk to a person of trust (e.g. a social worker) beforehand about what topics could possibly trigger traumatic memories in the participant. The first part is about the family, for example. This can be a difficult topic if the participant comes from a dysfunctional family and has no good memories of it. In this case, this section can be postponed or left out. You can decide that at your discretion. You will find information and assistance on some of the questions in the [explanatory sheet](#) on the skills assessment.

04 THE BUDDY PROGRAM



Since we have limited ourselves to female participants in the Compass program, we have established same-sex monitoring. It is important that men do not take on this role unless they work permanently in your institution and have the appropriate training and experience. Therefore, in the following only the “Buddy” and “Buddy program” are mentioned. We are aware that there are also male victims for whom a male sponsor is also useful. We are looking forward to the further development of the program.

BUDDY OPTIONS



At the beginning of the development of the program, our goal was to use the Buddy’s primarily for support during the Compass-Program. However, during the course of the program, we discovered that there is concurrently a great need for support and guidance in the preparation and follow-up of the Compass-Program. It could be that the women that organisations encounter, are not quite ready to start the program immediately, as some things need to be sorted out before the training sessions begin. A Buddy can be a great help to the social worker in this phase and at the same time they do the relationship work in advance, which is important for the Compass-Program. Therefore, three accompanying forms were developed:

1. Spontaneous one-time accompanying (e.g. to doctors, the embassy, police, etc.)
2. Up to 3 months (e.g. during the preparation for the Compass-Program or the exit, for longer illnesses etc.)
3. Up to one year (e.g. during the Compass-Program or the departure phase from the shelter)



You can design the accompanying forms 1 and 2 in the way that makes the most sense to you. Either you are only looking for volunteers to accompany the participants during the Compass-program, or you are also looking for volunteers to provide short-term support during the preparation and follow-up periods. These can be the same volunteers, or different volunteers.

A few more suggestions for form 3 during the Compass-Program:

- Buddy’s meet at least once a week (preferably at a fixed time) with the participant.
- Depending on how many Buddy’s are available, two people can share the job.



IMPLEMENTING THE BUDDY-PROGRAM



At the meeting, it is essential to cover two things:

1. How is the participant, what kind of needs does she have and how can the Buddy support her?
2. What have they learned through the Compass-Program and how can this knowledge be deepened? (There is an extra worksheet with questions that can be discussed further and also specific activities for Buddy and participant.)



Below you will find more information on how you can implement the Buddy-program in your organisation. In individual points we refer to different variants, dependent on the type of organisation concerned (street outreach initiative, advice centre or shelter). The checklist ([ANNEXURE IV](#)) should help you with this implementation.

FINDING BUDDY'S



Option 1: Counselling centres or street outreach initiatives

In most cases counselling centres or street outreach initiatives have no capacity to cover such support with their existing staff. If this is not the case in your organisation, you can skip this point.

To find Buddy's, different methods can be used:

- Talk to a circle of acquaintances and send out a call for Buddy's
- Use various e-mail distributors to distribute the request
- Notice boards at universities and colleges specifically for those studying social work
- Publish something on your own website



Option 2 Shelter:

In shelters, the residents usually have fixed contact and support people. Depending on how you are set up in terms of personnel, there are various ways to determine Buddy's:

- The social worker or other paid employees take on the Buddy role
- Interns become Buddy's
- Volunteers who already know the residents become Buddy's
- New volunteers must be found for this task
(see variant 1, points 1 + 2)

CHECKING BUDDY'S



Note for shelters: This section is only relevant for you if you want to recruit Buddy's outside your organisation.



If people contact your organisation with interest, you can first send them the questionnaire ([ANNEXURE V](#)), which they should send back to you filled out. Add the data protection declaration of your organisations to this. If you get a good first impression from the questionnaire and think that they would be suitable as a Buddy, you can invite them to an introductory conversation in order to be able to assess them further.



You should pay particular attention to the following:

- Do they have a stable social environment in everyday life so that this task will not throw them off balance?
- What is her motivation for wanting to be a Buddy?
- Is she trustworthy and reliable?
- Can she set boundaries, or does she say yes to everything?

If you consider the interested person suitable, you can explain the additional procedures to her:



1. Country specific: Apply for a police clearance/certificate of good standing.
2. Go through the agreement for the Buddy's and sign it. The agreement ([ANNEXURE VI](#)) should be read together beforehand as it goes through the agreed tasks, data protection and confidentiality. Add the data protection declaration of your organisations to this.
3. Invite them to the Buddy training and make it clear that it is compulsory! (This applies in particular to support during the Compass-Program. But good preparation is also important for the other forms of support.
4. Offer opportunities for the person to 'shadow' someone either in your own organisation or in a different organisation that works with the target group – especially if they have never come into contact with this target group.

THE BUDDY TRAINING



The training is usually scheduled for 6 to 7 hours. **You will find the content of the training in the [training manual](#).** Of course, these trainings can be extended, shortened or changed - they are simply the contents that seemed most important to us.



As an introduction, there will be training on human trafficking, which is especially important for volunteers who have not yet dealt with the topic much. Another training includes important behaviours, safety precautions and the role of a Buddy to make volunteers safer in their role. The notes on trauma, secondary trauma and self-protection are also very important to educate the Buddy's about what it means to work with traumatized women. They should also learn how to deal with the life stories of the participant and how to protect themselves. In addition, the Buddy can learn the basics of non-violent communication and coaching techniques, which are intended to serve as a framework during support.

If you do the Buddy training regularly, you can have the Buddy fill in the feedback form and therefore improve the training.

It is up to you how you shape the training or how many people you train at one time. The important thing is that the Buddy is well prepared for their job and has the opportunity to share their questions and concerns whilst getting to know the other Buddy's and contact people.



Country-specific: The training on human trafficking is tailored to Germany and particularly to Berlin. You should adapt this to your city.



Option 2 Shelter:

In order to explain the role of a Buddy, the Buddy training can be shortened (unless it is entirely new volunteers who have not yet worked with this target group). The [material for training](#) is available and it is up to you to ascertain which content you do/don't want to work through. The type of training (one on one, in the group, reading through, etc.) is also up to you.

THE MATCHING-UP OF BUDDY'S



If you have already found enough participants and Buddy's, it is now up to you to decide which Buddy might suit which participant. We have designed a simple **questionnaire for the Buddy and the participant** ([ANNEXURE VII](#)) which can help with this. Add the data protection declaration of your organisations to this.

After the arranging this, we recommend organising the first get-together so that they can see for themselves if they get along with each other. It is easiest if the participant's social worker or another close person is present at the first meeting. The participant is already faced with lots of new things so having someone they already know around will make the situation less daunting.

After the first meeting, we recommend that the social worker along with the Buddy and the participant do a couple of activities together in order to establish a trusting relationship before the program starts.

If the Buddy's and participants already know each other, this task won't be too difficult. If are not familiar with one another, use the matching technique as explained before.

COMMUNICATION BETWEEN THE BUDDY AND PARTICIPANT



It was decided that it makes sense and is safer for Buddy's to have their own cell phone, for communication with the participant. Firstly, this means we can make sure that after the program the support can actually come to an end (if desired), and secondly, the private mobile number won't fall into the wrong hands.

You can ask your team or your friends if they own old mobile phones that are no longer needed. This way, you don't have to allocate any additional costs for the purchase of mobile phones.

If you do not want to pay for an extra SIM card, the Buddy can only contact the participant by calling without showing caller ID. If the participant has issues with the topic of punctuality, we recommend you call them the day before and again two hours before the meeting reminding them of the time and location.



SUPPORTING THE BUDDY'S



The Buddy's also need good support throughout the period they are supporting the participant. Someone from your organisation should agree to accompany the Buddy's and be their point of contact. Furthermore, we recommend having regular reflection meetings for all the Buddy's to discuss challenges, difficulties, achievements and strategies. These meetings can happen every other month or however often needed. Make sure that there is an impartial person to moderate the meetings.

ENDING THE PROGRAM



If the participant has completed all the teaching sessions, the official support of the Buddy must therefore also come to an end. It should be clarified as early as possible how the transition from the program should work. If the Buddy is also a permanent employee, the participant should be informed early on that the weekly meetings in the form will no longer take place. If you have external Buddy's, the person who supports them must discuss and arrange with the Buddy if and how they can imagine the relationship with the participant looking after the program. If you want to continue in any form of contact, this should be clearly communicated with the participant.

In the Annexure you will also find a certificate of voluntary service ([ANNEXURE VIII](#)), which you can give to the Buddy.

APPLICATION FORM

Your data will be treated confidentially, only used for internal purposes and will not be passed on to third parties.

ABOUT YOU:

First name ¹:

Last name:

Alias:

Date of birth:

Address:

Postal Address if it differs from the registered address:

Phone number:

Email address:

Nationality:

Non-EU citizen:

Identification card: Yes No

1. You can also enter an alias name here to remain anonymous if you wish.

PERSONAL MOTIVATION:

Why do you want to take part in the Compass-Program?

IDEAS FOR CAREERS:

What employment/career would you like to pursue?

EDUCATION:

very good: **1** | good: **2** | able to communicate: **3** | basic knowledge: **4** | none: **5**

Local language - understanding: level: ____

Local language - speaking: level: ____

Local language - reading and writing: level: ____

English knowledge (level: understanding: ____; speaking: ____; reading & writing: ____):

Other languages (level: understanding: ____; speaking: ____; reading & writing: ____):

Have you worked in any other job before? If yes, in which one?

Have you been trained in a job before? Yes No

If yes, what kind of job?

HEALTH:

Do you have Health Insurance? Yes No

What kind of Health Insurance?

Additional Information:

CHILDREN:

Are you pregnant? Yes No

Do you have children that need to be looked after throughout the Compass-Trainings? Yes No

Signature

Location, Date

Referring organisation

Contact person

OVERVIEW OF THE COMPASS PROGRAM

WHAT IS THE COMPASS PROGRAM?

The Compass-Program is a free course, in which a professional perspective and necessary skills are learnt in order to find a job outside of the red-light district. The contents of this program are briefly explained in this flyer.

HOW IS THIS ACHIEVED?

Before the start of the program a social worker will review which obstacles, the woman has ahead of her with you, before she takes part in the program. (Registration/Accommodation, mental and physical health condition, financial security etc.)

Financial Security: The program is designed so that the woman can work alongside the program.

From the offset each woman will be supported by a Buddy. They will help with translation of the content being learned and encourage the women through challenges or problems. She is not alone!

WHO IS INVOLVED?

- First contact person (e.g. street outreach person/team)
- Social worker
- Coordinator of the program

(Please note: one person may have to fulfil all the above-mentioned roles)

WHERE DOES THE PROGRAM TAKE PLACE?

Your address

WHEN DOES IT START AND WHAT ARE THE DAYS AND TIMES?

Once a week training with a specific theme will be offered (2-3 hours)

On different day in the week the participants will regularly meet with their Buddy in order to implement what has been learnt together. This day can be determined individually.

Alongside this, depending on their existing language skill, it may be useful for the women to attend a local language course.

WHY SHOULD SOMEONE PARTICIPATE?

Every single person is valuable and is equipped with different skills. This program is a great chance to discover these skills which can then give life new direction and meaning.

PREPARATION FOR THE COMPASS-PROGRAM

Before the woman can enter the program, a few conditions must be given:

To clarify before participation:

- They should be able to speak the local language reasonably well - enough so that they can follow the teaching. Without a foundational language level, they unfortunately won't be able to participate in the sessions very much.
- They should be able to provide for themselves financially. The Compass-Program provides no financial provision or access to social services.
- They should have no outstanding prison sentences or substantial debts. The Compass-Program cannot be successfully completed if a participant ends up with a prison sentence during the course of the program.
- They should be relatively psychologically stable and if suffering with an addiction should at least be on a methadone program.
- They should have no contact to gangs (i.e. Hells Angels, Banditos...) or traffic/smuggling because this would pose a danger to the other participants.
- They should not be exposed to acute dangers from third parties. In this case, a shelter would be the best port of call/point of contact.

RECOMMENDATIONS:



- They might need accommodation/registration of their lodging before they apply for a job. This can be sorted out by the end of the Compass-Program.
- They should be able to read and write. If this isn't the case, the woman must be willing to do a literacy course alongside the Compass-Program.
- In the case of a pregnancy, the woman should be linked with an appropriate counselling service who can help with any questions or problems during the pregnancy.

Should questions arise, the program coordinator can be contacted by email or telephone.

FIRST STEPS:

1. Make an appointment with the woman to fill out the registration questionnaire together. The questionnaire will ask for some important things which will determine what else needs to be done in order for the woman to participate in the program.
2. Send the registration questionnaire to the [email address of the program coordinator](#).
3. Consult [the program coordinator](#) to discuss any obstacles and find solutions for said problems.
4. If all the conditions are met those wanting to do the program are officially authorised and can begin at the next possible date.

CODE OF CONDUCT FOR PARTICIPANTS OF THE COMPASS-PROGRAM

We do not expect perfection from the program participants and know that changes in behaviour are always a process that takes time. Nevertheless, it is necessary to observe some basic rules, in order, to guarantee the safety of the participants and to ensure that the program runs smoothly.

Certain violations of these rules therefore have consequences and are at the discretion of the program coordinators, Buddy's and the trainer. Three levels of rule violations are distinguished according to their severity:

LEVEL I:

- 1) Unexcused absence from training without a previous call or a doctor's certificate
- 2) Unexcused delay without prior call
- 3) Non-compliance with program agreements
- 4) Disruption of program activities

Rule violations:

- 3 written warnings may be issued.
- Permanent dismissal from the program takes place after 3 warnings (at the latest)

LEVEL II:

- 1) Physical or sexual harassment
- 2) Drug use within the program period
- 3) Disrespect, verbal insult

Rule violations:

- A maximum of 2 written warnings may be issued.
- Permanent exclusion from the program takes place after 2 warnings (at the latest)

LEVEL III:

- 1) Drug/alcohol consumption during training
- 2) Performing hazardous activities that result or may result in personal injury

Rule violations:

- Dismissal from the program.

A dismissal decision is made by the program coordinator and the team of staff. If dismissal from the program occurs, re-entry is generally possible on a case-by-case examination by the program coordinator.

II DOCUMENTATION:

Disciplinary matters appear in the person's personnel file within the Compass-Program, which may be consulted by the program coordinators and teachers.

I, _____, have read and agree to this Code of Conduct.

Date

Signature of the participant

Date

Signature of employee

<p>↳ OPTION 1: COUNSELLING CENTRES OR STREET OUTREACH INITIATIVE</p>	<p>✓</p>
<p>01 There are enough Buddy's who are suitable for this task (questionnaire has been completed and a meeting to get to know one another has already taken place)</p>	
<p>02 Each Buddy has a contract and certificate of good conduct.</p>	
<p>03 Each Buddy has participated in the Buddy training, and thus theoretically knows the target group, her task and has learned various tools for the accompaniment.</p>	
<p>04 Each Buddy has completed the matching questionnaire.</p>	
<p>05 One person is present to look after the Buddy's and lead the group reflections.</p>	
<p>06 The Buddy has been introduced to the online documentation form, which is to be filled out after each meeting</p>	
<p>07 Mobile phones are available with credit or contract for the Buddy's, or the Buddy has been informed about the strategy of suppressing a telephone number.</p>	
<p>08 (During the last 2 months of the program) The Buddy has discussed the completion of the program and the official accompaniment.</p>	
<p>09 (After completion of the program) Each Buddy has been issued a certificate of her voluntary work and (possibly) an evaluation.</p>	

↳ OPTION 2: SHELTER	✓
01 The task of the Buddy has been assigned to one or more employees, interns or volunteers of your organisation.	
02 If the Buddy's are not permanent employees, there is a co-worker who accompanies the Buddy's.	
03 Volunteers: Every Buddy has a contract and a certificate of good conduct.	
04 The Buddy know their target group, their role as a Buddy, and the various tools that can be helpful for accompanying those they are supporting.	
05 In case of several Buddy's / volunteers: Every Buddy has filled out the matching questionnaire.	
06 The possibility of regular reflection is available.	
07 For volunteers: The Buddy has been introduced to the online documentation sheet, which is to be filled out after each meeting.	
08 For volunteers who do not work in the house: Mobile phones are made available either with credit or through a contract for the Buddy's, or the Buddy has been informed about the strategy of suppressing a phone number.	
09 (During the last 2 months of the program) For volunteers who are not permanent employees: The Buddy have discussed the completion of the program and the official accompaniment	
10 (After completion of the program) For volunteers: each Buddy has been issued a certificate of her voluntary work and (possibly) an evaluation.	

QUESTIONNAIRE FOR BUDDY'S**GENERAL INFORMATION:**

First Name: _____

Date of Birth: _____

Last Name: _____

Phone Number: _____

E-mail: _____

Address: _____
_____**Important questions about participation**

What is your motivation for this work?

Have you ever dealt with trafficked women? If so, where and what were your tasks?

What languages do you speak and how well do you speak them?

What would you say are your skills?

Do you have an education or a degree that would be helpful in this work?

Do you have experience as a coach or mentor/Buddy?

IMPORTANT INFORMATION

The women that the Buddy will be supporting are most likely traumatized. They have experienced sexual exploitation and/or violence, psychological or physical.

If a Buddy herself is mentally unstable or is in danger of being “triggered” or receiving flashbacks because of due to her own experience of abuse, the woman the Buddy is with will be deemed in danger and her support can no longer be ensured. We don’t want to risk that!

That is why it is very important to us that the Buddy’s are psychologically stable. If someone has experienced her own violent and/or traumatic experiences, it is very important to us that these experiences be sufficiently processed or treated and that possible consequences be dealt with responsibly.

If you have experienced such experiences and are unsure whether you can work as a Buddy, please let us know.

REFERENCES

We ask that you name two people who have known you for a long time. We will contact them and ask them a few questions about you so that we can be sure that you are suitable as a Buddy. We feel obliged to be able to reassure the women that their Buddy has been vetted by us, and because of this we ask for your understanding.

Person 1: _____

Person 2: _____

E-mail: _____

E-mail: _____

DUTIES

After successfully completing the application process, you are ready to commit yourself to one or more of the three forms of support:

1. Spontaneous unique accompaniments

(E.g. to doctors, the embassy, police, etc.)

2. Support for up to 3 months

(E.g. during the preparation for the exit, with longer illnesses etc.)

3. Support for up to one year

(E.g. during the move-out phase of a shelter or the Compass-program)

The time required for spontaneous support always depends on whether there is an urgent case and which of the Buddy's has the available time to assist. It can be once a month, or sometimes twice a week. It depends on your schedule and your motivation.

For support forms 2 and 3, you should plan 1-2 hours once a week to accompany the woman to appointments or to have a coffee with her.

Especially when supporting for up to one year, you should be sure that you really will stay for one year! Women need a constant attachment figure with whom they can build trust. When a Buddy jumps out, it means that the woman has lost her caregiver and must start again in this important process. The disappointments and breaches of trust in their lives would thus continue. In addition, the learning process would be made more difficult and, in the worst case, confidence in the program and in the Buddy's would be lost. The next Buddy would have a hard time.

We want to do everything we can to ensure that the women have a positive experience of trust and constant relationships. Therefore, we ask you to consider carefully whether you can make this commitment.

If you like, you can also check several forms of support. It is possible, for example, that a single appointment with a doctor suddenly results in several follow-up appointments, which can then be extended to up to three months.

Thank you for your willingness to accompany the participants into a new future!

We are looking forward to a wonderful cooperation!

PS: Send this completed form by email to _____.
Thank you!

AGREEMENT FOR VOLUNTEERS

RESPONSIBILITIES

Herewith I, _____, commit myself within the Compass-Program to the following activities:

- Participation in preparatory trainings to support the participants of the Compass-Program
 - 1x Buddy training
 - (Possibly 4x meetings before the respective training blocks)
- Form of support:
 - Spontaneous one-time accompanying (e.g. to doctors, the embassy, police, etc.)
 - Support up to 3 months (approx. 1-2x per week, 1-3 hours)
 - Support up to one year (approx. 1x per week, 1-2 hours)
- Participation in regular reflection meetings

Expected start of work: _____

PLEDGE OF SECRECY

By signing this document, I also pledge not to make any private and confidential and or any clients, information which has come to my knowledge, available to third parties. This obligation extends beyond the end of the activity.

DATA PROTECTION



I agree that my personal data may be collected, processed, used and stored by _____ within the Compass-Program for the purpose of internal communication. I have been informed that I can revoke this consent at any time without any disadvantages. I have been assured that my data protection concerns will be fully protected and that my data will not be passed on to third parties, unless there is a legal obligation to do so.

Location, Date, Signature

BUDDY PROFILE

Name: _____

Which characteristics most accurately reflect who you are? (Please mark 1-3 characteristics)

- quiet talkative direct friendly/loving
 funny strict relaxed other: _____

Which characteristics reflect you the least? (Please mark 1-3 characteristics)

- quiet talkative direct friendly/loving
 funny strict relaxed other: _____

Which of your characteristics would stand out in your role as a Buddy?

Are there personality types that you cannot handle at all?"

In your opinion, what is your motivation for accompanying the participant?

I am busy on the following days/times:

PARTICIPANT PROFILE

Name: _____

Imagine being with a woman once a week for at least one hour:

What characteristics should this woman definitely have? (Please mark 1-3 characteristics)

- quiet talkative direct friendly/loving
 funny strict relaxed under 35 years old
 over 35 years old

Which characteristics least reflect who you are? (Please mark 1-3 characteristics)

- quiet talkative direct friendly/loving
 funny strict relaxed under 35 years old
 over 35 years old

Is it a problem for you if the woman has small children?

Are there topics you don't want to talk about? Please list.

Are there any situations or places that would make you nervous, anxious, or frightened?

I am busy on the following days/times:

CONFIRMATION OF VOLUNTARY WORK

[XY], [dd.mm.yyyy], was a volunteer from [...] to [...] who accompanied a participant in the Compass-Program (Integration Program).

[Two to three sentences about the organisation.]

[One or two sentences to the organisation's goals]

The voluntary work of [XY] as a Buddy included the following tasks:

- Weekly meetings with the participant in which the training contents were reflected upon and "homework" was completed, as well as, mental support for the participant.
- Participation in the Buddy training
 - Content of Buddy Training:
 - Introduction to prostitution and human trafficking
 - Trauma and self-protection
 - The role of a Buddy
 - The 4 steps of violent-free communication
 - Coaching Techniques
- Participation in reflection meetings of all Buddy's (every 2 months)
- [...]

Within his / her extensive voluntary activities [XY] shows the following competences:

[At this point the following abilities could be **described truthfully, not evaluated:** Ability to communicate, organisational competence, ability to work in a team, ability to deal with criticism and conflict, project work, responsibility competence...].

We would like to thank [XY] for his/her active commitment and wish him/her all the best for his/her future career and life.

[Place] that [dd.mm.20yy]

(Name, title/position in the organisation)

(Name of Buddy)

02

COMPASS TRAINING

Activities to kick-off the class.....	35
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At the start of the class you have to allow some time for the participants to arrive, to leave their everyday life behind, to make contacts and to build relations and trust. Find out how they feel and are they ready to get their new hands-on knowledge. The success of every class depends mostly on the good relationship between the woman and her trainer. Show them that you care and do not underestimate them as partners in everyday small talk at the beginning of the class. Look for a good idea to get the class started from the ones below:

⌚	NAME	ACTION	MATERIAL
5 MIN	LIFE WISDOM	Read out loud a life sentence / quote / saying / proverb. Give every participant the word, so she could share her ideas and maybe her life experience.	
5 MIN	ASSOCIATIVE CHAIN TO ACTIVATE AND IMPROVE CONCENTRATION	One of the participants says a term: e.g. Ape. After her every one of the women names words, which are related to this term.	
5 MIN	3 WORDS	Name three words, which describe you today! For example: sad, spaghetti, learning (today I am sad, but I enjoyed my meal and I am excited as to what I will learn today.)	
10 MIN	SUPERHEROES	If I was a superhero, I would ... in order to do this and that!	
10 MIN	WEATHER FORECAST	How are you? The participants describe their moods as if they were weather forecast. Rain, sun, storm with lightning. To that they are looking for an image to describe their state or they just tell. Same methods work for vehicles, boats, vegetables, colours and animals.	<input type="checkbox"/> Atmospheric photographs, pen and paper or no materials at all
10 MIN	MOOD BAROMETER	Participants depict their mood changes for the day on a piece of paper. Talk to them about their experiences.	<input type="checkbox"/> Paper and pens
10 MINUTES	MOOD SCALE	Scale from -3 to +3 Participants glue in points in order to assess their mood. Switch positions!	<input type="checkbox"/> Scale, points to glue in
10-15 MIN	MOTIVATION CARDS	Each participant looks for a motif in the cards and explains why it resonates with her at the time. "I chose this card because..."	<input type="checkbox"/> Motivation cards, post cards, memories
10-15 MIN	PANTOMIME	Participants play without speaking: - How are they; or - Different emotions. The rest of the group guesses what is explained.	

As a final step for every class you can engage in some reflection activities – these activities allow the participants to share what they thought about the lesson. This may be done as follows:

- Summary of the key points;
- Participants give feedback on what they have learned; or
- Once again you can discuss how the participant is feeling/doing.

☰ Listed below are a number of different methods/activities.

🔄 Choose an appropriate activity for every session.

GENERAL REFLECTION QUESTIONS - ON THE SUBJECT/TOPIC:

- What did I learn today?
- What did I like the most? / What appealed to me the most?
- What do I want to change next week?
- What do I want to tell my best friend?
- What do I want to teach someone else?
- What would I want to practice?
- What have I learned?
- What was new for me?
- What could be useful to me? / What can help me?
- What was the greatest challenge for me, in this subject?
- What is the first thing that comes to mind when I think about this class?
- What feelings does this subject bring up for me?
- One thing that I would like to remember today is...
- I would like to discuss this in depth with my mentor/Buddy...
- I still do not understand this yet...

 → TOPIC	 ACTIVITY	 MATERIAL
35 MIN	ASSOCIATION Look for a question, which could be replied within a single sentence or word.	
SHORT	10 FINGERS METHOD Participants close their eyes and rate a question on the scale of 1 to 10 as they show their mark with fingers 10. Participants open their eyes and see the rating of everyone else.	
SHORT	THE TRAFFIC LIGHT METHOD Fast response to a question by showing a card.	Emotion cards (positive, negative, neutral), traffic light colours (red, yellow, green) or plain deck of cards
SHORT	MATCHSTICK The participants strike a match and speak only until the flame is alive.	Matchbox and matchsticks



SHORT	MOOD BAROMETER (-CURVE)	Participants draw their personal mood curve for the class on a piece of paper.	Paper, pencils
SHORT	TARGETS – REFLECTION	This method may be used whenever the participants are in the position to assess by themselves if they reached the pre-defined target (for example: to keep a household book). Participants make a cross at the spot they think they have reached.	Target – painted or printed, pencils / pens
10-15 MIN	HAY WAGON – TRASH WAGON	Participants put the good and bad things from their class in the “good hay” or the “bad trash” wagon accordingly. This could be done both in written or oral form.	Printed hay and trash wagons, small notes, pens
10-15 MINUTES	OPINION/ POINT OF VIEW	The participants stand one after another in the middle of the room and say in one sentence what they are doing / what they have addressed / what they still have a question for. The other participants position themselves in the room to the first participant. If they agree, they will stand close to her if they disagree, far away.	
10-15 MIN	SONG	Do you know a song which can motivate you to take the next step? Listen to it, memorise it, play it on the guitar/ an instrument.	Guitar, Internet, Notation, Lyrics
10-15 MINUTES	THE FIVE FINGERS METHOD	The Five-Finger Method Each participant comments on the following questions, with their fingers symbolic of the questions. This method can also be used regularly as feedback for the trainer. <input type="checkbox"/> Thumb: I thought that was great! <input type="checkbox"/> Forefinger: I learned that... <input type="checkbox"/> Middle finger: I thought that was bad. <input type="checkbox"/> Ring finger: I want to remember that, I want to take that with me and keep it in mind. <input type="checkbox"/> Little finger: That was too short for me. I have questions.	Guitar, Internet, Notation, Lyrics
15-30 MIN	COLLAGE	Create a collage on the subject.	Paper, magazines, glue, articles, pencils/ pens
15-30 MIN	SYMBOL	Think about what seemed important! Find/design/create a symbol for it. Draw it or glue it and hang it in the room or put it on your wall.	Paper, magazines, glue, articles, pencils/ pens
15-30 MINUTES	ROLE-PLAY GAME	In role play many thought provoking situations can be brought to the emotional and action level. Role-Play through the scenes discussed. Change the story! Try out different reaction options with the participants. What you have experienced before is easier to implement in real life.	

→
TOPIC

MOTIVATION

↗
GOAL

The participants gain insight into the theme of Motivation. Specifically, they learn what their own motivation “brakes” and “motors” are, and how they can deal with their “brakes.”

📄 LESSON

📁 MATERIAL

1.1

YES-NO-GAME

- ❑ Print, cut out cards at the end of this document

1.2

DEFINING MOTIVATION

- ❑ Flip chart/Board

1.3

MOTIVATION AND ME: PART 1

- ❑ Worksheet 1

2.1

MOTIVATION AND ME: PART 2

- ❑ Worksheet 2

2.2

WHAT MOTIVATES ME? WHAT DEMOTIVATES ME?

- ❑ Flip chart/Board
- ❑ Colourful adhesive dots or colourful

2.3

LET THE PARTICIPANTS WORK ON THE “PRACTICAL TIPS” ON THE WORKSHEET.

- ❑ Worksheet 3 “Practical Tips”

ARRIVAL

🕒 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick-off the class.



LESSON 1 ⌚ 35 MINUTES

1.1 YES-NO GAME ⌚ 10 MINUTES



Goal of the game: Develop a better understanding of the subject of motivation in a fun and interactive way.



Instructions: The game is very simple and can be customized and/or expanded through the questions (it makes sense to include questions here that fit the group / engage the group) If you have a lot of women that enjoy dyeing their hair, you could start by asking „Have you dyed your hair more than 3/5/10 times?).



You will ask the questions and the participants will show their answer by ordering themselves to the possible answers “Yes”, “No”, or “Maybe.” You are also encouraged to ask follow-up questions about why they answered the way they did. Suggestions for follow-up questions are in parentheses after the corresponding question.



While you are explaining the game to the participants, you can either tape the different answer possibilities to a wall or lay them on the ground (as far from one another as possible so that the women need to move around to each answer option in order to give their answer to the question).



Questions:

- Are you well rested?
- Will you need another coffee soon?
- Have you already smiled/laughed today?
(If yes, can you share what you laughed about/smiled at?)
- Was it easy for you to come here today? (If not, why?)
- Is there something in your life that you love so much that you would want to do it every day? (If yes, what is it?)
- Are there things in your life that you always procrastinate or put off for as long as possible?
- Do you know what motivation means?
(Explain in your own words)

1.2 DEFINING MOTIVATION ⌚ 10 MINUTES



At the end of the Yes-No Game, continue to a discussion of the definition of motivation.

If the participants answered the question “Do you know what motivation means?” during the Yes-No Game with ‘NO’, go directly to the definition. **Motivation can be clarified with the following synonyms: Drive, enthusiasm, incentive, determination, strong-will to accomplish something or get something done.**



↳ **OPTIONAL:**●●● DIFFICULTY LEVEL 2

In addition to the synonyms, you can use some quotes. Search for one or two quotes from the internet explaining the definition of motivation or how a motivated person behaves.

1.3 MOTIVATION AND ME: PART 1🕒 15 MINUTES

Why Motivation?

Ask the participants why, do they think, motivation is good/necessary.

Set up a new mind map with “Why Motivation?” in the middle.

You could organize the statements by using the following points:

1. To reach one’s goals you have to ...
2. To enjoy and maintain the enjoyment in what you do you have to ...
3. To be able to quickly and effectively complete tasks (when we are motivated, it is easier to complete tasks) ...
4. To create a better atmosphere (in the team) ...
5. (you can insert your own heading here) ...

Hand out Worksheet 1

↳ **OPTION 1:**●●● DIFFICULTY LEVEL 1

(If someone is illiterate: Read the questions out loud to her and give her a little time to think about her answers

Note: It is not always easy to answer the question “How motivated are you today?”. We have different areas of our lives. It may well be that we are very motivated in some areas of life (ex. learning vocabulary for a language that you want to learn) and totally unmotivated in another area (ex. eating healthily).

LESSON 2🕒 30 MINUTES

2.1 MOTIVATION AND ME: PART 2🕒 15 MINUTES

↳ **OPTION 1:**●●● DIFFICULTY LEVEL 1

If someone is illiterate, read the questions aloud.

↳ **OPTION 2:**●●● DIFFICULTY LEVEL 2



The participants should discuss the questions from Worksheet 2 with their neighbour (fellow participants) for 10 minutes.

Now ask the participants if there was anything from the Partner Discussions that they wish to share and give them space to do so.



2.2 WHAT MOTIVATES ME? WHAT DEMOTIVATES ME (TAKES AWAY MY MOTIVATION)?

🕒 15 MINUTES

ⓘ **Note:** Write the following terms (without category names) mixed up on the board or on a flip chart. To save time in the lesson, prepare this during the break.

●○○ DIFFICULTY LEVEL 1:

Find pictures in advance that portray the following terms well.

What motivates me:

- Successes
- Encouragement
- Feeling good about yourself
- Rewards (can also reward yourself)
- Goals in focus

What demotivates me (takes away my motivation):

- Experiencing failure
- No appreciation
- Discouragement
- Bad circumstances (bad weather, long commute, etc.)
- Unmotivated friends/colleagues/fellow students
- Hopelessness
- Struggle or stress

Each participant now receives one color (adhesive dot or pen).

1) Ask the participants to come to the board or flipchart. In the first step, they should place an adhesive dot on the terms that are motivators for them (motivation 'drivers').

Lead a discussion on the selected terms.

2) The second step is for the participants to place an adhesive dot on the terms that are demotivators for them (takes their motivation away). Cross out the dots that have already been placed in order to separate them from the new dots.



2.3 WHAT HELPS YOU WHEN YOU ARE DEMOTIVATED? ⌚ 15 MINUTES

- **DIFFICULTY LEVEL 2** Here, discuss what demotivators are: (what are the things that demotivate you / take away your motivation)

Everyone loses motivation sometimes. We must be prepared for situations like this, that can discourage us from reaching our (life) goals. Let the participants write down what they could say or do to work against these 'demotivators' next to "First Aid" on worksheet 2. Give the participants a little time for this and then lead a discussion about it.

REFLECTION ⌚ 5 MINUTES

- ↔ Choose an appropriate personal reflection option from the list of reflection activities.

FURTHER OPTIONS ⌚ 10 MINUTES

1. QUESTIONS FOR THE PARTICIPANTS ⌚ 10 MINUTES

- **DIFFICULTY LEVEL 2:**
Have you ever helped a friend or acquaintance when they were feeling unmotivated? How did you help them?
Have you ever received motivation from another person? Explain.

- **DIFFICULTY LEVEL 1:**
What do you do if your friend is sad? How do you help them?

- ↔ Collect a few answers from the participants and arrange them according to the following points:

- Always keeping your goals in mind
- Staying focused on the positive things
- Imagine what you would lose if you gave up at this point
- Take a look at the consequences that stand before you if you let yourself give up due to lack of motivation. For example: If you do not finish the internship due to unfriendly colleagues, you lose the chance for a certificate of completion and therefore the opportunity to begin a job after the completion of the internship.

2. PRACTICAL TIPS DIFFICULTY LEVEL 2

- 📄 Let the participants work on the "Practical Tips" worksheet.



MATERIALS

Signs for the Yes-No-Game. Please print out and cut on the lines.



YES

NO

**I DON'T
WANT TO SAY**

WORKSHEET 1:
**MOTIVATION
AND ME:**

- 1) Which pictures show happiness”?
- 2) Where you would like to be the most?
- 3) Where would you not like to be?



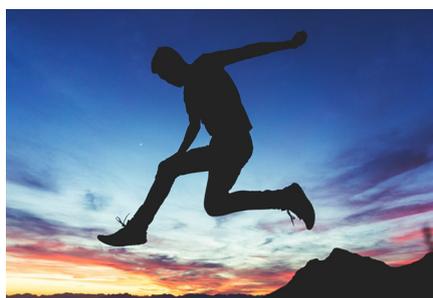


What makes you happy? Draw a picture!

A large, empty rectangular box with a thin black border, intended for drawing a picture.

WORKSHEET 1:
**MOTIVATION
AND ME:**

- 1) In your opinion, which picture fits best with the theme of "motivation"?
Write a number 1 on the picture.
- 2) Which picture best reflects how motivated you are feeling today?
Write a number 2 on the picture.
- 3) Which picture gives you a negative impression?
Write a number 3 on the picture.





If no picture above shows your understanding of motivation, draw one yourself below:

A large, empty rectangular box with a thin black border, intended for the student to draw their own understanding of motivation.

WORKSHEET 2

MOTIVATION AND ME:

Talk with your table partner about the following questions:



1) Think about a time when you were very happy? When you had a lot of energy? Describe it!

2) How long was that? A few minutes, a day, a week, a month, ...?

3) When have you lacked happiness and energy? Why?



4) Did the motivation for this thing/situation return? If yes, what made it come back?

This makes me happy:

This makes me tired and sad:

What can you do when you're not feeling good? How can you build ways to improve these bad feelings into your everyday life?

WORKSHEET 2

MOTIVATION AND ME:

Talk to your partner about the following questions:

- 1) Describe a situation in your life when you were (very) motivated.
- 2) How long did the motivation last? A few minutes, a day, a week, a month, ...?
- 3) Do you know what the reason was for you becoming demotivated?
- 4) Did the motivation for this thing/situation return? If yes, what made it come back?

What currently motivates me:

What currently demotivates me:

Everyone loses motivation at times. In such situations, we have to be well prepared, because long periods of demotivation can keep us from reaching our (life) goals. Write down what you could do/say to keep from losing motivation.

First Aid:

WORKSHEET 3: PRACTICAL TIPS

Put a check mark next to the tips that you want to practice in the next few days:

- (Life) Goals**, hang them visibly in the apartment (ex. on the refrigerator, on the door). Alternatively, you can write the goals on an index card and put it in your wallet or find a picture (that represents your goal) or set it as the background on your phone.
- Success Days Book**: Write the successes that you experience in a journal. In those times when you feel demotivated, you can look back at this list of successes and remind yourself of the great things you've already accomplished.
- Emergency Exit for Demotivation**: Stop negative thoughts in a timely manner and think about something positive.
- Motivation Partner**: Find a motivation partner. Share with each other what motivates and demotivates each of you experience and what your specific Demotivators are (ex. bad weather, unfriendly co-workers, little pay for work that you do, etc.), but also exchange what helps each of you to stay motivated in these situations. Use this Motivation Partner to share when you feel that your motivation is leaving you. Give each other the right to get involved in these situations and to say "even when unfriendly co-workers are waiting for you, go to work! You do that for you and for your life goals; you shouldn't let unfriendly co-workers get in the way of them."

>> Your Motivation Partner can of course be your buddy; it can also be a totally different person. Make sure it's a person that is good for you and who thinks that your goals are worth supporting.

Who could be your Motivation Partner? Write down a name and ask this person today if they would consider filling this role for you:

→
TOPIC

GOAL SETTING

↗
GOAL

The participants will know their dreams and will set three goals to get closer to achieving their dream. These goals are formulated in a concrete and realistic way and will help the participants develop an action plan to help them reach their dreams.

📁 LESSON

📁 MATERIAL

1.1

PUZZLE

- ☐ Material_Puzzlephotos (print, cut out each one, and put into envelopes)

1.2

BRAINSTORMING

- ☐ Flip chart/Board

1.3

DRAW OR WRITE ABOUT DREAMS

- ☐ A4 sheets
- ☐ Coloured pencils or markers

2.1

BRAINSTORMING

- ☐ Flip chart/Board

2.2

WHAT, WHEN, HOW

- ☐ Worksheet1 (DL1 or DL2)
- ☐ Material_Symbols (print, cut out)

3.1

WORKSHEET "GOAL SETTING"

- ☐ Worksheet2 (DL1 or DL2)
- ☐ Worksheet3 (DL1 or DL2)

ARRIVAL

🕒 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick-off the class.



LESSON 1: **DREAMS** ⌚ 30 MINUTES

1.1 **PUZZLE** OPTIONAL | ⌚ 5 MINUTES | ●●● DIFFICULTY LEVEL 1



Each woman receives an envelope with the pre-prepared puzzle pieces. She can complete the puzzle. Lay out all completed images in the center and look at them. Just as every image is made up of many pieces, each dream and goal is also made up of many small steps.

Question: In your opinion, which picture best describes the topic of dreams/goals?

1.2 **BRAINSTORMING** ⌚ 5-10 MINUTES



Question: In your opinion, which picture best describes the topic of dreams/goals?

- | | |
|--|--|
| <input type="checkbox"/> Health and fitness | <input type="checkbox"/> Free time, relaxation |
| <input type="checkbox"/> Family, relationships | <input type="checkbox"/> Living |
| <input type="checkbox"/> Alcohol/drug use | <input type="checkbox"/> Spiritual, religious |
| <input type="checkbox"/> Emotional, mental health | <input type="checkbox"/> Behaviour |
| <input type="checkbox"/> Education, career, school | <input type="checkbox"/> Art, creative |

1.3 **WRITE DOWN OR DRAW YOUR DREAMS** ⌚ APPROX. 30 MINUTES



Let the participants write out or draw their dreams on a sheet of paper. It can be very small or even a big dream. Nothing is unimportant or too crazy. If a participant doesn't know what her dreams are, you can provide key words like family, work, friends, creative, financial, health, using talents, behaviour, how I would like to be seen by others, how I would like to help others... In this case, you can also refer back to the question round in Part 1.2 (In which areas of your life can you have goals/dreams?)



Then ask them which dream is especially important to them. Discuss the dreams. It would be nice if each woman could share at least one dream and whoever would like to do so can also share their picture.



LESSON 2: PURPOSE OF GOALS, CONSIDERING GOALS

🕒 20 MINUTES

2.1 BRAINSTORMING🕒 APPROX 5-10 MINUTES



Question for the participants: Why is it good to set goals for yourself?

Possible Answers: If the participants cannot think of any answers, you could provide some. When you are aware of your goals...

- you can use your time and energy efficiently
- you have more motivation
- you can plan your life in a way to make yourself happier
- you aren't just waiting for a miracle; you are being proactive
- you can make the best out of your life
- you don't throw in the towel as soon as something goes wrong
- you can give up bad habits
- you are more focused and happy
- you can take charge of change
- it leads to greater success

Tell the participants the following phrases and note the key words "CONCRETE" and "PLAN" on the board:

Always formulate goals **clearly and concretely**, so that you can check if you've really reached them. To reach your goals, you need **a plan** for which goal you want to reach when and how.

2.2 WHAT, WHEN, HOW🕒 APPROX. 10 MINUTES



Give out Worksheet 1 to the participants and discuss it together.



Explain to the participants, which 3 questions they should answer for each goal and hold up the corresponding symbol for each (3 symbol cards for WHAT, WHEN, HOW).



What? – Formulate a concrete goal that fits you. It is important that you do not take on goals of other people or ones that others may expect. Rather, find your own, choose reachable goals, and, if it's a big goal, break it down into steps.

Example: I would like to show up on time for each class.



When? - Think of a strict deadline for which you would like to reach your goal by.

Example: In 2 months, on xx.xx



How? - How exactly would you like to put this plan into action. What beneficial methods could you use to help you reach your goal? How will you remind yourself? If you want to give something up (ex. smoking) what can you do instead?

Example: I would like to always arrive 10 minutes before class. I will set an alarm for when I have to leave.



LESSON 3: **SETTING GOALS, GETTING CONCRETE** ⌚ 55 MINUTES

3.1 **PRACTICAL GOAL SETTING** ⌚ 35 MINUTES

 Hand out Worksheet 3 to participants and let them work on the tasks.

1. Write down three personal goals.

OPTION 1: ●●● DIFFICULTY LEVEL 1

Use Worksheet 2 DL1 to make it easier for the participants to find goals for themselves in various parts of their lives. Questions about the pictures can be taken out of the Worksheet 2 DL2.

OPTION 2: ●●● DIFFICULTY LEVEL 2

If the participants have difficulty finding goals for themselves, you can go through Worksheet 3 together or you can let them fill it out alone.

2. Decide by which date would you like to have these goals completed.
3. Write down what you need to do to accomplish these goals.
4. Who and what will give you support to accomplish these goals?
5. Which difficulties are there and how can you handle these?

3.2 **DISCUSS GOALS** ⌚ 5 MINUTES

 When the participants are done, you can discuss one or two goals so they can get a feel for it. They will still go over each goal specifically with their buddies.

3.3 **HOW CAN SUCCESS BE CELEBRATED?** ⌚ 5 MINUTES

Question: How could you celebrate your success? List examples.

- Go for ice cream or a meal with your buddy/friend
- Go to the movies
- Buy a purse or a top
- ...

REFLECTION ⌚ 5 MINUTES

 Choose an appropriate personal reflection option from the list of reflection activities.



WORKSHEET 1: GOALSETTING

Creating Goals

To see change in your life, it is important to set goals. Always create clear and concrete goals, so that you can confirm that you have really accomplished them.



1. **WHAT** is your goal? Write it down.



2. **WHEN** do you want to have your goal accomplished by? Set a deadline by which you can confirm if you stuck to your goal.



3. **HOW** exactly do you want to reach your goal?
Which steps do you want to take?

Tips:

- Goals should always be CONCRETE, POSITIVE, and in 'I'-Form
- Find your own goal
- Choose simple goals, step by step
- Write down your goals.
- Look for help: ex. support from your buddy.
- Picture what it will be like when you have reached your goals.
- It's okay to fail. Keep at it, you are doing great!



WORKSHEET 1: GOALSETTING

Creating Goals

To see change in your life, it is important to set goals. Always create clear and concrete goals, so that you can confirm that you have really accomplished them.



1. **WHAT** is your goal? Write it down.



2. **WHEN** do you want to have your goal accomplished by? Set a deadline by which you can confirm if you stuck to your goal.



3. **HOW** exactly do you want to reach your goal?
Which steps do you want to take?

Tips:

- Goals should always be CONCRETE, POSITIVE and in I-Form.
- The goal should fit the person. It's important that you do not take goals from others or make goals according to what others may expect, but rather that you create your own goals.
- Choose goals that are easy to reach or, if it's a big goal, create smaller steps or smaller goals as part of the big goal.
- Always write down your goals so that you keep them in mind.
- Look for help: find people to support you (ex. your buddy)
- Picture what it will be like when you have reached your goals.
- Don't hinder yourself by thinking about possible failures. You already succeed by beginning to move towards your goals. Do not interpret hiccups as personal failures. Problems that arise should simply make you aware that you must continue to work hard or maybe choose an alternate way.



WORKSHEET 2: DIFFERENT GOALS:

BODY:



FAMILY:



YOU:



WORK:



EDUCATION:



ART:



ALCOHOL DRUG USE:



HOME:



RELIGION/BELIEF:





WORKSHEET 2: GOALSETTING DIFFERENT GOALS:

To set concrete goals, you can use the following questions to help:

BODY:



Are there athletic goals that you would like to achieve? Would you like to stay healthy into old age? Are you overweight? Do you suffer from pain? What steps can you take to make changes in these areas?

FAMILY:



Are you in a relationship? Does it make you happy? What does family mean to you? Do you have or want kids? If yes, how do you or how would you like to raise them? Can you imagine having kids with your current partner?

PERSONALITY:



Is there a part of your personality that would keep you from being your best you? Do you have a character trait that you wish you could just get rid of? What could you do to change this? What do you like about yourself? What areas would you like to strengthen?

WORK:



Would you like to be self-employed or have an employer? In which job could you be happy?

EDUCATION:



Is there an educational goal you would like to reach? Would you like to get an education?

CREATIVE:



Is there something that you've always wanted to try, like singing or painting? What are you good at that you may have done before and would like to do again or more of?

JOY: What really brings you joy? When was the last time you were really happy? What do you do that is just for you?

ABILITIES/FREE TIME/RELAXATION: Which talents do you have? Would you like to use them to make the world a better place? If yes, how could you do so?

CONSUMPTION OF ALCOHOL/ DRUGS:



Do you consume alcohol or drugs and would you like to change something about that? Would you like to use less or quit using completely?

LIVING:



Where would you like to live? To you, what is important for a home?

SPIRITUAL LIFE/RELIGION:



Do you believe in something? How important are your beliefs to you? Would you like to know and experience more of God?

EMOTIONAL, SPIRITUAL HEALTH: Which feelings do you experience often? What feelings would you like to experience most? What can you do to achieve that?



WORKSHEET 3: CREATING GOALS:

Which goals would you like to achieve during the Compass-Program?

-  1. Write down 3 goals.
-  2. By when do you want to have reached this goal?
-  3. Write down what you have to do to reach your goals.
-  4. Who and what will support you to reach these goals?
-  5. Which difficulties are there? How will you deal with them?



GOAL #1:



Achieve by: _____



What do I have to do to reach this goal?



Who will support me in this?



Which difficulties are there and how will I deal with them?



GOAL #2:



Achieve by: _____



What do I have to do to reach this goal?



Who will support me in this?



Which difficulties are there and how will I deal with them?



GOAL #3:



Achieve by: _____



What do I have to do to reach this goal?



Who will support me in this?



Which difficulties are there and how will I deal with them?

Start on your plans immediately. Check if you can stick to the deadline.

Celebrate every success. You are also allowed to reward yourself :)

Consider what did not work well and what you could do differently or better next time. It is not bad to make mistakes. Learn from them for next time.

Be thankful.



WORKSHEET 3: CREATING GOALS:

Which goals would you like to achieve during the Compass-Program?

1. Write down 3 goals.
2. By when do you want to have reached this goal?
3. Write down what you have to do to reach your goals.
4. Who and what will support you to reach these goals?
5. Which difficulties are there? How will you deal with them?

GOAL #1:

Achieve by: _____

What do I have to do to reach this goal?

Who will support me in this?

What stumbling blocks could I encounter and how can I deal with them?

GOAL #2:

Achieve by: _____

What do I have to do to reach this goal?

Who will support me in this?

What stumbling blocks could I encounter and how can I deal with them?



GOAL #3:

Achieve by: _____

What do I have to do to reach this goal?

Who will support me in this?

What stumbling blocks could I encounter and how can I deal with them?

Immediately begin to put your plan into action. When the deadline you have given yourself comes to an end, evaluate where you are at.

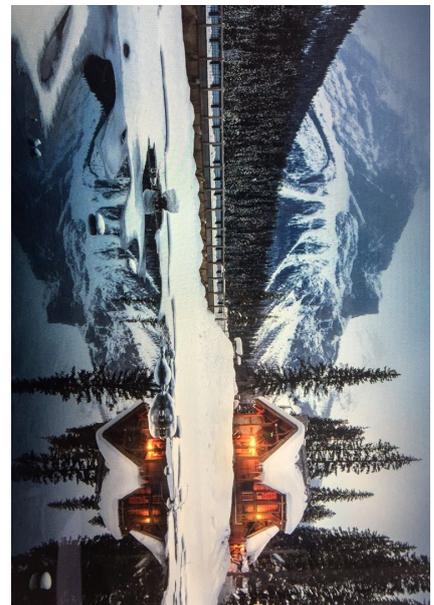
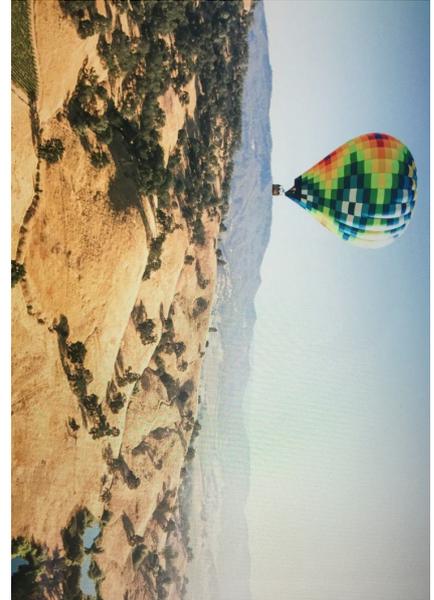
Celebrate every victory, even if you've just achieved part of your goal. You are allowed to reward yourself for this :).

Consider what didn't work well and what you can change or improve next time. Making mistakes isn't bad. Learn from them for next time.

Be thankful.



MATERIAL PUZZLE PHOTOS: ✂





MATERIAL SYMBOLS:





→
TOPIC

ORGANISATION

↗
GOAL

The participants should gain an understanding as to the importance of organisation and time management, as well as create their own folder for important documents.

📁 LESSON

📁 MATERIAL

1.1

INTRODUCTION TO THE TOPIC

- Option 2: Picture that fits the topic
- Option 3: Letters to arrange

1.2

TIME MANAGEMENT

- Worksheet 1

2.2

FOLDER FOR PERSONAL DOCUMENTS

- Worksheet 2
- 2 folders per participant
- Dividers
- Sheet protectors
- Hole punch

ARRIVAL

🕒 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick-off the class.



LESSON 1: PUNCTUALITY AND TIME MANAGEMENT ⌚ 35 MINUTES

1.1 INTRODUCTION TO THE TOPIC

 **NOTE:** For participants who are unable to speak the local language, Option 1 might be too challenging. If that is the case, choose one of the easier versions.

OPTION 1: COUNT TOGETHER ●●● DIFFICULTY LEVEL 2 | ⌚ 5 MINUTES

 Explain the rules and instructions of the game to the participants.

Rules: All participants stand in a circle and close their eyes. Participants should individually call out the next number – increasing from 1. There is no specific order, but if two participants say the next number at the same time, you must all start again from the beginning.

Goal of the game: Improve concentration, team building

 Transition to the content after the game. You can read the following or phrase it in your own words:

“It would be easy if you had to count alone. It gets harder (but also more exciting!) when other people are counting too. It is important to pay attention to others. Sometimes they take over the next number, sometimes you do. Consideration and concentration are very important. In the same way, you need consideration and concentration when working in a team. You have to be punctual and organized. It's not always easy, but if you can divide your time well and organize yourself well, life at work will be much easier - for you and your colleagues! And that's what we're going to learn today.”

OPTION 2: BRAINSTORMING: INTRODUCTION WITH A PICTURE ●●● DIFFICULTY LEVEL 1

 Show the participants a picture that can be connected to the topic and ask them what they think of, when they see the picture. At the end, ask the participants what topic they think might be discussed today.

OPTION 3: SORT PEOPLE ●●● DIFFICULTY LEVEL 1

The task for the participants is to put themselves in order according to given criteria. “Put yourselves in order..”

- | | |
|--|---|
| <input type="radio"/> alphabetically by first name | <input type="radio"/> by shoe size |
| <input type="radio"/> by birthday | <input type="radio"/> by street number.” |
| <input type="radio"/> by size | <input type="radio"/> Variations: This game can also be played silently or with blindfolds. |
| <input type="radio"/> by where you live | |



↳ **OPTION 4: SORT LETTERS** ●●● DIFFICULTY LEVEL 2



Write single letters from certain words on small pieces of paper (or use Scrabble tiles). The participants should sort the letters and find out the words. The game can also be played with a time limit. Example words: captain, coatrack, wonder, hope, vacation, etc.

1.2 TIME MANAGEMENT ⌚ 35 MINUTES

1.2.1 PUNCTUALITY ⌚ 10 MINUTES



Distribute Worksheet 1 and read each part silently, pausing at each discussion question (or read it aloud). Give the opportunity for people to ask questions before you begin the discussion.

1.2.2 CHECKLIST ⌚ 10 MINUTES

Distribute Worksheet 1 and read each part silently, pausing at each discussion question (or read it aloud). Give the opportunity for people to ask questions before you begin the discussion.

1.2.3 TIME MANAGEMENT ⌚ 10 MINUTES



Read the section on time management together. Explain the task so that each participant understands what to do. Make yourself available to answer any questions. When everyone is finished, they can present their findings.



Purpose of the task: The participants should find out how much time they need in the morning to arrive punctually to a morning appointment. At the same time, they will learn to think about how they can structure their day well.



LESSON 2: ORGANISATION 🕒 30 MINUTES

2.1 INTRODUCTION TO THE TOPIC 🕒 5 MINUTES | OPTIONAL



The participants most likely already have their own methods for organizing their lives. When beginning with the topic it is good to talk about it together and for the participants to all share how they organize their lives. Through this communal exchange the participants can begin to learn about the topic from each other.



Ask the participants one or more of the following questions:

- What do you do when you receive a letter? After you've read the letter, what do you do with it?
- What do you do with important documents? What are important documents? (Keep a written record of what is compiled. In Part 2 you can pick back up with this specific topic.)
- How do you keep yourself organized so that you can find documents easily?
- Is it important to you that your home is orderly? When you clean, how do you go about it?



Distribute [Worksheet 2](#). You may have already started talking through the questions and incorporated the following information.



If not, explain the following to the participants to introduce the practical task and take out Worksheet 2:

"Letters, important records, bank account statements... One needs a lot of papers to get by in society. Whether it's at the doctor's office, the job center, or a counselor's office: people will always ask you for specific documents and letters. If you don't have these records, it can be very difficult to reach your goals. Because of this, letters and important records should be organized and filed."

Letters should never be left unopened or thrown away! This can create greater problems. If you are afraid to open a letter alone, you can open it together with a social worker or a mentor.

Less chaos, less worry, less stress... not just for you, but also for those who work with you! If you can organize yourself, you are simultaneously becoming more reliable and more productive.



NOTE: Often, women in prostitution may have something like a "letter phobia." Either they don't open letters, or they throw them away immediately, either because they are afraid of the content or because they don't know why the letter could be important. In the subsequent discussion, you could also ask how they have previously handled their post.



2.2 PERSONAL DOCUMENTS FOLDER ⌚ 20 MINUTES



Distribute **folders, dividers, and sheet protectors** to the participants and make the **hole punch** available to them. Then, explain the task.

The dividers are there to organize the documents into categories so you do not have to spend a long time searching through the whole file. In the sheet protectors, there are certificates or documents that should not be hole-punched.



On [Worksheet 2](#), there are various categories provided that can be used to help with the structure. Continue for 20 minutes at most. They can finish the rest in their own time.

2.3 FOLDER FOR COMPASS-PROGRAM ⌚ 15 MINUTES



Read the next section and the task together.

Then, instruct the participants to use the second folder to organize their COMPASS documents.

By the end, every woman should have two folders: one for her personal documents and one for the COMPASS-Program documents.

If they have not finished, they can continue to arrange their folder at home.



Emphasize that they should continue to use these folders from now on. The Compass-Program folder is to be brought to class every week as well as to Buddy meeting (if necessary)! If they have received new letters, invoices or similar, they should be filed directly in their personal documents folder.

REFLECTION ⌚ 5 MINUTES



Choose an appropriate personal reflection option from the list of reflection activities.

WORKSHEET 1: PUNCTUALITY AND TIME MANAGEMENT

1.1 PUNCTUALITY

Every culture has a different concept of punctuality. In some cultures, time isn't an issue – you arrive when you manage to.



In Germany, punctuality and time are very important.

"Time is money"

Punctuality = Trust, Reliability, Respect, Esteem

Unpunctuality = Irresponsibility, Irritation

Example: You arrive at an interview late: no job.

You arrive at work late: a reason to be fired.

What should I do if I'm delayed?

1. Let the person who's waiting know.

Call or message – inform them.

2. Apologize

Explain why you're late.

3. Let them know your time of arrival

Text or call – say, WHEN you will come.

For meetings with authorities, advisory services, court, call as soon as you know that you will be late.

Discussion Questions:

When was the last time that you had to wait for someone? How did you feel about it? Why? What would you have wanted from the other person?

CHECKLIST

How would you evaluate yourself in the following situations?

Answer with a number between 1-10 (1 = never; 10 = always)

Situation	Number 1-10
<ul style="list-style-type: none"> ■ I turn my homework in on time. 	
<ul style="list-style-type: none"> ■ I have my school materials with me every week. 	
<ul style="list-style-type: none"> ■ I buy materials in good time before something is empty (ex. notebooks, pens). 	
<ul style="list-style-type: none"> ■ When I can't make a meeting, I give at least 24 hours notice. 	
<ul style="list-style-type: none"> ■ When I still have bills to pay, I pay them within 2 weeks. 	
<ul style="list-style-type: none"> ■ I put meetings in my calendar, so that I don't forget them. 	
<ul style="list-style-type: none"> ■ For meetings, I'm there punctually at the arranged time. 	

1.2 TIME MANAGEMENT

Discussion Question:

Which number would your friends give you? Why?

Where does your biggest weakness lie, and how can you overcome it?

You have a meeting in the morning:
What do you do to get ready?



Shower



Makeup



Drink coffee



Eat breakfast



Get to the bus



In public transportation there are sometimes cancelled trains, delays, and accidents.



Plan enough time for your travel.

For a ~30 MIN commute: 10-15 MIN more time

For a ~1 HOUR commute: 20-30 MIN more time **Plan!**

How much time do you need when you have a morning meeting?

How much time do you need for each thing?

TASK: Your morning

EXAMPLE:



Between getting up and a meeting I need altogether: ⌚ 2 HOURS AND 20 MINUTES

NOW YOUR TURN:



Between getting up and a meeting, I need altogether:

WORKSHEET 1: PUNCTUALITY AND TIME MANAGEMENT

1.1 PUNCTUALITY

Every culture has a different concept of punctuality. In some cultures, time isn't an issue – you arrive when you manage to get there.



BE AWARE: In Germany punctuality is very important and time really matters. "Time is money" as they say.

To be punctual shows the other person (eg. your future boss) that they can trust and rely on you. If you are often late, the boss will think that you're incapable of taking on responsibility.

Example: If you arrive late to an interview, you probably won't receive the job. If you frequently arrive late to work, you could be dismissed because of unreliability.

Punctuality also shows respect. If you're punctual, it shows that you value the other person's time. If you're not punctual, you'll frustrate your colleagues. The work climate and your relationships with your colleagues will suffer. If you are punctual, you take responsibility for yourself and your colleagues.

Example: Your colleague has a full day in which they hardly have time for a break. You have an important meeting with them and arrive 15 minutes late. Your colleague will be annoyed with you, because they now can't have a break at all, as they had to wait so long for you.

What should I do if I'm delayed though?

1. Let the person who's waiting know If you haven't managed to arrive on time to a meeting, you should inform the person who's waiting by calling or sending them a message. That applies even if you're only 5 minutes late!

2. Apologize When you apologize, it shows the person that punctuality and reliability is generally important to you. You can, of course, explain why you're late so that the other person understands the situation better; however, it's obviously noticeable if you regularly arrive late and always have the same excuse. At some point, people will stop believing you, so make an effort to be on time.

3. Let them know your time of arrival

You can by text or call inform someone of your delay and at the same time say when exactly you will arrive. Then, the person who you are meeting can adjust to it and do other things in the remaining time.

Important: When it comes to important meetings with authorities, advisory services, court, call up as soon as you know that you're going to be late.



Discussion Questions: When was the last time that you had to wait for someone? How did you feel about it? Why? What would you have wanted from the other person?

CHECKLIST

How would you evaluate yourself in the following situations?

Answer with a number between 1-10 (1 = never; 10 = always)

Situation	Number 1-10
■ I turn my homework in on time.	
■ I have my school materials with me every week.	
■ I buy materials in good time before something is empty (ex. notebooks, pens).	
■ When I can't make a meeting, I give at least 24 hours notice.	
■ When I still have bills to pay, I pay them within 2 weeks.	
■ I put meetings in my calendar, so that I don't forget them.	
■ For meetings, I'm there punctually at the arranged time.	

Discussion Question: Which number would your friends give you? Why? Where does your biggest weakness lie and how can you overcome it?

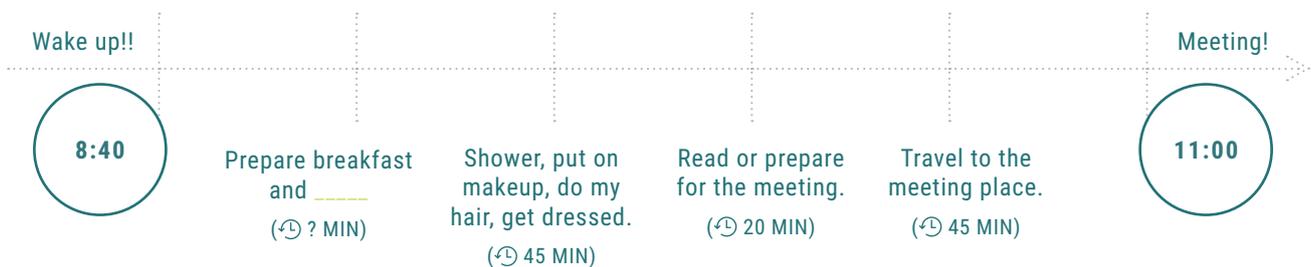
1.2 TIME MANAGEMENT

Do you know this feeling? You wake up in the morning and realise that it's far too late. Shower, make-up, coffee, breakfast. Oh no, that's no longer going to fit into your schedule. So you get out the house quickly onto the train which you just managed to catch in time. A stressful morning... In order to avoid this stress, you should plan enough time for your morning and wake up on time when you have a meeting. There's lots to be done before you get out the door!

Some like to start the morning leisurely: breakfast, shower, right outfit, read, smoke etc. How much time should you plan in if you have a meeting in the morning? How much time do you need for each thing?

BE AWARE: There are always unexpected surprises with public transport (ex. train cancellations, bus delays, accidents). Make sure you plan enough time for the journey. For short journeys (approx. 30 min), it's recommended to plan in an extra 10-15 minutes. For longer journeys (approx. 1 hour +) it's best to plan in an extra 20-30 minutes.

Task: Fill out the timeline with your personal "morning ritual" **EXAMPLE:**



Between getting up and a meeting I need altogether: ⌚ 2 HOURS AND 20 MINUTES

NOW YOUR TURN:



Between getting up and a meeting, I need altogether:

WORKSHEET 2: ORGANISATION

2.1 WHY IS IT IMPORTANT TO BE ORGANISED?

Documents are important in Germany:

Letters, account statements, papers from the Job Centre, doctor, advisory services...

Organise and file all important documents.

Open all letters and don't throw any away. You can also open letters together with friends or your social worker.

Why file documents?

Less chaos, less worries, less stress

Discussion Questions:

When was the last time that you were stressed because you couldn't find an important document?

How could you have prevented the stress?

2.2 FILE PERSONAL DOCUMENTS

Now let's get practical!

Now you'll get your personal documents in order.

Task: 1. Label a folder with "Personal Documents"

2. Label dividers with headings

3. File your letters and documents in the right place.

BE AWARE: Records and certificates shouldn't be hole punched. Use sheet protectors.

Personal Details

- Copy of ID (2x)
- Birth Certificate
- Marriage Certificate

Health

- Health insurance documents
- Copy of insurance card
- Vaccination record

Residence

- Registration (Anmeldung)
- Rent contract
- Telephone/Internet
- Payment receipts of deposits, additional costs, etc.

Finances

- Bank account/bank statements
- Copy of debit card
- Copy of credit card
- Bills
- Documents from finance office (Finanzamt)
- Job Center
- Tax returns/statements

Education and job

- Certificates
- Resume
- Application documents
- Pay slips
- Work contract

Children

- Birth certificate
- Vaccination records
- Child benefits

Police/court (if necessary)

- Letters from lawyers/court
- Letters from the police
- Other
- Contracts (ex. Phone contract, purchase contract...)
- Instruction manuals, warranties



2.3 COMPASS-MATERIALS

Make a folder for the COMPASS documents.

Task:

1. Label the second file with "COMPASS-Program"
2. Label the dividers with
"Block 1 – Basics"
"Block 2 – Job-Preparation"
3. File all of your documents and worksheets into "Basics."
4. Bring your folder every week and add the new documents.

WORKSHEET 2: ORGANISATION

2.1 WHY IS IT IMPORTANT TO BE ORGANISED?

Documents are important in Germany:

Letters, important documents, bank statements... In most countries, you need many papers to be a part of society. It's the same at the Doctor, Job Centre, or Advisory Services: you'll always be asked for specific documents and letters. If you no longer have these documents, then it can be difficult to accomplish your goals. Therefore, you should start to organise and file your letters and important documents.

!! Under no circumstances should you leave a letter unopened or throw it away. This could result in bigger problems. If you're nervous about opening a letter alone, ask your social worker or your buddy.

Once you've organised and filed all of your letters, you won't be worried the next time that you're asked for a specific letter that you need.

Less chaos, less worries, less stress...not only for you, but also for those who you're working with. If you can organise yourself, you become more reliable and productive.

Discussion Questions: When was the last time that you were stressed because you couldn't find an important document?

How could you have prevented the stress?

2.2 FILE PERSONAL DOCUMENTS

Now let's get practical!

Now you'll get your personal documents in order.

BE AWARE: Records and certificates shouldn't be hole punched. These types of documents should be attached in with sheet protectors.

Task: 1. Label a folder with "Personal Documents"

2.2. Take enough dividers and label them in bold with the headings that you'll find on the next page.

3. 3. File your letters and documents in the right place. The bullet points will help you with that.

Personal Details

- Copy of ID (2x)
- Birth Certificate
- Marriage Certificate

Health

- Health insurance documents
- Copy of insurance card
- Vaccination record

Residence

- Registration (Anmeldung)
- Rent contract
- Telephone/Internet
- Payment receipts of deposits, additional costs, etc.

Finances

- Bank account/bank statements
- Copy of debit card
- Copy of credit card
- Bills
- Documents from finance office (Finanzamt)
- Job Center
- Tax returns/statements

Education and job

- Certificates
- Resume
- Application documents
- Pay slips
- Work contract

Children

- Birth certificate
- Vaccination records
- Child benefits

Police/court (if necessary)

- Letters from lawyers/court
- Letters from the police
- Other
- Contracts (ex. Phone contract, purchase contract...)
- Instruction manuals, warranties



2.3 COMPASS-MATERIALS

How do I open a bank account? How can I motivate myself again? What have I learned through the COMPASS-Program?

So that you can read through the content of the lesson at a later date, you should organise the documents and worksheets. You now have the opportunity to create a folder for the COMPASS documents.

Task:

1. Label the second file with "COMPASS-Program"
2. Take the dividers and label them with "Block 1 – Basics", "Block 2 – Job-Preparation", "Block 3 – Internship" und "Block 4 - Compass-Development"
3. File all of your documents and worksheets so far into "Block-1".
4. From now on, take this file with you to class and file your new documents into it straight away. Then, you'll have an overview of everything that you've learned so you can read back over how something works.



 TOPIC	<h1>LETTER WRITING</h1>	
 GOAL	<p>The participants should develop an understanding of formal letter writing.</p>	
	 LESSON	 MATERIAL
1.1	LETTER WRITING - VARIATION 1	<ul style="list-style-type: none"> <input type="checkbox"/> Worksheet 1 <input type="checkbox"/> A4 pages (1 per participant) <input type="checkbox"/> Letter building blocks (print, cut out; 1 per participant) <input type="checkbox"/> Material_Example Letter <input type="checkbox"/> Glue sticks
1.1	LETTER WRITING - VARIATION 2	<ul style="list-style-type: none"> <input type="checkbox"/> Worksheet 1 <input type="checkbox"/> Example letter (1 per participant)
1.2	ENVELOPE	<ul style="list-style-type: none"> <input type="checkbox"/> Worksheet 1
1.3	THE CORRECT POSTAGE	<ul style="list-style-type: none"> <input type="checkbox"/> Worksheet 1 <input type="checkbox"/> Various envelopes as samples (one from each) <input type="checkbox"/> 2 envelopes per participant
	<p>NOTE: This training is based on German written communication standards and we would suggest that this training module be adapted to comply with your local country standards.</p>	

ARRIVAL  **FIRST 15 MINUTES**

 Choose an appropriate idea from the list of methods to kick-off the class.



LESSON 1: FORMAL LETTERS

🕒 45 MINUTES

1.1 LETTER WRITING

🕒 15 MINUTES



Read the text together and then lead the task.



Variation 1 - interactive:

Task instructions:

1. Give each participant an empty DIN A4 sheet, the cut-out letter building blocks, and a glue stick (if they don't already have one).
2. Take a building block and explain it. Then ask the participants where they would put this block. Give them the answer if they do not know. They can then put the building blocks in the right places. Don't glue them down until the end! Continue like this.
3. When each building block is in the right place, they can all be glued down.



To clarify the components, you can integrate the formulation example (Material "Example Letter Trainer").

Explanations of the building blocks:

Sender

- The one who writes the letter
- Contains name, address, phone number and/or e-mail
- Where? Typically, the upper left

Recipient

- The one who receives the letter
- Contains name of the person or company/agency, street und house number or P.O. box as well as the location
- If the letter is addressed to an agency, first write the name of the agency and then write the specific department beneath it
- Where? Left under the sender

Location and Date

- Example: Berlin, 08.08.2017
- Where? Under the recipient on the left side, but leave a blank line in between



Subject

- ❑ The subject is, so to speak, a heading for the letter, in which the content is briefly summarized.
- ❑ The word subject is not written anymore these days. The line begins directly with the short title.
- ❑ Where? In a new blank line below the date. Aligned on the left, written in bold.

The Form of Address

- ❑ When you know the name of the person who will read the letter, you can address them directly: Dear Miss Mustermann, ...
- ❑ If the name is unknown, you can use a neutral form of address: To Whom It May Concern, ...
- ❑ The line with the greeting address ends with a comma. Then a paragraph follows!

The Text of the Letter

- ❑ Pay attention to formality and tone (In German, instead of using „du“, „dir“, „dein“ you would write „Sie“, „Ihnen“, „Ihre“ etc.)
- ❑ If you just want to share a piece of information, you can write “I’m writing to inform you that...”
- ❑ If you’re writing a more detailed letter, for example an application, you should structure the text well. You can use the model of introduction, main section, and conclusion.
- ❑ Don’t forget: After the opening address, which is closed with a comma, in German you write the first word of the next line in lowercase (unless the word is a noun)!

Letter Closing

- ❑ Depending on if the recipient is known, different closings should be used:
- ❑ unknown (or formal) recipient: “Sincerely,” + paragraph + name + signature
- ❑ known recipient: “Best wishes,” (only if the recipient is familiar, otherwise “Best regards,” is more professional) + paragraph + name+ signature (leave three blank lines for signature)

Variation 2 – if you don’t have very much time: Pass out the example letter and show how to build a letter. Use the explanation of the building blocks. The participants can take notes on the example letter.



1.2 ENVELOPE ⌚ 5 MINUTES

Together, look at the labeling on an envelope and show the difference between a letter to a company, a public authority, or association and an individual.

1.3 THE CORRECT STAMP ⌚ 15 MINUTES

Read the section together up until the task. Provide an example of each type of letter mentioned, so that the women can see the difference.

Go through the spreadsheet together and illustrate it with the envelopes.

Distribute the envelopes (2 per participant). Then read the task.

Write the address for the Job Center on the flipchart for the task.

At the end, check the participants' finished envelopes and make corrections, if necessary.

The participants can keep the second envelope. They can file it in a sheet protector of their personal documents folder and keep it.

REFLECTION ⌚ 5 MINUTES

 Choose an appropriate personal reflection option from the list of reflection activities.

WORKSHEET 1: LETTER WRITING

1. Letter Writing: In the age of internet, email, and SMS, letters have become rather old-fashioned. Can you remember the last time you wrote a letter? It can happen, for example, that you need to cancel your phone or rent contract. You you'd like to inform an authority of something important. For that, you must know how to compile a letter, because sometimes it's not sufficient to send an email or explain your request by telephone. **Task: Work out the right structure of a letter together.**

2. Envelope

So that your letter arrives, the envelope must be correctly labelled. Here you see where the address should be written:

<p>Your Name Address (Street, Street Number) Zip Code, Location</p>	
	<p>Gute Tat Immobilien GmbH Petra Portele Robert-Koch-Straße 16 20249 Hamburg</p>

Here you see an example of a letter to a company, authority or advisory service.

<p>Frieda Hoffman Lübecker Straße 3 10559 Berlin</p>	
	<p>(Name of the Company) Name of the Recipient Address (or PO Box) Zip Code, Location</p>

And here you see an example of a letter to a particular person:

<p>Frieda Hoffman Lübecker Straße 3 10559 Berlin</p>	
	<p>Petra Portele PO Box 10 64 38 20249 Hamburg</p>

3. The correct stamp: Every envelope requires a stamp. If there's no stamp or the wrong stamp, your letter will be sent back to you.

BE AWARE: The costs of stamps can increase. These are the prices from August 2017. If you want to be sure, you should go to the post office and weigh the letter at the counter. The shop assistant will attach the right stamp to the letter. Here you'll find an overview of the different sizes of envelopes, the max weight and the costs of the suitable stamps:

Letter Type	Cost of Stamp	Size	Weight	Example
Postcard	45 Cent	-	-	-
Standard Letter	70 Cent	Length up to 23,5 cm; Width up to 12,5 cm; Height up to 0,5 cm	Up to 20g	3 folded A4 pages
Compact Letter	85 Cent	Length up to 23,5 cm; Width up to 12,5 cm; Height up to 1cm	Up to 50g	8 folded A4 pages or several sided insurance forms
Large Letter	1,45 €	Length up to 35,3 cm; Width up to 25 cm; Height up to 2 cm	Up to 500g	Approx. 95 unfolded A4 pages, brochures, or a tax income return
Maxi Letter	2,60 €	Length up to 35,3 cm; Width up to 25 cm; Height up to 5 cm	Up to 1kg	Approx. 190 unfolded magazines or even books



Task: The Job Centre needs documents from you. They want your current bank statement, a copy of the confirmation of your health insurance, and a copy of your ID (in total four A4 sides)

Label an envelope that you'll send to the Job Centre. Write the correct postage (cost/value of stamp) in the place where you'd attach a stamp.

**1. SENDER
(YOUR NAME)**

Andrea Müller
Max-Metzger-Str. 7
04157 Leipzig

2. RECIPIENT

Hoffmeister & Partner GmbH
Herr Norbert Maß
Zülpicher Str. 25a
50374 Erftstadt-Friesheim

3. LOCATION, DATE

 Leipzig, 12.09.2017

4. SUBJECT

Application for shop assistant – Your advertisement from 10.09.2017

5. FORM OF ADDRESS

Dear Mr. Mass,

6. INTRODUCTION

Yesterday I was very interested to read your advertisement in the LVZ and would like to apply for the position of shop assistant.

7. MAIN BODY

I've worked in the field of Marketing and Public Relations for 3 years, where I've gained experience in analysis and planning from projects and campaigns that I've done. After a year, I was promoted to a management position, in which I lead a team of 11 employees. I am an outgoing and reliable person and have basic skills in Adobe InDesign. I also speak fluent Romanian as well as English at B2 level.

You'll find my CV attached with further information about me and my qualifications.

8. CONCLUSION

I look forward to hearing from you. Thank you in advance.

9. CLOSING

Kind Regards,

10. SIGNATURE

Andrea Müller

**11. ATTACHMENTS
(IF NECESSARY)**

Attachment
CV



(Sender)
 Andrea Müller
 Max-Metzger-Str. 7
 04157 Leipzig

(Recipient)
 Hoffmeister & Partner GmbH
 Herr Norbert Maß
 Zülpicher Str. 25a
 50374 Erfstadt-Friesheim

Instructions:

1. Cut these building blocks out for every participant and also give them a blank sheet of paper and a glue stick (if they don't have them).
2. Work on the correct construction of the building blocks together.
3. When everything is in the right place, the participants can glue it down.

Leipzig, 12.09.2017

Application for shop assistant – Your advertisement from 10.09.2017

Dear Mr. Mass,

Yesterday I was very interested to read your advertisement in the LVZ and would like to apply for the position of shop assistant.

I've worked in the field of Marketing and Public Relations for 3 years, where I've gained experience in analysis and planning from projects and campaigns that I've done. After a year, I was promoted to a management position, in which I lead a team of 11 employees. I am an outgoing and reliable person and have basic skills in Adobe InDesign. I also speak fluent Romanian as well as English at B2 level.

You'll find my CV attached with further information about me and my qualifications.

I look forward to hearing from you. Thank you in advance.

Kind Regards,

Andrea Müller

Attachment
 CV

Wording Examples

The form of address

- "Dear Mr. _____,"
- "Dear Mrs. _____,"
- "To Whom It May Concern," (-> if you don't know the recipient)

The Introduction (-> in German always start with a small letter, unless it's a noun)

- "Thank you for your E-Mail/your call /your message."
- "I was pleased to receive your reply"
- "I have heard/seen/read in the newspaper that you..... Therefore, I'm applying for the job that was referred to."

The Main Body

- "Do you have time on _____ (Day/Date) at _____ (time) for a meeting or telephone call?"
- "Please let me know whether...until when...when."

The Conclusion

- "Please let me know by...(date)/Please reply by (date)"
- "I look forward to receiving your response"

The End Greeting

- "Kind Regards" (for unknown or formal recipients)
- "Best wishes" (for familiar and known recipients)



<p>→ TOPIC</p>	<h2>DEALING WITH FEAR AND ANGER</h2>	
<p>📍 GOAL</p>	<p>The participants are familiar with their fears and know how they can deal with them. They are prepared for work situations that could provoke their fear and anger and know how they can deal with fear and anger in a work environment.</p>	
	<p>📄 LESSON</p>	<p>📁 MATERIAL</p>
	<p>DEALING WITH FEAR AND ANGER AT WORK</p>	<p>📄 Worksheet 1</p>
<p>🗺️</p>	<p>NOTE: This training is based on German written communication standards and we would suggest that this training module be adapted to comply with your local country standards.</p>	

ARRIVAL 🕒 FIRST 15 MINUTES

🔄 Choose an appropriate idea from the list of methods to kick-off the class.



DEALING WITH FEAR AND ANGER AT WORK 🕒 45 MINUTES

 This lesson should not be about trying to discover the causes of the participants' fears and anger. Instead, the focus should be on dealing with these feelings during work.

 **Explain to the participants:** In your new job, you will encounter many unfamiliar situations. In some, you will feel overwhelmed, and in others you will feel angry or feel strongly that you want to leave the situation. Because of this, it is important to not let yourself be defined by these feelings, but also to not completely hide them.

 Hand out Worksheet 1.

●○○ **DIFFICULTY LEVEL 1:** Read the questions out loud and let the participants answer them verbally!

●●○ **DIFFICULTY LEVEL 2:**
Let the participants work on the worksheet on their own.

 **Explain Task 2 to the participants:** There are possibilities to overcome fear and methods that can help you to not be defined by fear.

Explain Task 3 to the participants: Sometimes, your feelings can mislead you and you can jump to conclusions. Then, you might react with anger or ignorance or by freezing or withdrawing.

Explain Task 4 to the participants: If there is a problem or you are unjustly handled, it is not helpful to try to solve this issue with violence, yelling, or running away.

Discuss the tasks with the participants bit by bit if they are to be worked with at Difficulty Level 1.

REFLECTION 🕒 45 MINUTES

 Choose an appropriate personal reflection option from the list of reflection activities.



WORKSHEET 1: DEALING WITH FEELINGS AT WORK

Task 1: When you think about a new job, what scares you the most? Describe it or draw a picture.

Task 2: What can help you to overcome your fears? Read through these methods and add to it with your own ideas of what could help you personally.

- Find a person who you trust and talk with them about your fears.
- Talk about it with a social worker, therapist, minister, life coach, or a pastor.
- Imagine your fear.
- Be patient with yourself.
- Consider where your fear comes from.
- Resolve yourself to do things that may make you afraid.
- _____
- _____
- _____
- _____



Task 3: Do you get mad quickly?

- Yes No

What do you do when you get mad?

Task 4: Which tips help you when you are angry? Mark them:

- Breathe deeply.
- Hold your breath for 15 seconds.
- Keep cool.
- Call a good friend and ask for help.
- Ask a neutral person about it (a person who is not involved).
- Drink water.
- Ask yourself if it makes sense to throw a fit.
- Move yourself. For example, go for a walk or run up and down the stairs.
- Consider how you can really solve the problem.
- Sing your thoughts or say them out loud in a higher, funnier voice.
- Make ridiculous faces in a mirror.
- Tense your whole body from head to toe, count to 5, and then let go.
- _____

→
TOPIC

FINANCE

↗
GOAL

The participants should develop an understanding of the basics of handling their own finances and receive means by which they can create a simple overview of their finances and keep to a budget.

📁 LESSON

📁 MATERIAL

1.1

INTRODUCTION AND BASICS

- A few banknotes
- Flip chart

1.2

GROUP DEVELOPMENT/FINANCE CATEGORIES

- Colourful DinA4 sheets
- Cut out symbols (Material SG1)
- Flip chart markers
- Small colourful slips of paper or index cards
- Tape, magnets, or thumbtacks (depending on method of attachment)

2.1

CREATION OF A FINANCE OVERVIEW AS PRACTICE

- Worksheet "Martha's Finance Plan"
- Worksheet "MarthasFinancePlan_Solution"
- Calculator

2

FINANCE HELP WITH AN APP (PRACTICAL HELP) OPTIONAL

- Household Plan-App (on the phones of the instructor and the women)
- Receipts/Bills

ARRIVAL

🕒 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick-off the class.



LESSON 1 🕒 30 MINUTES

1.1 INTRODUCTION AND BASICS 🕒 10 MINUTES



To introduce the theme, the participants should develop a basis for the topic, together.

The shift from the arrival to the topic can be fluid. Ask relevant questions to lead into the discussion:

- ❑ Place a few banknotes on the table and ask the participants:
What do you think about the money here? What comes to mind?
What would you do with this money?
- ❑ If you want to buy something, how do you go about it? If you, for example, want to buy a car (here you can name an object that fits the participants), how do you go about it? What are the first steps?
- ❑ Brainstorming: Do you worry about your finances? How do you feel about them? What is a budget? Why is it important? Who here has made a budget before? What worked? What didn't?

With the flipchart you can record the important aspects that stand out or that you would like to address in the course of the training.

1.2 GROUP DEVELOPMENT/FINANCE CATEGORIES 🕒 20 MINUTES



Write the following definitions on colourful sheets (A4) (prepare this beforehand)



OPTION 1: ●●● DIFFICULTY LEVEL 1

Use the symbols (Material_SG1)



Work together to collect the expenses of the participants and write them on the small slips of paper. Sort these into the categories together. Name the terms and explain them.



OPTION 2: ●●● DIFFICULTY LEVEL 1

Income, Housing Costs, Cost of Living, Transportation, Insurances, Free Time, Retirement Provisions, Other.

Put these on a wall or lay them on the floor. Make sure that they have enough space between them, so that the small slips of paper can later be organized into these categories.



Ask the participants to write on small slips of paper where they receive money from and what they spend money on (one thing per slip; works best with a thick black flip chart marker, so that everyone can read it easily. (When collecting the slips, pay attention to make sure they're formulated neutrally! For example, "Wages" or "Income" instead of "money from the pimp" – this is most important when they still have not left prostitution). Give them about 15 minutes of time for this, then show them the categories and let them sort their slips into them. Summarize the results.



LESSON 2 ⌚ 45 MINUTES

1.1 CREATION OF A FINANCE OVERVIEW AS PRACTICE ⌚ 30 MINUTES



Hand out the worksheet 1 with Martha's earnings and expenditures, and let the participants create their own personal finance overview or working in pairs create a finance overview together.

2.2 EXCHANGE ABOUT THE FINANCE OVERVIEW ⌚ 10 MINUTES



The entire group comes together and discusses the assignment. How easy/hard was this task for them? Which questions came up? What was the greatest challenge? Which costs were missing, that the women have in their daily lives?

REFLECTION ⌚ 45 MINUTES



Choose an appropriate personal reflection option from the list of reflection activities.

OPTIONAL ⌚ 45 MINUTES

1. DEBTS? SAVINGS?



The costs are higher than the earnings – Debts: The overview of categories helps the women to see which areas they could make changes. Find an area with the women in which they could save money.



The earnings are higher than the costs: Encourage the women to save (for a driver's license, for education, etc.). Work together to find a concrete goal and the amount of money they would like to save and think about how this can be implemented, for example with a piggy bank, with various envelopes, or by opening a savings account. How much money do they want to save per day/week/month?



2. FINANCE HELP WITH AN APP (PRACTICAL HELP) ⌚ 30 MINUTES

●●● DIFFICULTY LEVEL 2



Find a simple income-expenditures household app that is suited for the phones of the participants.

Preparation: Download this app a few days/weeks before the training and fill it with entries, so that the participants can see how the app works – including the analysis/overview.

In this third training section, the participants can download the app for free and then receive practical help with using it. Bring some bills to the training so that you can show the participants how they can very simply enter them into the app. Maybe they also have some bills or receipts in their wallets that they'd like to enter directly in the app? Support the participants as they enter their income and expenditures in the app and help them create further categories as necessary. Advise the participants that when they receive money or spend money, they should ask for a receipt and enter it in the app.



Note: If a participant doesn't have a smart phone, provide her with a small notebook, in which she can record her income and expenditures by hand.

3. DISCUSS CHECKING ACCOUNTS ⌚ 15 MINUTES



Do the participants already have a bank account? If not, find a bank that would work for them and help them to open an account. In order to be able to open an account, the participants need the following documents:

- a valid ID card or passport
- a residence title (if they have a foreign passport)
- potentially a registration card (depending on the bank)
- a current proof of income (only for accounts that require a regular influx of money)
- for an online account: a filled out application and a certification (Identity verification process with the Post)
- usually the bank will request the credit rating



Nowadays, there are free checking accounts at online banks, for example [provide a reference to a local bank]. Some banks with physical branch locations offer free accounts only under specific conditions (ex. regular influx of money). You must be careful with overdraft interest rates, if you overdraw on the account. Sometimes this rate can be very high in free accounts.

WORKSHEET: FINANCES (SOLUTION)

ITEM	AMOUNT		COSTS							
	INCOME		HOUSING	FOOD	BUS	INSURANCE	HOBBIES	RETIREMENT	OTHER	
EXAMPLE: Income/Salary	700.00 €									
Rent		400.00 €								
Supermarket			40.75 €						15.90 €	
Phone and Internet									7.95 €	
Makeup							12.00 €			
Movie Theater					60.00 €					
Month Ticket for Bus									70.00 €	
Credit Card Bill										
Drug Store			7.95 €							
Coffee							3.50 €			
Savings								50.00 €		
Insurance						5.00 €				
Pharmacy									5.00 €	
TOTAL EARNED	700.00 €									
TOTAL SPENT	678.05 €	400.00 €	48.70 €	60.00 €	60.00 €	5.00 €	15.50 €	50.00 €	98.85 €	

REMAINING 21.95 €



WAGES



HOUSING



FOOD



INSURANCE



BUS



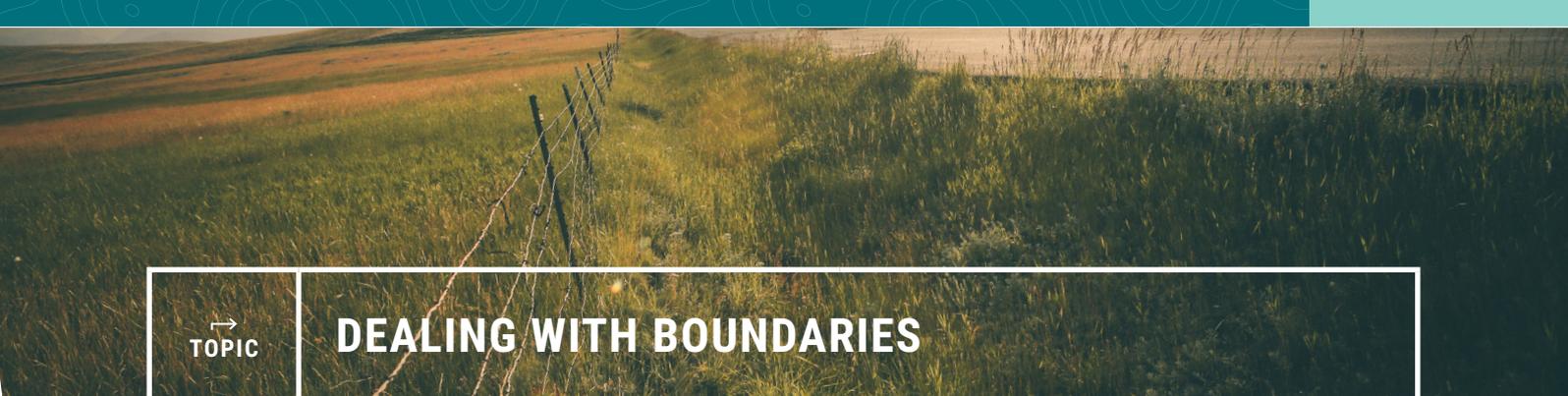
HOBBIES



RETIREMENT



OTHER



→
TOPIC

DEALING WITH BOUNDARIES

↗
GOAL

The women get to know their own boundaries.

📄 LESSON

📁 MATERIAL

INTRODUCING THE TOPIC

1.1

INTRODUCING BOUNDARIES

- Flip chart/Board
- A map that you can draw on

2.1

EXERCISE 1: CLASSIFY BOUNDARIES

- Option 1: Paper, scissors, Sharpies (prepare beforehand!)
- Option 2: Worksheet 1

2.2

EXERCISE 2: SET BOUNDARIES

- Red and green cards (Material_Cards_red_green)

2.3

EXERCISE 3: PARTNER PICTURE - OPTIONAL

- Paper and colourful pens, pencils, etc. (ex. chalk, wax crayons, watercolours, or normal colourful- or felt-tipped pens)

ARRIVAL

🕒 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick-off the class.



LESSON 1: **COUNTRY BORDERS AND PERSONAL BORDERS** ⌚ 25 MINUTES

1.1 **INTRODUCING BOUNDARIES** ⌚ 5-10 MINUTES

➡ **OPTION 1:** ●●● DIFFICULTY LEVEL 1



Explain the rules and instructions of the game to the participants.

A person stands still in one place. Another person slowly goes towards her. The standing person says “Stop” when she notices that her boundaries (in terms of physical closeness) are reached. The moving person stops as soon as they hear “Stop.” Optional: Then, another person can go towards the standing person from another direction. The process of the game remains the same.



Reflection: What happens in your body/with your feelings before you say STOP? Or when you say STOP too late?



OPTION 2: ●●● DIFFICULTY LEVEL 2



Draw the map of a country (with state borders) on the flip chart or the board.



Ask the participants: What are boundaries useful for? What makes a good, stable boundary?

- The country is defended, if it is attacked
- The country is, for example, defended from crime or smuggling
- Within the boundaries, there are valid rights of the state
- There are checkpoints on the boundaries that check the people who enter the country and make sure that they have permission to enter



Explain to the participants: Just like how every country can be best protected at the borders, so should you also protect your body, soul, and mind with healthy boundaries.



1.2 PERSONAL BOUNDARIES 15 MINUTES



Ask the participants: Which personal boundaries are you familiar with? Can you name an example of how these boundaries could be breached?

If nothing comes to mind for the participants, you can mention a few of these examples.



Examples:

Feelings: Someone ignores that they are hurting your feelings with jokes and keeps making them.

Eye Contact: A stranger looks you unwaveringly in the eyes and stares at you for a long time, until it is uncomfortable for you.

Spirituality/Religion: Someone laughs at you because of your religion or forces you to follow their religion, even though you do not want to do so.

Rules: Someone does not conduct themselves according to the rules you have set in your apartment and refuses to change their behaviour even after you have explained the rules to them.

Secrets: Someone tells a secret of yours to another person.

Love: Someone exploits your love for them and starts to manipulate you.

Relationships: Someone blames you for doing something that he himself is at fault for. Someone causes you to feel uncomfortable by telling you that you have not invested enough into the friendship.

Time: Someone convinces you to help them, even though you don't have time to do so or you don't want to use your time for them.

Possessions: Someone steals your possessions or uses them without asking your permission

Food: Your roommate always takes your food, even though you bought it especially for yourself and have already planned what you were going to cook with it.



Explain to the participants: Boundaries change with different situations and are different for each person. Your boundaries also change as you get close to another person. Because of this, boundaries can be flexible; however, they should only be so flexible so that you still feel comfortable with them. You take on the responsibility of how much you want to risk something or to pull back. Sometimes, it is also necessary to end a relationship if the other person does not respect your boundaries. Boundaries can be extremely different for people that you have very different circumstances of your relationship for.



1.3 OPTIONAL: PERSONAL BOUNDARIES ROLE PLAY 15-30 MINUTES



In the following you will find ideas for role play situations that could be played out by two participants. These methods are well suited for taking everyone's own boundaries into consideration in the game. It is also possible to try out different actions or to show the difference between strong/weak/lack of boundaries.

A strange man and a woman sit on a park bench. The man slowly puts his hand on her shoulder. How does the woman respond?

A person offers another a cigarette or a joint. The other person does not want it. How do they react?

Two people are standing on a 10-meter-high diving board at the swimming pool. "Jump!" How would you react?

You go to church with a friend who crosses herself and says that you should do it too! How do you react?

A stranger looks you unwaveringly in the eyes and stares at you for minutes, until it is uncomfortable for you. How do you react?

You have the rule, that every guest who visits you must take off their shoes when they enter. A guest does not obey this rules and does not change their behavior, after you ask them again to take off his shoes. How do you react?

Someone convinces you to help them, even though you don't have time to do so, or don't want to take the time to do so. "Hey, you're free on Sunday! Then you can help me move! Awesome! Thanks, that's so nice of you!" How do you react?

Your roommate always uses your bike without asking, even though you sometimes need it yourself when they have taken it. What do you say to them?

LESSON 2: SET HEALTHY BOUNDARIES 40 MINUTES

2.1 EXERCISE 1: CLASSIFY BOUNDARIES 10-15 MINUTES



OPTION 1: Craft a three-meter-long bar out of paper and hang it up or lay it on the floor. On one side write "Strong Boundaries" and on the other side "No Boundaries." In the middle, write "Good Boundaries." You can also use a long band to represent this bar.



OPTION 2: Hand out Worksheet 1 to the participants.

Explain the three categories of boundaries:

Strong boundaries: If someone comes too close to you, you tend to say "No" to them. It is difficult for you to open up to someone.

No boundaries: You cannot say "No," specifically if you are afraid of retaliation or being abandoned.

Good boundaries: You can protect yourself and others to a healthy extent.



Introduce the three following situations to the participants and ask them to sort them into their respective categories.

For Option 1: Every participant should stand at the position on the bar where they think their own boundaries fit. If the participants are open and willing to discuss it, then you could certainly try to have them explain briefly why they placed themselves where they did.

For Option 2: Ask the women to mark the point on the bar on Worksheet 1 where they would place themselves.

☐☐ Situations:

1. A friend would like to go shopping with you; however, you have a job interview in one hour. Your friend begs and pleads with you until you agree to go shopping. (No boundaries)
2. Your boss asks you to stay an extra half an hour, because you all absolutely have to finish one more article for the morning newspaper. A neighbor had invited you to her birthday party that night. You would have still had enough time to buy a gift and get changed, even if you had stayed another half an hour. Despite this, you leave punctually and you do not support your boss. (Strong boundaries)
3. Your coworker asks you to switch shifts with her, because her daughter has her birthday on a day that she is working. You switch your shift with her. (Good boundaries)

Explain to the participants: In your new job, it is also possible that your new colleagues or your boss may cross your boundaries. It is important that you can explicitly, but politely, specify your boundaries,

2.2 EXERCISE 2: SET BOUNDARIES ⌚ 20-25 MINUTES

Material: Red and green cards

Introduce five situations that can happen at work. Ask the participants to think about whether or not each situation crosses boundaries. If the situation is okay for them personally, they should hold up the green card, and if it is not, they should hold up the red card.

Consider together how the participants can conduct themselves if a situation is not okay for them.

Situations:

1. Your boss asks if you would clean his aunt's house under-the-table (without a work contract). He offers you low wages.
2. Two colleagues bully you. They always lie to your face and spread rumors about you.
3. Your boss is very satisfied with your work. He offers you more hours to work.
4. A colleague finds out about your past in prostitution. He tries to convince you to give him sexual favors. He threatens you, saying that he will tell everyone about your past and that you will then be fired.



5. Your aunt calls you on your mobile phone over and over while you're at work. She also sends you a lot of messages, saying that it's very urgent and you should call her back immediately. What do you do?

Suggestions for Solutions:

1. You say firmly, but politely, that you would not like to work under-the-table and that you are not looking for a side job. Depending on how you feel about your boss, you could recommend websites where he could find a cleaning helper legally.
2. You can speak to the two colleagues and ask them why they are spreading such things about you. Show the rest of your colleagues through your own good conduct that the things that they are spreading about you are lies.
3. That is your own decision.
4. Report him to the leadership of your company. That is sexual harassment in the workplace. Your past does not give your boss the right to fire you. That means your colleague is making an empty threat. If you consider it appropriate, you can also report him for attempted blackmail.
5. During your break at work you can call her back and make sure that she is alright.

2.3 EXERCISE 3: PARTNER PICTURE OPTIONAL | ⌚ 20-25 MINUTES

The partner picture is a good method to test out boundaries in the format of a game. Two participants paint or draw a picture together as part of a chosen theme. The partner can let the other person continue drawing or painting or say STOP when she thinks that the other person has drawn or painted too much of the picture.

Evaluation Questions (Difficulty Level 2):

- How was/am I feeling?
- How was working together?
- Could I transfer my ideas?
- Did I have to hold myself back?
- Was a boundary crossed and, if yes, how did I deal with it?
- Did I find myself back in a familiar pattern of behavior?

Difficulty Level 1: Just ask a simple question – for example, how did drawing/painting go? Was it easy? Was it hard? Did you draw/paint what you wanted? Why or why not?

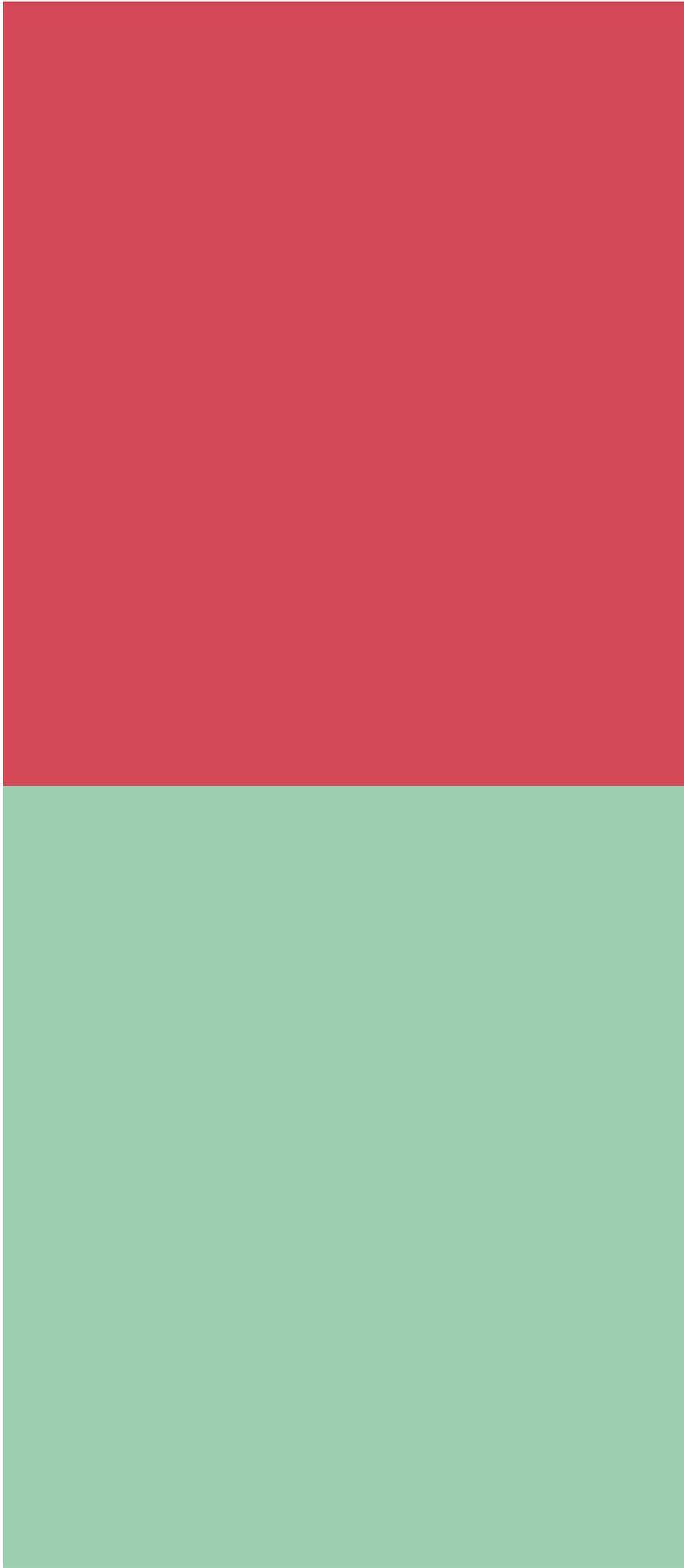
Choose an appropriate personal reflection option from the list of reflection activities.



WORKSHEET 1: **BOUNDARIES**

Task 1: Draw a dot at the position where you think you would be.

<p>Strong boundaries</p> 	<p>Good boundaries</p> 	<p>No boundaries</p> 
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 TOPIC	AWARENESS OF SELF AND OTHERS	
 GOAL	<p>The goal of the training is dealing with one's own thinking patterns and way of living. It should be thought-provoking and lead the women to review their previous ways of life. This should promote a healthier lifestyle.</p>	
	 LESSON	 MATERIAL
1.1	INTRODUCTION: EXERCISES	<ul style="list-style-type: none"> <input type="checkbox"/> Laptop, projector, and speakers <input type="checkbox"/> (One laptop works if it is only 2-3 participants) <input type="checkbox"/> Yoga mats or something similar <input type="checkbox"/> Sport clothing/comfortable clothing
1.2	GROUP BRAINSTORMING JUST FOR DIFFICULTY LEVEL 2	<ul style="list-style-type: none"> <input type="checkbox"/> Worksheet 1, Task 1.1 <input type="checkbox"/> Translator App (Google Translator or something similar)
1.3	PRACTICAL EXERCISE: PAINT/CREATE/ DESCRIBE YOUR SELF-PORTRAIT. HOW DO YOU SEE YOURSELF?	<ul style="list-style-type: none"> <input type="checkbox"/> Worksheet 1 (DL1 or DL2) <input type="checkbox"/> Material "Picture cards Self-Awareness" <input type="checkbox"/> Various magazines <input type="checkbox"/> Scissors, glue, colourful pencils/markers
2	EXERCISES ON SELF-AWARENESS	<ul style="list-style-type: none"> <input type="checkbox"/> Worksheet 2 (DL1 or DL2) <input type="checkbox"/> Translator App (Google Translator or something similar)
2.3	TEST: PERCEPTION OF YOUR NEIGHBOUR	<ul style="list-style-type: none"> <input type="checkbox"/> Worksheet 2 (DL1 & DL2) last page <input type="checkbox"/> Addendum 1 "Self-Awareness"
	OPTIONAL: NEW PAINTING/WRITING/ CREATIVE SELF-PORTRAITS	<ul style="list-style-type: none"> <input type="checkbox"/> Addendum 2 <input type="checkbox"/> Material "Picture cards Self-Awareness" <input type="checkbox"/> Various magazines <input type="checkbox"/> Scissors, glue, colourful pencils/markers
	NOTE: Cultural sensitivity is necessary in this training.	

ARRIVAL

 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick-off the class.



LESSON 1: ⌚ 35-45 MINUTES

1.1 INTRODUCTION: EXERCISE ⌚ 10-15 MINUTES

-  Do short stretching or relaxation exercises with the participants.
-  Using the keywords "stretching exercises for beginners" or "warm-up exercises for beginners" – search YouTube for a suitable video for the participants to participate in.
-  Ask the participants what they are feeling in that moment (Example: "I have cold hands"; "I am tired"...). Allow each woman to share something.

1.2 GROUP BRAINSTORMING ⌚ 5-10 MINUTES

- **DIFFICULTY LEVEL 1:** Ask the participants: What do you understand "Self-Awareness" to be? What do the words mean to me?
- **DIFFICULTY LEVEL 2:** Let the participants work through the exercise 1.1 on Worksheet 1 (DL2). Afterwards, discuss the results.

 **Tip:** It may be that the participants aren't able to contribute much here because they previously had not reflected on the topic. If this is the case, let the participants look up the term "Self-Awareness" in their corresponding mother tongue so that they definitely understand what the lesson today is going to be about.

- +
- Keywords to add:**
 - Knowing yourself (I know what defines me. I know myself well.)
 - Being at peace/being uncomfortable with yourself (I am good as I am.)
 - Knowing your gifts (Things I can do well)
 - Feeling beautiful (Do I think I'm pretty?)
 - Feeling of being popular (Do I feel loved?)
- Keep things at a superficial level at first so that the women find it easier to express themselves.



1.3 PRACTICAL EXERCISE: PAINT/CREATE/DESCRIBE YOUR SELF-PORTRAIT. HOW DO YOU SEE YOURSELF? ⌚ APPROX. 10 MINUTES

●○○ DIFFICULTY LEVEL 1: Use [Worksheet 1 DL1](#) for this exercise.

●●○ DIFFICULTY LEVEL 2: Use Task 1.2 on [Worksheet 1 DL2](#)



In order to make the initiation into self-reflection easier, use the picture cards. Each participant should first find a picture card that best represents how she sees herself. If needs be, the participant can also choose 2 picture cards.



Participants should draw/create/describe their self-image in the empty mirror on the worksheet. It would be helpful if magazines are provided from which the participants can cut pictures that fit their self-image. There may be fewer creative participants, or participants who can't relate to themselves, so please help them.

If necessary, use the picture cards here.



If a participant likes writing, she can also write a story or a few single words about the topic (Difficulty Level 2).

1.4 GROUP BRAINSTORMING ⌚ 5-10 MINUTES



Ask the participants: What influence does my perception of who I am have on my life?



You can also ask questions here: How does a person who feels beautiful behave; who knows their gifts and abilities; who likes themselves and sees themselves as strong and confident? (Sometimes it's easier for participants to speak about another person.) Here you can also ask about famous people and ask how they feel about themselves.



Tip: It may be that the participants have little to say here too. That's okay! Instead, simply list key words (Coping with everyday life, making decisions, interacting with other people, accomplishing goals, fulfilling dreams...).



Pick up both of the questions again at the end of the day to let the participants add to what they may have become aware of during the unit. Make sure that you don't simply name key words that the participants can do little with. Personal knowledge is more valuable than clever words from the mouth of an outsider. .



LESSON 2: **EXERCISES ON SELF-AWARENESS** ⌚ 30 MINUTES



On Worksheet 2 participants will find three tables, with opposites grouped in pairs.



DIFFICULTY LEVEL 2: The participants work on the tasks individually



DIFFICULTY LEVEL 1: Work with the participants on the task. Read the questions and adjectives out loud and explain them, if necessary. If the participants still don't understand after the explanation, the participants can look up the terms in their mother tongues.

2.1 SELF-AWARENESS ⌚ 10 MINUTES



First, every participant should work on the table and place themselves where they think they fall between every adjective pair.

After they work through the table, they should answer the questions below it.

2.2 SOCIAL-PERCEPTION ⌚ 5-8 MINUTES



The participants work on the next table with the question: How do I think others see me?

They should do this in the same way that they did the first table.

2.3 TEST: PERCEPTION OF SEATING PARTNER ⌚ 25 MINUTES



The participants should get into pairs. If it is a one-to-one class, conduct the test in partners. In the partner work, the last table should be worked through with the question "How do I see my seating partner?"



Tip: If there is a hostile atmosphere between the participants, this exercise should be left out. In this case it's advisable that you – as the teacher – to consider beforehand, what you want to say to the individual participants and have a short individual conversation with each of them.



After all participants have completed the test, they can compare their partners test with their own and discuss the results (How do I see myself? + How do I think others see me?) with the test from their partner for this exercise.



Then you can ask the participants the following questions:

- Do the results from your past tests match with the test you did with a partner?
- Where does the assessment from your partner deviate from your own assessment? Mark it!
- Where do they agree? Mark it in another colour!
- How do you feel after this test?
- Which things do you see differently?
- Which things do you still need to work on?



If the participants are still confused after the test, you can suggest that they get someone who knows them well to fill out the outsider perception test. That will allow them to get a better picture than just the one opinion.



In closing, you can either use the [Addendum 1 "Self-Awareness"](#) and have the participants read it aloud (DL2) or you can summarize it for the participants or read it out loud for them (DL1).

REFLECTION ⌚ 5 MINUTES



Choose an appropriate personal reflection option from the list of reflection activities.

OPTIONAL

NEW PAINTING/WRITING/CREATIVE SELF-PORTRAITS ⌚ 15 MINUTES



Use the mirror on the [Addendum 2](#).

Repeat the task from the beginning (What influence does my perception of myself (Self-Awareness) have on my life?)

Participants can determine/notice possible changes.

Encourage participants to do this reflection again at certain intervals.



Eventually repeat the question: What influence does my perception of my life (Self-Awareness) have on my life?



WORKSHEET 1: EXERCISE ON SELF-AWARENESS

Paint/draw/describe yourself with the help of the mirror.

Key question: How do I see myself?





WORKSHEET 1: **EXERCISE ON SELF-AWARENESS**

1.1 Self-Awareness

If English is not your mother tongue: what does the term “self-awareness” translate to in your language?

When I think of the term “self-awareness,” I first think of:



1.2. Paint/draw/describe your self-portrait with the help of the blank mirror template.

Key question: How do I see myself?



You could also write a few words here if you find that easier.



WORKSHEET 2: EXERCISE ON SELF-AWARENESS 2.1 How do I see myself?

friendly	3	2	1	1	2	3	unfriendly
humorless	3	2	1	1	2	3	funny
I like to watch	3	2	1	1	2	3	I like to do
slow	3	2	1	1	2	3	fast
indirect	3	2	1	1	2	3	direct
strong	3	2	1	1	2	3	weak
I like to spend money for myself and others	3	2	1	1	2	3	I like to save money
easygoing/cheerful	3	2	1	1	2	3	serious/contemplative
I like to meet new people.	3	2	1	1	2	3	I do not like to meet new people.
I don't like to talk about myself.	3	2	1	1	2	3	I like to talk about myself.
patient	3	2	1	1	2	3	impatient
I like to give orders.	3	2	1	1	2	3	I like to follow orders.
compassionate	3	2	1	1	2	3	cold
quiet	3	2	1	1	2	3	loud
nervous	3	2	1	1	2	3	relaxed
I like to be alone	3	2	1	1	2	3	I like to be with people
chaotic	3	2	1	1	2	3	organized
I talk a lot	3	2	1	1	2	3	I don't talk very much
shy	3	2	1	1	2	3	outgoing
tidy	3	2	1	1	2	3	messy
lazy	3	2	1	1	2	3	productive
fearful	3	2	1	1	2	3	brave
likeable	3	2	1	1	2	3	dislikable
trustworthy	3	2	1	1	2	3	untrustworthy

Write down at least three of your characteristics. Things that define you:

Write down two of your abilities. Things you can do well:



2.2 How do I think others see me?

friendly	3	2	1	1	2	3	unfriendly
humorless	3	2	1	1	2	3	funny
I like to watch	3	2	1	1	2	3	I like to do
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fearful	3	2	1	1	2	3	brave
likeable	3	2	1	1	2	3	dislikable
trustworthy	3	2	1	1	2	3	untrustworthy

Write down at least two good characteristics, that others see in me:



2.3 Perception of your Neighbour

friendly	3	2	1	1	2	3	unfriendly
humorless	3	2	1	1	2	3	funny
I like to watch	3	2	1	1	2	3	I like to do
slow	3	2	1	1	2	3	fast
indirect	3	2	1	1	2	3	direct
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likeable	3	2	1	1	2	3	dislikable
trustworthy	3	2	1	1	2	3	untrustworthy

Write down at least three of your characteristics. Things that define you:



WORKSHEET 2: EXERCISES ON SELF-AWARENESS 2.1 How do I see myself?

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humorless	3	2	1	1	2	3	funny
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likeable	3	2	1	1	2	3	dislikable
trustworthy	3	2	1	1	2	3	untrustworthy

Write down at least three of your characteristics. Things that define you:



Write down two of your abilities. Things you can do well:

1. _____ 2. _____

Which person has had the biggest influence on how you see yourself today?

Did this person say good/bad things about you?

Are these things really true? Sometimes people say lies to us that stay with us our whole lives and negatively influence our view of ourselves. Can you think of such a lie? If yes, write it down here.

Then draw a line through the lie. Remind yourself every day that this lie is not true.



2.2 How do I think others see me?

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I like to watch	3	2	1	1	2	3	I like to do
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2.3 Perception of your Neighbour

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fearful	3	2	1	1	2	3	brave
likeable	3	2	1	1	2	3	dislikable
trustworthy	3	2	1	1	2	3	untrustworthy



What still needs to be said...

If you'd like others to see you differently than they have up until now, then you'll need to change your actions. It has to start with you.

Give yourself time for that, because these sorts of changes don't happen overnight. BUT: don't do nothing!

"A big change comes from lots of small changes." -Thomas Roman

If you want to be seen differently in future (a big change), this will require small steps every day (small changes) which will then become long term.

Tips for everyday life:

- Write down the compliments that you've received and in future read them again whenever you're not feeling so good about yourself. You can create a kind of diary for it.
- Say "NO" every day to the lies that other people have said about you in the past (ex. "You won't become anything", "You can't do anything else", "You are stupid"...) and do NOT let yourself be limited by these lies.
- Don't allow yourself to be dependent on confirmation from others or the way that they see you because:
- **YOU ARE VALUED** - totally regardless of recognition or acknowledgement from other people! That's a truth that you should tell yourself again and again.
- Always remember: you are UNIQUE and that is good! Dare to be yourself.
- If you still have problems saying who you are then practice finding things out about yourself in small ways. What food do you like/dislike? Which colours do you like/dislike? What type of weather do you like? What time of day/year do you like? Write all these things down on a piece of paper or in a book and keep building on them.



Draw/design/describe how you

a) would like to be seen by others in the future

b) would like to see yourself in the future





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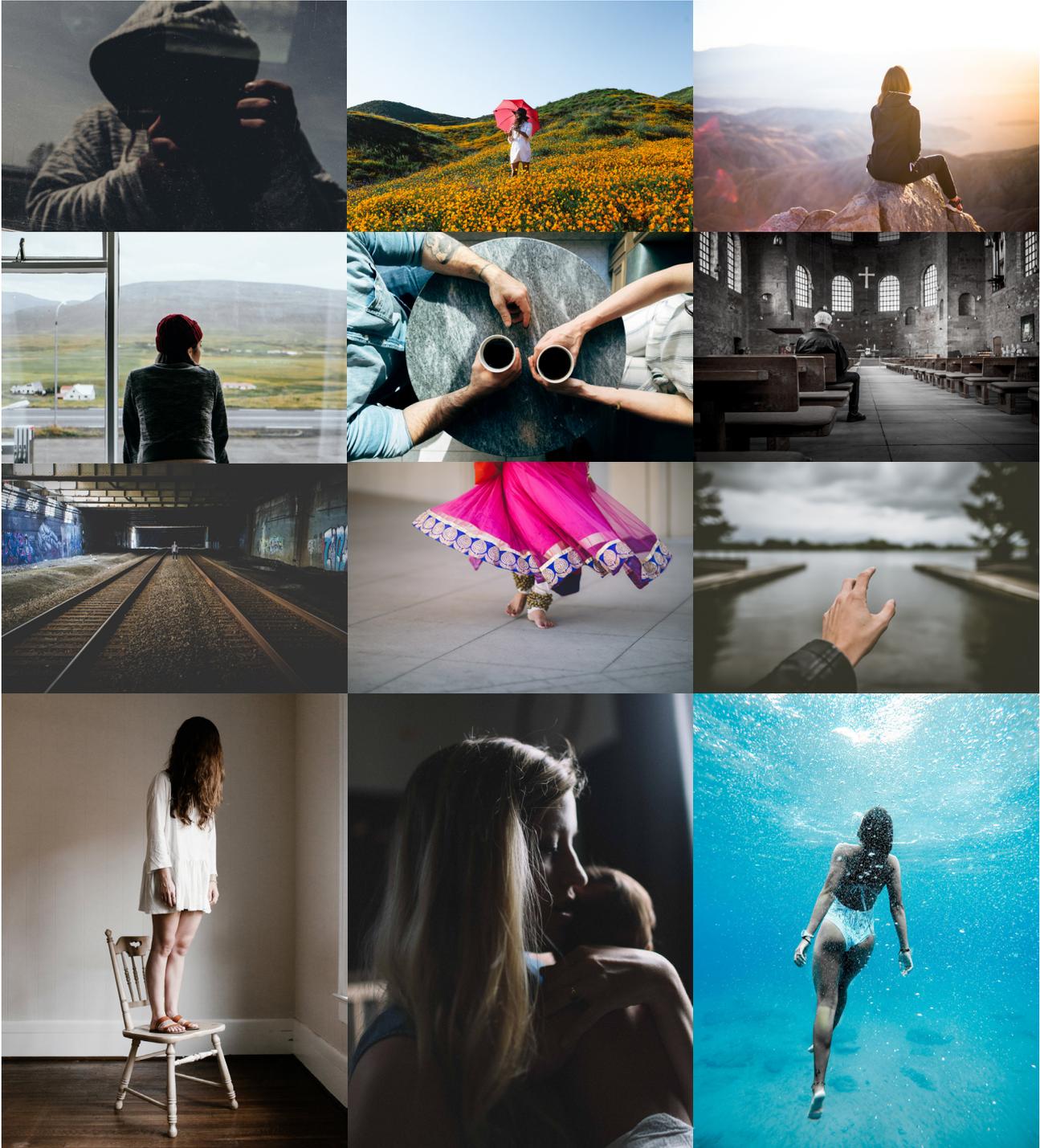
Tips for everyday life:

- Write down the compliments that you've received and in future read them again whenever you're not feeling so good about yourself. You can create a kind of diary for it.
- Say "NO" every day to the lies that other people have said about you in the past (ex. "You won't become anything", "You can't do anything else", "You are stupid" ...) and do NOT let yourself be limited by these lies.
- Don't allow yourself to be dependent on confirmation from others or the way that they see you because:
- **YOU ARE VALUED** - totally regardless of recognition or acknowledgement from other people! That's a truth that you should tell yourself again and again.
- Always remember: you are UNIQUE and that is good! Dare to be yourself.
- If you still have problems saying who you are then practice finding things out about yourself in small ways. What food do you like/dislike? Which colours do you like/dislike? What type of weather do you like? What time of day/year do you like? Write all these things down on a piece of paper or in a book and keep building on them.



PICTURE CARDS
SELF-AWARENESS







	<h2>VALUES</h2>	
	<p>The participants should become familiar with and understand the values of their country and how one puts them into practice.</p>	
	<p>INTRODUCTION TO THE TOPIC</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Worksheet 1 <input type="checkbox"/> Colourful pens/markers
	<p>NOTE: Cultural sensitivity is necessary in this training.</p>	

ARRIVAL **FIRST 15 MINUTES**

Choose an appropriate idea from the list of methods to kick-off the class.

VALUES OF YOUR HOST COUNTRY **45 MINUTES**

Introduction to the topic

Lead the discussion to the topic of values by asking the question: What is important in your culture?

The participants should work on Task 1 of [Worksheet 1](#). On there are some values represented with images. The task is

1. to circle the values of their own culture in a colour that they like
2. for comparison, to also mark the values of the country they are currently in with another colour

Discuss together which of the values the participants selected. Based on Values of their host country. (45 min)

Discuss together which of the values the participants selected. Based on the results, you can clarify to the participants what values are. You can use the following explanation:



Values should give you guidance and show what is particularly important in a culture. For example, these characteristics could be honesty, credibility, trust, tolerance, or also basic ones like safety and freedom.

When you discuss the answers to Task 1 with the women, ask them if they have an example for each value. If not, give them an example. It is also possible that you may need to explain the words beforehand.

Tidiness: Your home or your workplace is clean and you know, where you can find each of your possessions.

Punctuality: Arrive at the arranged meeting place at least 10 minutes before any meeting so that the other person doesn't have to wait. That is also a sign of respect.

Commitment: Cancel appointments when you realize that you can't make it to them, or call if you are late. Make an effort to find a new appointment time.

Honesty: Answer questions that you are asked honestly; however, you don't have to answer every question that you are asked. Tell someone clearly if you do not want to say something.

Courtesy and Respect: Don't forget to use please and thank you, and stay polite in conversations.

Environmental Awareness: Sort trash and don't throw trash on the street.

In the next step, let the participants work on Task 2 and discuss the choices of the participants afterwards.

- **DIFFICULTY LEVEL 1:**
Read the questions out loud and answer them verbally.
- **DIFFICULTY LEVEL 2:**
The participants work on the task by themselves.

For Task 3: Be very specific with the participants here. Encourage them to really implement what they have written down. Make sure that it is really doable.

WORKSHEET 1: VALUES IN GERMANY/HOST COUNTRY

Task 1: a) What is important in your home country's culture?
Mark it in a colour that you like.

b) What is important in German culture/your host country?
Mark it in another colour.



Task 2: Write down 2-3 values that are also important to you and that you have a good grasp of!

1. _____
2. _____
3. _____

Task 3: Write down 2-3 values in which you'd like to improve. You can also bring in your own ideas here. What can you do to improve in these things?

1. _____
2. _____
3. _____

04 JOB PREPARATION

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→
TOPIC

INTRODUCTION TO THE LABOUR MARKET

📍
GOAL

To know where one finds job adverts. Know – how to proceed with an employment advert.

📁 LESSON

📁 MATERIAL

1.1

WHERE COULD I FIND A JOB?

- Worksheet
- Flip chart/Board

1.3

FINDING MY DREAM JOB

- Laptop with Internet access
- Eventually – the results from the Profession Selection Test
- Eventually – printer to print employment adverts

2.1

JOB ADVERT ANALYSES

- Found job adverts or “Examples of job adverts”

ARRIVAL

🕒 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick-off the class.



LESSON 1: **LOOKING FOR EMPLOYMENT:**.....🕒 30 MINUTES

1.1 **WHERE COULD I FIND A JOB?**.....🕒 10 MINUTES



Ask the participants about their previous experience in the job market and brainstorm the subject “where can I find employment. Ask the following questions:

- Have you ever applied for a position before?
- How did you find the position? Where did you look?

Should you face silence or no one shares any ideas, then you could ask them:

- Where do you think you could find a job?



Hand out a copy of the worksheet to each participant.



DIFFICULTY LEVEL 1:

Questions are to be discussed orally.



DIFFICULTY LEVEL 2:

The participants review the questions in their worksheet. They can work on the questions individually at first and then discuss their answers collectively.



Have a collaborative brainstorming discussion on the possible places where one could find a job. Write the group’s findings on the flip chart. Add the following options to their list of answers (if they are not given by the participants):

- Newspaper adverts (paper or digital);
- Internet job portals;
- Company website;
- At the Employment Office (online or in person).
- The results may be written down at the worksheet.

1.2 **OPTIONAL: JOB APPLICATION APTITUDE ASSESSMENT**DIFFICULTY LEVEL 2



After the discussion on finding the correct position, clarify briefly what is meant under Aptitude-Assessment/Skills-Assessment and why it is worth doing. Find the web page of any company, which supports such an initiative and use it as an example to illustrate your case:

After the discussion, briefly clarify what is meant by Aptitude-Assessment / Skills-Assessment and why it is worth doing. Find the web page of any company, that supports Aptitude Assessment /Skills Assessment and use it as an example to illustrate your case:



Approximately 70% of all the job vacancies never even make it to the job market. (Employment Office, 2011; Jochen, May 2017) These positions are not advertised as employment opportunities. Therefore, it is worthwhile taking the initiative and going ahead and applying for any position at a company you like without knowing for sure whether they are hiring or not. Some companies give insight on their web page, usually under “Careers and Application”, on how you could apply as per your own initiative and to whom you should apply in person. In this case it is definitely worthwhile applying. Even if the website lacks specific information you should not be put off from pursuing the application further. It is important briefly contact or call the company in order to establish the name of the contacts person.

1.3 FINDING YOUR DREAM JOB ⌚ 10-15 MINUTES



After having discussed the various possibilities and before going into practice of identifying and applying for a position, ask your participants what their dream job is. Here you may refer to the results of their Skills-Assessment test/ Aptitude Test” – especially in the case of a participant forgetting or being unsure of the outcome.

After you have talked over the desired positions, each participant may search on their own for some employment opportunities/adverts.

Participants must look up job adverts themselves using an online search engine. Give the participants some suitable keywords to use and show them what a correct results look like.

Tip: In case the participants do not know how to use the Internet to search for something, then show them how and then let them look on their own.

Search terms (web page): Add here the key words to find employment in your country (i.e. job centre)

Participants must look at the web page and find job adverts, which seem interesting. Make yourself available for questions and be on hand to help with the web page. The participants must be careful to search jobs in the correct location.

LESSON 2: EMPLOYMENT ADVERT ⌚ 45 MINUTES

2.1 ANALYSING AN EMPLOYMENT ADVERT ⌚ 20 MINUTES

Together with the participants, review the job advertisements that were found. If there are no matches, or no ideal employment adverts - then take a look at the examples together. Before you do that, please explain to the participants as to why job adverts and their analyses are so important:



An employment/job advert depicts what the employer wants. Here they specify what the requirements are, the things which are essential for the candidate to have and what is expected from the candidate. Therefore, it is important to read the advert very carefully as the latter is the foundation, on which one writes a cover letter and applies for job interview.

2.2 ANALYSING OF EXAMPLES

Read one or two job adverts together.

DIFFICULTY LEVEL 1: Read the questions for task 2 and allow your participants some time to answer.

Tip: Clarify: „Do not be put off if the job advert lists a lot of skills. These are the “would-like-to-haves” of the potential employer. In reality, nobody is perfect and as such, the requirements are nothing more than simply being – skills that would benefit the business. Only a tiny fraction of all employers actually expect the candidate they choose, to have 100% of the advertised requirements.

Normally there are several “must-have” skills (qualifications & requirements) and several “beneficial” skills (would help a candidate more). Do not become over anxious, stressed or overwhelmed if you see these.

We can learn a lot from these adverts.

Your job is to try and convince the potential employer why you believe that you are the right candidate for that position. i.e. You have something to offer! Sometimes, when we look at our life it seems as if we have not learned anything and have wasted our time. But this is never the case. We are constantly learning new skills, new ways of thinking, new ideas etc

However, to be able to see this is a skill! For a potential employer, it may seem at first, as if you know absolutely nothing about the kind of work. This, however, may not be true. Some of the recommended skills in the advert may be presented in a context that differs from what you are familiar with.

The key is for you to identify this and be able to recognise this and be able to transfer your strengths and skills into a different context and demonstrate this during the application process in order for the employer to see.

It is also important to look outside the zone of direct interest and to see what else is out there. Be clear – you have something to offer!”

- **DIFFICULTY LEVEL 2:** The participants have to (within 10 minutes) work out the questions of task 2 from their worksheet. Discuss the answers thereafter.

Finally ask the participants what “the core of any job advert is?”



You may write this down on the worksheet.

Answer: The structure of any job advert is

1. Information about the company;
2. Description of the offered position;
3. Description of your tasks / responsibilities / requirements
4. Expectations towards you as the candidate
5. Company achievements

2.1 BEWARE OF POTENTIAL HARMFUL/RISKY EMPLOYMENT ADVERTISEMENTS

🕒 20 MINUTES

While looking for your next job it is also important not to fall for any misleading job adverts. You must be aware of those job adverts, which could lead to uncertain and exploitative employments.

Clarify this to the participants and show them how to recognise these scams.

What are the indicators of a risky employment/job advert:

- No details about the activity of the business;
- Extravagantly high salary offered (too good to be true)
- Sometime jobs, that promote working from home;
- Incomplete company address;
- Call Centre or Internet dial up numbers (that charge extra or don't go through a reputable mobile or landline service provider) (0190xx or 0180xx);

The following questions may help recognise if the advert is legitimate or not:

- What is it that you have to do in this position? (job description)
- How much will you be paid for the work you will be doing?
- What is the position located? Are they suggesting you work from home?
- Where is the company located? Does it have a legitimate address?

Look at the job adverts with the participant and discuss them together based on these questions.

2.4 ANALYSING THE PERSONAL JOB ADVERTS

The cumulative exercise with the job advert must now be repeated with every individual participant. She must now analyse one job advert she found in the aforementioned manner.

Choose an appropriate personal reflection option from the list of reflection activities.



WORKSHEET: **INTRODUCTION TO THE LABOUR MARKET**

1. LOOKING FOR EMPLOYMENT

Have you ever applied for a job in the past?
If yes, where and how did you find the position?

If not, then where would you look for a job?

Which difficulties are there and how will I deal with them?

I found job adverts here:



2. ANALYSING EMPLOYMENT/JOB ADVERTS

Who is offering the position?

What does the company offering the position, do?

What does the company offering the position, do?

What are the tasks related to the offered position? (I will do ...)

What are the tasks related to the offered position? (I will do ...)

What qualities or experience are expected from the candidate?

What skills are described as a being beneficial to the position and what skills are considered a necessary/mandatory/essential skill for the position?
Beneficial skills (it would be good if you have / can perform these tasks):



Necessary/mandatory skills (you have should have/you need to have these skills to enable you to perform the duties of the position):

Which skills advertised can I already do?

Which skills can I not currently fulfil?

Imagine you own a company and you need new employees. What would you like to know about the applicants? What is important to you?



3. STRUCTURE OF AN EMPLOYMENT/JOB ADVERT

How is the job advertisement structured?

1. _____
2. _____
3. _____
4. _____
5. _____

4. UNSAFE EMPLOYMENT / JOB ADVERTISEMENTS.

Advertisements that could put you at risk.

Characteristics of unsafe job adverts:

- No details about the activity;
- Very high salary/earnings.
- Offers that promote working from home;
- Incomplete company address; or vague location given
- Chargeable phone numbers to call (0190xx or 0180xx);

The following questions may help you identify an unsafe advert/ job offer:

- What is it that you have to do in this position? (job description)
- How much will you be paid for your work?
- Where is the employment located? Are they offering a work from home position?
- Where is the company located? Does it have a real address and is it specified?



Look at the adverts and answer the following questions:

1) What are your responsibilities for the position? (job description)

2) How much will you earn for your work?

3) Where is the exact location of the company? Are they advertising that you work from home?

4) Where is the company located? Is any address specified?



ANALYSIS OF A JOB/EMPLOYMENT ADVERTISEMENT

Look at the employment/job advert, that you found and answer the following questions. (If you still haven't found an advert, then use the example advert).

Who is offering the position?

What does the company do and what does it offer?

What kind of employee are they looking for?

What are the tasks, related to the position?

What is expected from the candidate? What qualities and experiences should the person have?

What skills are described as mandatory/essential skills and what skills are considered beneficial/good to have skills?



CHARISMA | Berlin GmbH

As a servicing enterprise with many years of experience we are experts in hotel tending and gastronomy. In addition to well-known hotels of the three, four and five-star category, restaurants, catering companies and concert events are also some of our demanding clientele. We are looking for an employee, who can start as soon as possible in a Präsens hotel as:

SERVICE PERSONNEL in the Breakfast Serving Team

WHAT WE WOULD LIKE FROM YOU:

- Being honest and open-minded person;
- Someone who enjoys working with people;
- Some experience in hotel industry / gastronomy;
- A good command of the local language;
- A well-groomed appearance.

WHAT DO WE OFFER:

- Flexible working hours / shifts (your needs will be considered);
- We will create your individual schedule together;
- Interesting events hosted by our customers;
- Honest and open team atmosphere;
- Regular training and supervision;
- Supplementary payment (overtime remuneration) and bonus system.

WE WOULD BE GLAD TO RECEIVE YOUR APPLICATION TODAY:

- By mail – Präsens Berlin GmbH, Maxstraße 32, 13353 Berlin
- By fax – 030 / 945 789 - 00
- By e-mail – info@praesenz-gastro.com
- Online – directly with our application form <https://www.praesenz-gastro.de/bewerbung/>



Work from home – the comfort of your house!

Call Maria at the following phone number:

0178-12345678



5000€/month!

Working from home!

You can structure your time as you want!



Lisa Meyerhof
91 "Netherlands" street
12345 Berlin
0157 12345678
lisa.meyerhoff@web.de

12/18/18
PRESENCE Berlin LTD
32 "Max" street
13353 Berlin

Dear team of the "PRESENCE" Berlin,

Open and friendly? Joy and pleasure while working with other people? If you seek this, then look no further – you are looking for me. With the following letter I would like to convince you I am the sought-after addition to your Breakfast Serving Team.

In 2004 I graduated from secondary education and completed my training as a hairdresser in 2007. Through my work in the hairdressing saloon I have learned to maintain a close working relationship with customers and to adapt quickly to new situations and people. This will benefit me significantly – working in the breakfast service.

Ever since I was a little girl I dreamed to work in a place where there are many different visitors. Which is why, I worked in a hotel next to our school reception. Working for you would give me the chance to get to know the hotel business from another side, which I am very much looking forward to. It is also important to me that visitors feel comfortable and welcome in my hometown, Berlin.

My strengths include – openness, punctuality and reliability, as well as good people skills.

Were you to hire me, you would gain a motivated and engaged team member in the breakfast service.

You are welcome to see for yourself on a trial working day. I look forward to receiving positive feedback and an invitation to an interview.

Best regards,

Lisa Meyerhof

→
TOPIC

INTRODUCTION: WRITING THE APPLICATION

↗
GOAL

To ensure that the participant has the necessary documentation, and information for the purposes of an completing an application for employment

📁 LESSON

📁 MATERIAL

1.1

PRELIMINARY WORK – SKILLS SUMMARY

- ❑ Complete the Skills Assessment and participant’s Portfolio

1.2

PRELIMINARY WORK – EMPLOYMENT ADVERT

- ❑ Completed worksheet for the “Labour Market” training (task 2) and the corresponding employment/job advertisement
- ❑ If the employment advertisement is out of date: Laptop + Printer,
- ❑ Task 2 from the worksheet as per the contents of the “Labour Market” training,
- ❑ Results from the Skills Assessment test (if participants are unsure which job you want to apply for).

1.3

INTRODUCTION: APPLICATION PORTFOLIO

- ❑ The Application Portfolio (eventually different types)
- ❑ Template material (CV, cover letters, diplomas/certificates)

All participants must have completed the Skills Assessment test during their application training and have already selected a job advertisement from the “Introduction to the Labour Market” lesson. They must know how to look for and identify job employment advertisement.

ARRIVAL

🕒 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick-off the class.



LESSON 1 ⌚ 20-25 MINUTES

1.1 PRELIMINARY WORK – SKILLS SUMMARY ⌚ 10-15 MINUTES



As preparation for this activity - during their job application training, the participants ought to have completed the Skills Assessment.

As an introduction to the subject ask the participants a few questions about the Skills Assessment: How did you find the Skills Assessment? What was good? What was challenging/hard? What did you learn about yourselves?

1.2 PRELIMINARY WORK – EMPLOYMENT ADVERTS ⌚ 10 MINUTES

First of all, start with the questions: **What do I want? What works for me?** Ask the participants for their results from the “Skills Assessment training”. The discussion on finding job adverts would have already been completed in the “Introduction to the Labour Market” training. Encourage participants to look for the job/employment adverts and their own analysis of these adverts in their worksheets. Look at their results once more together.

Tip: If the participants do not have their job/employment advert or if it is outdated or inappropriate, then a more current advert must be selected, and a new analysis done as per the instructions in the “Introduction to the Labour Market” training. (approximately 20 minutes)

Point out to the participants that this job they are applying for may well be their first job, but it most definitely does not have to be the only job they apply for. As such, it does not necessarily have to be their dream job.

1.3 INTRODUCTION: EMPLOYMENT APPLICATION / CAREER PORTFOLIO ⌚ 5-10

Show the participants a Career Portfolio as an example of an employment application. Here you can use the material templates provided. Clarify the main sections of the Career Portfolio before explaining the individual parts:

- ❑ CV (Curriculum Vitae): a fact sheet giving an overview of your education, qualifications and employment history. Your CV is usually sent with an application for employment.
- ❑ Cover letter: a letter which motivates why you want to work for this company and why you are the correct candidate for the position;
- ❑ Diplomas/Certificates: e.g.: School leaving certificates, diplomas and certificates for completed supplementary trainings and any work qualifications from previous employments.



Clarify for the participants: It is critical that you are honest throughout your application. Misrepresentation can be a reason for your employer to fire you or terminate your employment.

Have someone else read and edit your application as spelling errors tend to make a really bad impression.

Illustrate how the Career Portfolio is organized. Have the different folder examples as well as all necessary printed illustration applications ready with you:

- The cover letter remains loose and stays on top the folder (and remains on top of all other documents)
- It is best if possible, to use a hard-covered folio/folder: First you put in the CV and then your diplomas.
- If the portfolio has multiple pages arrange the pages accordingly:
 - Two-sided folder: to the left – the diplomas, and to the right – your CV;
 - Three-sided folder: open once – cover letter goes in unfolded; in the middle – place your CV; on the right – place your testimonials/diplomas.

Online Applications:

Order of submission: First your cover letter, then your CV, and after that your diploma(s)/certificate(s).

First convert all documents into a PDF format (using MS WORD Save As PDF) or if you have access to a scanner/printer, you can scan the documents in the correct order to your computer and save them as a PDF. Existing PDF documents can be merged into one document online by typing in the keywords “pdf joiner” in a preferred internet search engine and selecting an option from the online list of suggestions. It is best to practice this process together with the participants.



Explain to the participant: Don't forget to take your time in writing the email text and never repeat the contents of the cover letter in your email. If you are struggling you can use this example to assist you.

Dear Mr. / Dear Mrs. XX,

With this e-mail I am attaching my application for the advertised position. I would be very grateful if you reviewed my documents and I have the chance to meet you in person.

Kind regards,

Exchange of ideas

Choose an appropriate idea from the list of activities.



First Name Last Name

Phone: 01234 56 78 89

E-Mail: s.musterfrau@mail.de

Zip code, my city

YOUR PHOTO

- professional by a photographer
- friendly, of your better side
- normal, simple, NOT sexy, NOT provocative

My application for **employment** at a **company**



“Name of the company” (do not forget to include the legal form, such as LTD)
Mr. / Mrs. /Ms. Contact Person
Street, building N°
ZIP code, location (for example: 12345, Berlin)

First name, last name
Street, building N°
ZIP code, city
Phone number: _____
E-Mail: _____

Application as: _____

Dear _____ (Contact Person Name)

My motivation:

- Why do I want to work in this position?
- What are my goals for this position?
- What do I want to achieve?

My capabilities:

- I can do this well;
- What are my skills/abilities?
- What am I good at / What can I do well?
- What makes me unique/one of a kind?
- What can I do well that corresponds exactly with this position?
- Which requirements from the advert do I already fulfil?
- Which “would be beneficial” requirements from the advert, do I have?

The company:

- What do I know about the Company (for example from their webpage)?
- What do I like about this Company/Organisation?
- Why would I like to work there?

I would be pleased to meet with you in person.

Best regards,

Signature



YOUR PHOTO



PROFESSIONAL EXPERIENCE

Where have I worked previously?

example: experience, work

What experience did I acquire at these former places of employment? example: cleaning, service

EDUCATION:

How long did I attend school and where?

example: "Compass Program", Berlin (from 10/2017)
eventually a very brief description

OTHER SKILLS:

What are my strengths and skills? example: I can take good care of children; I can help in a household...

What am I able to do? example: listening carefully, speaking several languages, working with a computer...

What makes me unique? example: I am ambitious, I work with pleasure, I am friendly...

What are my hobbies? example: to be a nail technician, cosmetics...

FIRST / LAST NAME

ABOUT ME

Who am I? What is important to know about me?

MY GOAL

What is my goal, why do I want this job?

PERSONAL DATA

Born on the:

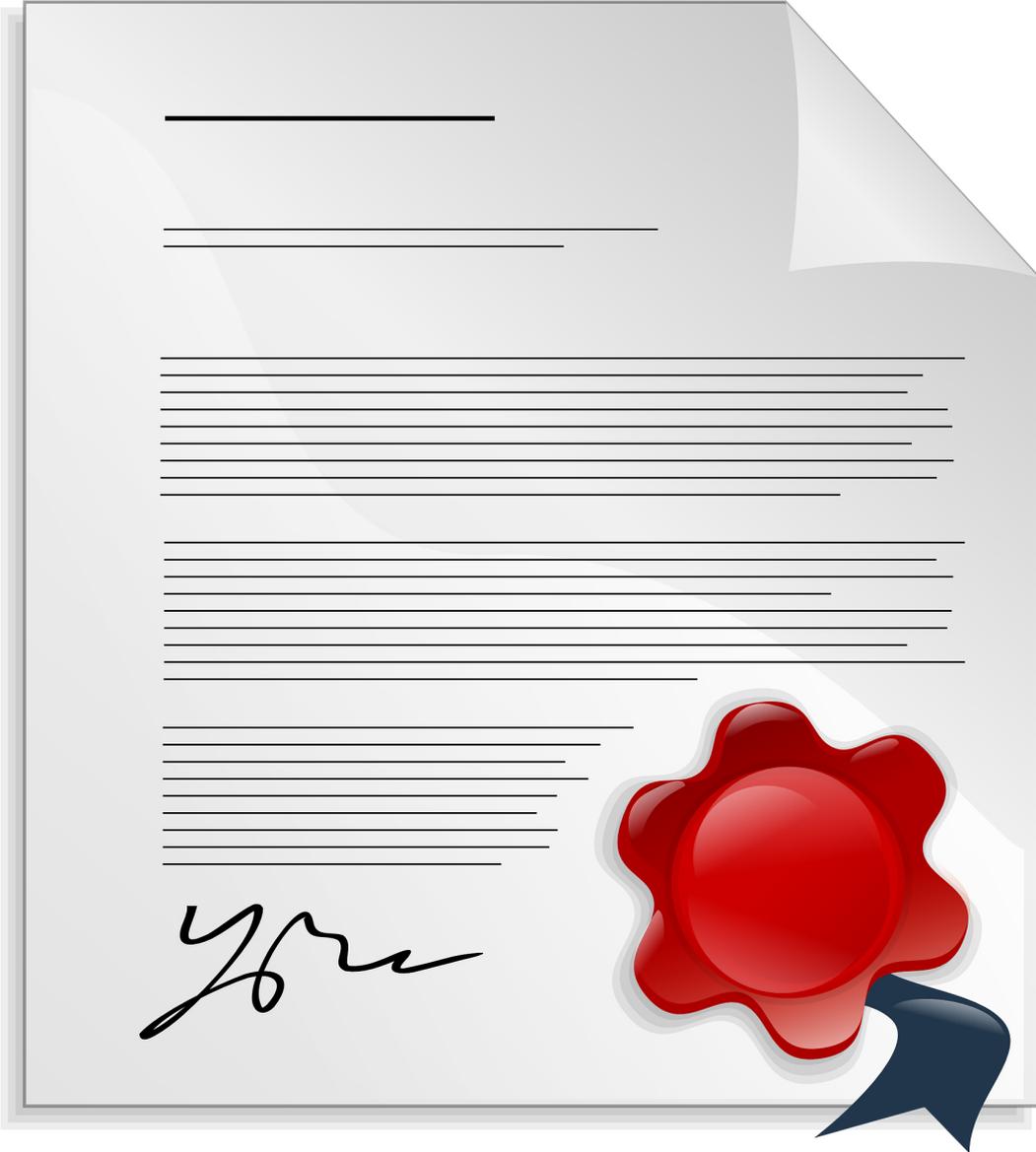
Address: Street
123456 Berlin

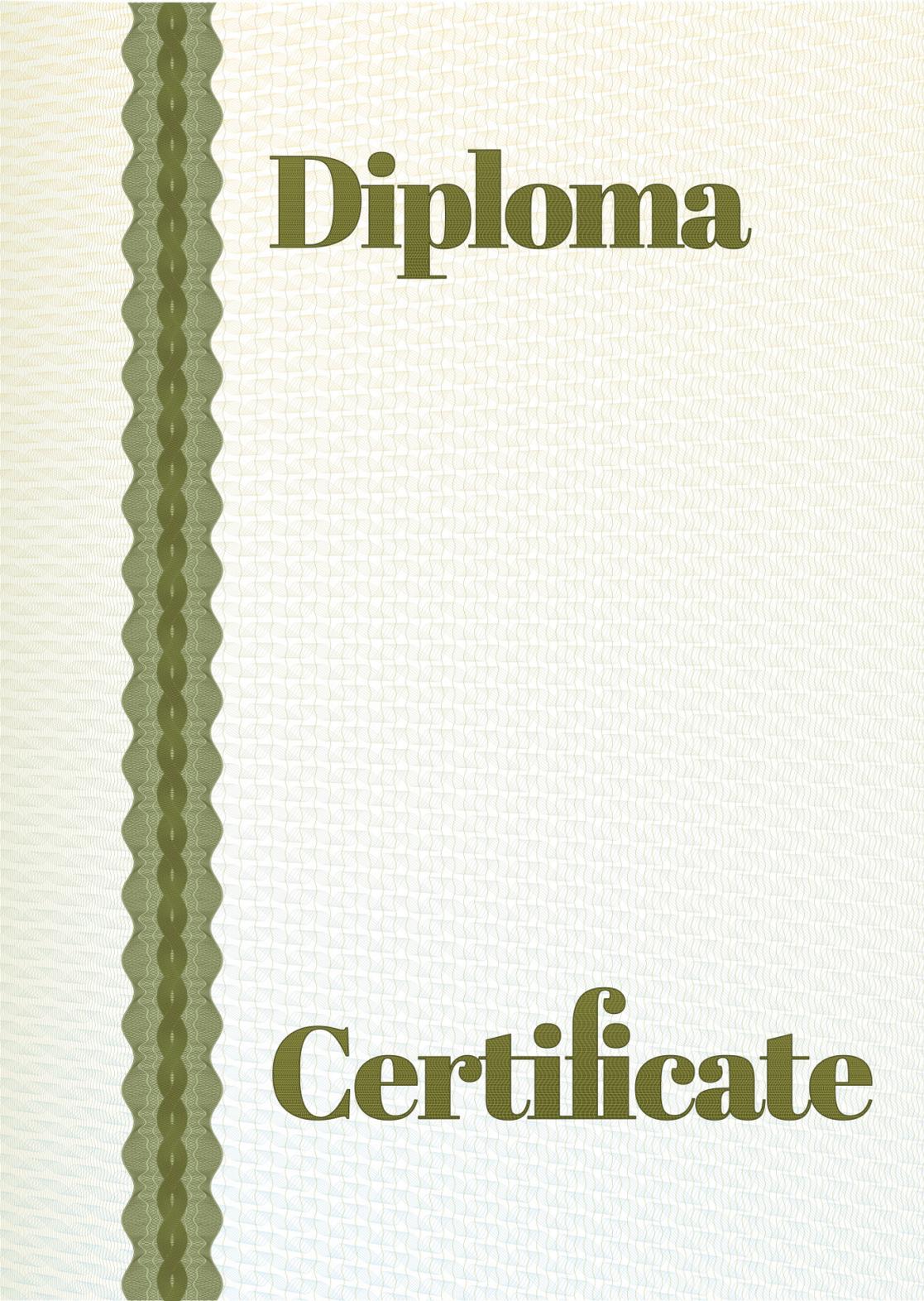
Phone number: 123456

E-Mail:

XXX (Place), XX.XX.XXXX (Date)

Signature



The background of the page is a stylized representation of a diploma or certificate. It features a light green and yellow wavy pattern. A vertical strip of dark green, textured material runs down the left side, resembling a binding or spine. The word "Diploma" is written in a large, bold, dark green serif font in the upper half, and the word "Certificate" is written in the same font in the lower half.

Diploma

Certificate



TOPIC

JOB APPLICATION – COVER LETTER

GOAL

Participants will understand the requirements for a cover letter and will be able to compile a cover letter for an employment application.

LESSON

MATERIAL

1.1

STRUCTURE OF THE COVER LETTER

- One blank A4-sheet of paper for every participant;
- The material "Cover Letter" (printed and cut out for every participant)
- Glue stick

1.2

LETTER CORE

- Flip chart templates "Cover Letter"

1.3

CONTENTS OF THE COVER LETTER

- Worksheet
- Job advert from the training "Introduction to Labour Market"
- "Skills Assessment" summary
- PC/Laptop with Internet access

1.4

PREPARATION OF THE COVER LETTER

- PC/Laptop with Internet access
- Printer
- Additional printed Cover letters samples

NOTE

All participants must have completed their Skills Assessment from the job application training unit. They must have already found an employment advert in their lesson on "Introduction to Labour Markets" and know how to find employment advertisements and understand how to analyse them. Should their chosen employment advert no longer be valid, then they must find and analyse another more current employment opportunity.

ARRIVAL

FIRST 15 MINUTES



Short conversation: How is everybody doing? Choose an appropriate idea from the method activities!



LESSON 1: THE COVER LETTER 45 MINUTES

1.1 THE STRUCTURE OF THE COVER LETTER ↻

Handout a blank A4-sheet of paper to each participant. Pre-cut the necessary parts of the “Material Cover Letter” document - for each participant. Give every participant a set of these building blocks. She should now be able to plan, for herself, where the individual sections should go and place them on the page accordingly. Once all the participants have placed their building blocks in their chosen order - together you can inspect the results and look for any errors that may need to be corrected. If everything is correct, then the participants may glue the sections to their blank sheet of paper.

(This exercise is a repetition from the training “Writing Letters” so you can ascertain what has not been properly understood by the participants.)

In the interim, you can explain the different building blocks in more detail:

- ❑ **You – the Sender and your contact details:** Include your full name and address; do not forget to include your mobile number and e-mail address. This block may be placed on the top right or left side of the page
- ❑ **Recipient:** The name and address of the company, as well as the name of the contact person(s). If possible, address your cover letter to a specific person and send it to the address of the company. Be extremely careful here. Spelling errors could be fatal to your application.
- ❑ **Place and date**
- ❑ **Subject:** For example, “Applying for an apprenticeship as a cook”. Some companies also want to know where and how you learned about their advertised position. This may be communicated in the following manner: „Application as hairdresser as per your advert in the local newspaper of 20.05.2017” or “Internship application as per the advert at XING – job application website”. If the advert offers a reference number, then this is the right place to include it. This information belongs to the subject section and not in the cover letter itself.
- ❑ **The correct addressee.** As with the recipient’s address, here you must address the letter to the correct person. It can be very embarrassing: when Mr. Muller turns out to be Mrs Muller.
- ❑ **Letter core/body of the letter**
- ❑ **Exhortation and greeting.** The cover letter should always end with the request that you would be happy to have a personal interview. Ending your Cover letter with “Best regards” is perfectly acceptable.
- ❑ **Signature**
- ❑ **Attachments:** Your CV, credentials (diplomas/certificates) and recommendations are to be attached as additional documents to your application using the word “attachments” at the end of the application



1.2 LETTER CORE / MAIN BODY OF THE LETTER

Explain to the participants:

The main body of the cover letter is the very heart of their application. This is the part where the employer ought to find out the answers to any and all of his questions. As such, you should represent yourself well, include who you are, what qualifies you for this position, what experiences you have, what your skills are and motivates you.

Explain the cover letter using the flip chart samples and respond to all questions thereafter.



Note: Explain to the participants that they should not only a list of what they are good at, but also prove their skills by highlights their capabilities along with their experiences. Participants focus should focus primarily on what the expectations/ requirements are in the employment advert and to try and identify past experiences they may have with these skills. If they struggle, they can use the Skills advertised in the job advertisement and consider where they may have learned these skills previously.

Examples:

- As I was frequently left in charge of my younger siblings, I had the chance to learn a lot about child care and became confident enough that I really enjoyed looking after my brothers and sisters.
- I developed my teamwork skill on the farm where I grew up. There, tasks had to be distributed and everyone had chores and responsibilities that we had to get done on a daily basis. We also all had to participate in group discussions around tasks and task distributions.

The structure and content of the application letter will be explained in more detail below. Explain to the participants the information, which might be interesting and important to them. Some sections could prove challenging for participants who are accustomed to difficulty level 1. Therefore, it is good to consider beforehand which content is most important to for the participants.

CONTENT AND STRUCTURE OF THE MAIN BODY OF THE COVER LETTER

The sequence or structure on the flip chart template is not absolutely necessary. This is just one example of how the main part can be structured. You can also write skills and motivation in a section and express your interest in the company in the last section. Here one could be creative.

Training and internship

If the participant has already completed an apprenticeship or an internship and is now applying for a similar position, she should definitely write what she was particularly good at or what she enjoyed most. What were their successes at that time? Then she can name her abilities.



When the participant applies for an apprenticeship or internship, her motivation for the position is most important. She can start with a simple introduction and write the motivation at the end. However, the introduction should be exciting and inspiring to read. For example, she can start with her general professional goals, then describe her abilities and finally list what interests her in the company and the position. Or she starts right away with a concrete example of how she has already used her talents passionately and successfully.

Convincing writing style

Just as important as the content is the passion that is expressed in the cover letter. Often the cover letters sound rather mechanical, boring and many applicants sound the same.

If you imagine that 20 people tell you the same story one after the other in the same way, the reader will quickly get bored. Even a good story gets boring after the third repetition. The situation is similar for an HR manager who has to read the same letters of application every day - except that he usually gets well over 20 of them on the table. The moral of the story: For the cover letter to convince the HR manager, it must be unique and exciting.

The decisive factor is often how much passion an applicant shows. The participant could in fact present everything correctly and perfectly - if the spark does not ignite, her documents end up on the stack of rejects.

Her curriculum vitae may say that she has completed an internship in a similar field, but how she felt, with what energy she did her work and what she achieved also has to come across in the cover letter! There is a good reason why it is called "application" - you advertise your joy and enthusiasm for the job!

Motivation source

Often, at first glance, it may seem as if you had not learnt anything up until this point and are not skilled for the desired position, but that's not true. Draw the participant's attention to the Skills Assessment and show her that she has acquired many skills in other learning contexts. The participants have something to offer!

One more tip: Anyone who claims to be open-minded, curious and willing to learn sets an important sign for the employer - not that they are perfect, but that they want to improve themselves! This can often make up for a lack of expertise.

Picking up of a job advert

If the participant has characteristics from the advert, she should write this in her CV or cover letter and highlight them (draw attention to them) so that the employer can see this during their perfunctory reading (quick read) so that the application has a chance of ending up in the "interesting" pile.

Even if she only has a few criteria, she should still emphasize them and focus additionally on her motivation.

It is important to remain honest and to present yourself confidently.



1.2 DO AVOID ANY AND ALL OF THE FOLLOWING:

- ⊘ Do not repeat your resume (CV) in your cover letter
- No one likes to listen to the same story twice, or to read it. This also applies to employment application.
- Write the cover letter to each employer in the same way
- It is easy to notice if the same cover letter has been used in several applications. Why? Because it then inevitably remains superficial and is not tailored to the job and the company.
- Clichés
- Please do spare the “I am here to apply for...” or “I read your job advert with great pleasure...”.
- Do not write a long cover letter
- Your Cover-Letter should not exceed one page!
- Impersonal address
- It is critical to find out to whom are you writing this letter and to name that person in your opening address. Dear Mr Or Dear Mrs ...
- Do not include an incomplete company name
- Always write the full name of the company (even the legal form – like LTD for example).
- No connection to the job advertisement
- The keywords from the employment advert must be included (if possible) in the body of your letter.
- Different font types and heights
- You must restrict yourselves to only one font and one font size, as 11 or 12 pt will do, and also keep the standard MS Word formatting and default margins.

1.3 CONTENTS OF THE COVER LETTER ⌚ 30 MINUTES



Give the participants the worksheet and go over it with them. Participants should refer to the job advertisement questions they have already analysed in the “Introduction to the labour market” training course.

To task 1: These are questions that particularly concern the employer. The participants should therefore refer in particular to skills mentioned in the job advertisement. Because it says which tasks the participant expects and what she should ideally already be able to do. Make it clear to them: Don't be afraid, almost nobody fulfils everything!

If one's own skills are listed, it should not only say “I am good at math” or “I am customer-oriented”, but also where these skills were acquired and/or proven (e.g. “I am customer-oriented, which I was able to prove in my numerous service jobs”).

Draw the participants' attention to the fact that they have already done a great deal of preparatory work in the Skills Assessment. The results can be included here!

The participants should also find out what they like about the compa-



ny of the job advertisement. Help them find the web page if necessary. Has the participant perhaps already been there? Then she can also write down her first impressions.

To task 2: Now go to task 2 of the worksheet. Here the participants should now write a convincing text for the main part of the application from the results of questions 1-3. Of course, you can also look for examples on the Internet and let yourself be inspired by them. But be careful not to copy the text from the templates.

Working together with the participant, help her look for and formulate good arguments and examples to support her abilities

Draw the participants' attention to the following things:

- Be yourself! Be aware that you have something to offer.
- Don't justify your application with: "I want to earn more money," or "You have two more days off".
- Keep in mind that the reader wants to know what he gets from you, not what you get from him.

1.4 CREATING A COVER LETTER

The most difficult part of the cover letter has now been completed. The participant should now format the already written main section of their cover letter.

To do this, participants can select and download a template for a cover letter on the Internet, which they can then use as a guideline.

Be available for questions and help, as the participant needs Word knowledge that she may not yet have, and you may need to help provide additional support during this part of the lesson.

If necessary, distribute additional sample letters that you have already printed out.

EXCHANGE OF IDEAS ↻ CIRCA 5 MINUTES

Find a suitable suggestion from list of activities.



WORKSHEET: COVER LETTER

1. THE MOST IMPORTANT QUESTIONS

My motivation:

Why do I want to work at this company?

What are my goals for this position?

What do I want to achieve?

My capabilities:

Which are my strengths?

What can I do well that corresponds exactly to this application?
Where did I learn that from and where did I practice it? Give examples.



Which (mandatory) requirements from this advert am I already skilled at?

What makes me one-of-a-kind?

How could I demonstrate my capabilities and my personality in this position?

What do I know about the Company (for example from their web page)?

The company:

What do I like about this company?

Why would it be good if this company hired me instead of someone else?



2. Application core

Here you have to formulate the core of your application in 3 paragraphs. For this purpose, please use the answers of task 1.

1. My motivation:

2. My abilities:



3. The Company:



Andrea Muller
7 "Max Metzger" street
04157 Leipzig
Phone.: 01616-54032
E-Mail: A.Müller@gmx.de

Hofmeister & Partners LTD
Mr. Norbert Mass
25 a "Zulpicher" street
50374 Esfstadt-Friesheim

Berlin, 12.03.2017

Application as sales-person as per the advert posted in the Berlin Morning Paper from the 10.09.2017

Dear Mr Mass,

I read your advert at LVZ with great interest and I would like to present my application for your position as "seller".

I have 3 years of experience in marketing and public relations and I have gained experience in project and event planning. One year after starting with this company I was promoted to manager, where I had the chance to be the leader of 11 other people. I am an engaging person, who is trustworthy, and I have some basic skills in "Adobe InDesign". Other than that I speak fluent Romanian and English at B2 level.

As an attached document you may find my CV with the supplementary information about me and my qualifications.

I look forward to meeting you.

Best regards,

Andrea Muller

Appendix



→
TOPIC

WRITING A CV (CURRICULUM VITAE)

📌
GOAL

Participants should know what is important to employers and how to write a proper, complete and appealing CV.

📁 LESSON

📁 MATERIAL

1.1

INTRODUCTION TO CURRICULUM VITAE

- Sample CV in table format
- Worksheet 1

1.2

SPECIFYING THE EMAIL ADDRESS

- Worksheet 1, task 1

1.4

FUNCTIONAL VS. CHRONOLOGICAL CURRICULUM VITAE

- Worksheet 1, task 2

1.5

CREATING A CV

- PC/Laptop with internet access (as an alternative: printed CV templates and blank DIN-A4-sheets)
- Completed "Skills Summary" and a portfolio

ADVICE

The participants must have gone through the **Skills Summary** during their job application training. Participants must have already selected a job/employment advert during their training "**Introduction to the Labour Market**" and must know how to search for one.

ARRIVAL

🕒 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick-off the class.



LESSON 1: CURRICULUM VITAE (CV) 45 MINUTES

Many employers read the CV first. Applicants should design and build up their CV accordingly carefully and meaningful. There are different types of resumes. Not for every participant every kind of curriculum vitae is suitable. The different CVs are explained below.

1.1 INTRODUCTION: CURRICULUM VITAE 10 MINUTES

 Distribute worksheet 1 and look at the tabular curriculum vitae. Show the participants how it is structured and explain what a CV is:

“In the Skills Assessment you collected a lot of information about your life. That was the first step in putting together your resume. This information must now only be written down clearly and in a specific format.

In fact, the CV is usually read first and as such you should design it carefully.

The CV starts with your personal data and ideally a photo. A greeting at the beginning or a greeting at the end are taboo in your CV. For example, personal comments on individual points are not welcome. Because a curriculum vitae is a collection of facts. Short, key point descriptions of the information is acceptable.

The curriculum vitae will be provided with place, date and your signature below. This underlines the fact that the information you provided is true.

Avoid unnecessary information that dilutes the CV. Primary school, knowledge that has nothing to do with the job or even insignificant part-time jobs do not belong in the curriculum vitae.”

1.2 ENTERING AN EMAIL ADDRESS

Shift to task 1 of worksheet 1.

If the participant owns nothing but a personal email, then help her to create a new one. For the purpose of this activity, you may allocate another time and place – otherwise the information may become confusing.

1.3 APPLICATION PHOTOGRAPH – QUIZ

Leave the participants to work on the section “Application Photograph” from their worksheets. Then discuss the answers with them. Ask the participants what is important about a professional photograph. Put the results at the flip chart. Clarify what is essential to the application photograph and what is to be avoided:

Clothing:

- Wear something stylish, for example a blouse or a nice shirt;
- Do not go for very bright colours – use something more subdued/discreet;



- ❑ Above all – no deep necklines or provocative clothing of any sort.
- ❑ Hair, Makeup, Jewellery
- ❑ Washed hair, loose, or tied up in a bun or plait;
- ❑ Apply subtle make-up, not too much
- ❑ Discrete jewellery – no large earrings or necklaces.

Behaviour

- ❑ The photograph must be taken by a photographer, preferably professionally if possible - not an automated photograph booth (as the latter comes out looking less professional). No holiday photographs, snapshots or selfies either.
- ❑ Uniform format: 4,5 x 6 cm; 5 x 7 cm or also 6 x 9 cm;
- ❑ The photograph should be a portrait shot and it has to show you in either full frontal or in half profile;
- ❑ Your face has to be clearly visible and the photograph must not go below the waist. Do not send full – body pictures;
- ❑ It is up to you to decide if you are going to smile or look serious. The photograph, however, must look appealing and not repelling. Besides, you have to look at the camera;
- ❑ In colour, black & white or sepia – this is a matter of taste;
- ❑ The background should be inconspicuous;
- ❑ Your portrait must not be edited too much – at the very least during an interview it would be noticed.

1.4 FUNCTIONAL VS. CHRONOLOGICAL CURRICULUM VITAE

●●○ DIFFICULTY LEVEL 1:

Use an example CV and explain it. Consider which CV is most suitable for the participant and explain it as described in 4.1, 4.2 or 4.3.

- #### ●●○ DIFFICULTY LEVEL 2:
- If a participant is better educated, or able to understand, you can explain all the different types of CVs using the examples in 4.1, 4.2 and 4.3. The participant can then choose which curriculum vitae she would like to use. Explain the following before you go into the individual CVs:

The curriculum vitae can either be structured chronologically or in such a way that personal skills are brought to attention. In this case, the resume is sorted according to skills (functional resume).

When we write a resume, we need to have the job we're applying for in mind. You should describe exactly those skills that are useful for the job (only those you have, of course). The curriculum vitae must be adapted for almost every position.

1.4.1 CHRONOLOGICAL CURRICULUM VITAE (EXAMPLE 1) – DATA IS SORTED BY A TIMELINE.

Explain to the participants: If you decide on a chronological structure, there should be as few time gaps as possible.

You can explain gaps in your resumé in the following way: Family



formation, parental leave, bringing up children, further education, re-training, stay abroad, social commitment, (preparation for) independence, new professional orientation (instead of unemployment), application phase, time off for health reasons...

If you have a time structure, enter the month and year (from - to) in the left column. Matching into the right column:

- Position title:** What position (job title) did you hold there?
- Employer:** Which company did you work for? What kind of company was that?
- Possible tasks:** What did you do or what exactly were you in charge of?

This is particularly important if the job title does not show the exact activity.

1.4.2 FUNCTIONAL VS. CHRONOLOGICAL CURRICULUM VITAE (EXAMPLE 2) - THE INFORMATION SORTED BY SKILLS

Explain to the participants:

With a resume sorted by skills, you can focus on the experiences that were particularly important to you or that are particularly relevant to the next position. The aim is to emphasize that certain experiences can be transferred to a new job - even if you have not previously exercised them centrally. If you make individual words bold, you can highlight important keywords. Then the employer sees immediately what is important. The functional curriculum vitae has several advantages:

- Once you have worked in a certain area, but not afterwards, you can put your skills in the foreground of the previous position.
- Even if you haven't worked in that area before, you can present your skills that fit the job or are beneficial.
- If you have performed many different tasks, you can summarize and emphasize your skills with headings and a red thread.

Write your skills in the left column. The right column then contains more detailed information describing when, how and by which tasks the knowledge was acquired. Here you can provide data and information about your previous employers. After the keyword list of your skills, you can add the lines "Training and further education" and "Further knowledge" (language and computer skills, driving license).

1.4.3 OPTIONAL: THE CV – A MIX OF FUNCTIONAL AND CHRONOLOGICAL ORDER (EXAMPLE 3)

Explain to the participants: It is also possible, if desired, to drop the table order (no more rows or columns) and still use key words that summarize your experience and knowledge as headings. The explanations are then structured in keywords, whereby it makes sense to work with structure points so that the curriculum vitae remains clear. Dates and information on employers are usually omitted (but not required) in this arrangement.



1.4.4 OPTIONAL – STATEMENT CORRESPONDING TO YOUR PERSONALITY AND / OR YOUR GOAL ●●○ DIFFICULTY LEVEL 2

Under the contact details and the photo you can write a concise sentence about your own strengths (these should of course align with the new job). You can also write another sentence about the position that you are interested in (with this passage or in general). These two points do not have to be written - but are a possibility. It shows something about yourself and gives you an advantage over other applicants.

These two questions can help to formulate the two sentences:

1 What is currently my most important competence or describes my personality?

2 Why do I want this job? What is my goal with the job long term?

1.5 CREATING A CV ⌚ 25 MINUTES

●○○ **DIFFICULTY LEVEL 1:** Support the participant in the task and create the curriculum vitae together with her.

●●○ **DIFFICULTY LEVEL 2:** The participant can complete the task independently.

Provide assistance, only when necessary!

Have the participants select and download a template for a tabular CV (go onto the internet and use keywords “table CV” – once a template has been selected the participant can fill it out with their own details from the Skills Assessment). If you do not have computers available for the participants, distribute the prepared CV templates and blank paper so that they can manually create a CV.

Explain to the participants: “Look again at your answers to the job analysis and the results of the Skills Assessment. What should you be able to do? What tasks have you ever done in any context? What could be useful at work? What social skills do you have? Or just: Why are you a good choice for the job? What advantage does the employer have with you?”

Then try to write your skills on a resume.”

Provide assistance, only when necessary (especially with any gaps) but allow the participants to create their own resumes. Usually there is a good filler for gaps: orientation year, work preparation, further training, independent learning, maternity or job search. The participant should ask herself: What have I done during this time? How has this time supported me that I am now where I am? But even if gaps remain, the participant should not despair - there is the possibility to combine the functional curriculum vitae of both options.

REFLECTION ⌚ 5 MINUTES

Choose an appropriate personal reflection option from the list of reflection activities.



Curriculum Vitae

Here is a general example of how a CV might look like:

Curriculum Vitae			Sonia Musterfrau	
Informatics Expert	(text)	(Photo)	Practice	(text)
Desired position	(text)		08/2008 – 06/2008	(text)
Professional experience	(text)		08/2007 – 06/2007	(text)
12/2015 – 01/2015	(text)		Special skills	(text)
12/2014 – 01/2013	(text)		Certificates	(text)
....	(text)		Linguistic skills	(text)
Education	(text)		Hobbies	(text)
12/2009 – 06/2004	(text)			
05/2004 – 08/1998	(text)			Musterstadt, 07.08.2018
....				Signature

1. Writing down an e-mail address

The CV holds your email address. Look at the examples below. Put a circle around the professionally sounding ones and cross-out the ones you shall not use while applying for a job:

- Häschen72@gmx.de
- Superwoman1@yahoo.de.
- Maria.Alegra@gmx.de
- Pustebume123@gmail.com
- Anna.Mueller@googlemail.com



2. Application photograph
Mark the appropriate photographs amongst the following:





EXAMPLE: CHRONOLOGICAL CURRICULUM VITAE

Example 1:

Since 12/2016

Hairdresser

at hair saloon Snip – Snap in Gera

8/2016 - 11/2016

Hairdresser

In Black – Cut in Hermsdorf
3-months of temporary work

8/2013 - 8/2016

Hairdressing training in hairdressing
saloon Giti Meise in Hemnitz

Example 2:

From 11/2014 up to date

Waitress in the Volke 7 restaurant,
Heidelberg

Presenting the menu with foods and
drinks

Advising the customers on best choices,
recommendation of appropriate wines
to go along with the food choices

Clarification on ingredients

Preparation of reservations with many
guests

Planning and organisation of big events,
including organising working plans

Aiding with cleaning up the room and
the kitchen



EXAMPLE: FUNCTIONAL CURRICULUM VITAE

In the CV, sorted by skills, you can focus on the experiences that were particularly important to you or that are particularly relevant to the next position. The aim is to emphasize that certain experiences can be transferred to a new job - even if you have not previously exercised them centrally. If you make individual words bold, you can highlight important keywords. Then the employer sees immediately what is important. The functional curriculum vitae has several advantages:

- Once you have worked in a certain area, but are no longer in the position, you can put your skills in the foreground of the previous position
- Even if you haven't worked in the field before, you can present your skills that fit the position or are beneficial to the position.
- If you have performed many different tasks, you can summarize and emphasize your skills with headings and a red thread.

Write your skills in the left column. The right column then contains more detailed information describing when, how and by which tasks the knowledge was acquired. Here you can provide data and information about your previous employers. After the keyword list of your skills, you can add the lines "Training and further education" and "Further knowledge" (language and IT skills, driving license).

Example 1:

Susi is applying at the restaurant. The position also requires past positions as a cook. Susi has worked mainly as a waitress and no training as a cook. But she sometimes had to cook in the kitchen in her past jobs as a waitress. This can look like this in the category Skills:

Capabilities

Cooking:

Cooking simple and difficult dishes according to a recipe, preparing meat, correct use of the knife.

(Professional experience:)

At the "Rodheim" tennis park (09/2005 - 06/2008), Bistro 47 in Hamburg Harburg (11/2010 - 04/2011), Amateur cooking at home.

(Successes:)

Guests were always happy as this was noticeable from their tips.

Table waiting:

Taking orders, table serving, giving cash desk notes, carrying and serving up to 3 plates at the same time, taking of up to 10 plates away at the same time.

Bistro 47 in Hamburg Harburg (11/2010 - 04/2011), table waiting, team "Hamburg" (07/2012 – 10/2016).

Customers often offer their gratitude for the careful service.

Working with tough customers:

Working with complaints and supplementary wishes.
Bistro 47 (11/2010 - 04/2011)



Example 2:

Susi is applying at the restaurant. The position also requires past positions as a cook. Susi has worked mainly as a waitress and no training as a cook. But she sometimes had to cook in the kitchen in her past jobs as a waitress. This can look like this in the category Skills:

CAPABILITIES

Cooking:

Waitress in Bistro 47 in Hamburg – Harburg

11/2010 - 04/2011

Twice a week – kitchen duty, cooking of easier and medium difficulty dishes as per a recipe, frequent preparation of meat under the supervision of a cook, professional knife skills.

Waitress at the “Rodheim” Tennis Park

09/2005 - 06/2008

Except the service and the bar tending, I often helped at the kitchen – I prepared easier dishes with recipe.

However, it is also possible to dispense with the tabular arrangement (no columns and rows) and instead use the keywords that summarize experience and knowledge as headings. The explanations are then structured in keywords, whereby it makes sense to work with structure points so that the curriculum vitae remains clear. Dates and information on employers are usually omitted (but not required) in this arrangement.

ABILITIES

Example 3:

Cooking:

- ❑ Cooking of easier and medium difficulty dishes as per a recipe;
- ❑ Preparation of meat;
- ❑ Correct handling of the knife

Table waiting/waitressing:

- ❑ Taking orders manually and with the aid of an electronic device;
- ❑ Serving;
- ❑ Carrying and serving up to 3 dishes at a time;
- ❑ Taking away up to 10 plates/dishes;
- ❑ Handling cash desk note written by hand or issued with an electronic device.

Working with difficult customers:

- ❑ Working with complaints;
- ❑ Supplementary wishes.

→
TOPIC

THE JOB INTERVIEW

📍
GOAL

The participants will know how a job interview works, how they should behave in an interview, and what they should wear.

📄 LESSON

📁 MATERIAL

1.2

INTERVIEW PROCEDURE:

- Chalkboard and chalk or flip chart and markers
- Worksheet 1 (DL2 has more questions than DL1)
- If necessary add the completed worksheet to the "Filling in an application" training where the company was researched during the company presentation.

2.1

QUESTION 1: HOW IS THE PARTICIPANT DRESSED?

- Worksheet 2
- Material "Outfits"
- Material "Dos and Don'ts"
- Red and green pieces of paper
- Felt-tip pens
- Tape/Thumbtacks/Magnets

2.2

QUESTION 2: THE APPLICANT'S BODY LANGUAGE AND POSTURE.

2.3

BEHAVIOUR IN THE JOB INTERVIEW

- Worksheet 2

2.4

SUMMARY

- Material "Dos and Don'ts"
- Red and green pieces of paper, felt-tip pens
- Adhesive Tape/Thumbtacks/Magnets

3.1

REPETITION: TYPICAL QUESTIONS IN A JOB INTERVIEW

- Completed Worksheet 1 (Review)

3.2

INTRODUCTION ROLEPLAY AND FEEDBACK RULES

- Chalkboard and chalk or flip chart and markers
- Board and chalk or flip chart and pen.



NOTE: Cultural sensitivity is necessary in this training.

ARRIVAL

🕒 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick off the class.



LESSON 1 ⌚ 50-55 MINUTES

1.1 JOB INTERVIEW: THEORETICAL INTRODUCTION ⌚ 5 MINUTES

To begin, explain:

A job interview is a meeting, during which an employer and an applicant can get to know each other. The first impression here counts. Here, the employer checks whether or not the applicant has applicable experiences and skills for the job. The applicant can also see if they like the job during the interview.

Maybe the participants have already developed some experiences in job interviews. Ask them:

- What do you think awaits you in a job interview?
- How do you want to behave?
- What fears do you have?

Encourage the participants to start with this:

You are asked to come in for a job interview, which means that you have overcome the biggest hurdle. The company likes you, now they want to get to know you and see if you can fit in their company. So you can breathe again. Don't be scared. However, you shouldn't go in with an excessively macho attitude and the motto: "I can do anything."

Explain to the participants:

So that you won't be surprised by questions in the job interview and then need to spend a lot of time thinking about your answers, it is very important that you prepare yourself. If you're prepared, your chances to get the job will increase greatly.

1.2 THE PROCESS OF A JOB INTERVIEW

Explain to the participants: every job interview goes differently. Generally, a job interview takes 30-60 minutes. Many recruiters say that they already know within the first 90 seconds if they will hire someone or not. Because of this, the first impression is extremely important. Pay attention to punctuality, a firm handshake, eye contact, smiling, good posture, and appropriate clothing. While the process of every job interview can differ, some points are still very similar. We will look together at the various parts of a job interview and discuss them.

When preparing the lesson, write these points on a flip chart.

Read the individual points out loud:

1. Greeting & small talk
2. Introducing yourself
3. Getting to know each other: further questions (motivation for your application and success)
4. The introduction to the company
5. Various questions
6. Saying goodbye



Explain in detail what will happen in each of the points. You will find below the phases of the job interview with a few key points.

1. Greeting & small talk

You arrive at the company and sign in at reception.

You will either be brought to a room or called when it is your turn. In the interview room, you will sit down when you are invited to do so.

As soon as you meet the recruiter, you will introduce yourself. That means you shake their hand and state your name. A firm handshake is great here. (Here you could all practice handshakes and give feedback on whether their handshakes are too limp or firm enough.)

Now there is also small talk. For example, you could be asked: "How was your journey here?" "Did you make your way here well?" or "The weather today is beautiful, isn't it?" Here you should answer good-naturedly and chat a bit.

2. Introducing yourself

Explain to the participants:

The participants in the interview will introduce themselves quickly and explain who they are.

Then you will be given the chance to introduce yourself. The recruiter might say: "Now please share a little about yourself" or "Now please introduce yourself to us briefly." For this, it is a good idea to gather some thoughts and to decide on a couple of sentences.

Practicing presenting yourself

To be well prepared to present yourself, it makes sense to practice beforehand. Have the participants work on the questions for Task 2 on Worksheet 1.

Support the participants at Difficulty Level 1 by reading the questions out loud and working on the answers together.

After working on that, the participants should get into pairs. One person asks the question and the other should recount what they thought of during the preparation. The answer should not take longer than 5 minutes.

3. Getting to know each other – further questions

Explain: After you have said a few sentences about yourself, you will probably be asked a few questions so that the interviewer(s) can get to know you better. The recruiter(s) have the goal of discovering what your motivation is, what you can do, and what you have done so far in your life.



On the worksheet, the participants can answer the questions from Task 3. Read the questions out loud beforehand and explain ways in which they could be answered and also that the documents from the training “Writing an Application” could be consulted for help.

- Why did you apply to our company?** Explain here why you want to work for this company not somewhere else. What do you like about this company?
- Why do you want this job?** Here you can talk about why this job is the right one for you and why you want to work here. Explain what motivates you.
- If it’s about a training: Why do you want to learn this trade?**
- Why should we hire you?** Here you can describe why you are the best new worker for the company. Explain here what you have already learned and what sets you apart from everyone else. What can you do well that is also vital for this job?
- What can you do for us that others cannot?** For this question it is about really advertising yourself well. Explain here why you fit well in the company and why you are the best for the job.
- What are your personal strengths and weaknesses?**

You could also discuss these additional questions with participants at Difficulty Level 1 (these can be found on Worksheet1 DL2):

In your opinion, which qualities are especially important for this position?

- What practical experience have you gained so far?**
- With your background, how you would manage to make a completely new start now?**
- Which obstacles do you think you will face and how will you overcome them? What fears do you have?**
- How would your friends describe you?**
- How do you imagine your future? / “Where do you see yourself in five years?”**

Forbidden Questions

Not all questions may be asked in a job interview. That is stated in the General Equal Treatment Law (AGG). Questions that aren’t allowed are questions regarding:

- pregnancy and desire for children
- your religious affiliation
- your political party affiliation
- your personal financial circumstances



- illnesses or a disability

You can also include the following advice:

Answer closed questions (questions that you only need to answer with one word) not only with one word, but also with the reasoning for your answer.

It is good to ground your qualifications, the things you do well, in examples. When you explain your skills, share an example in which one can see that you have this skill. For example, if you say that you are a team player, then share a situation in which you learned or used that skill.

4. The introduction to the company

Challenge the participants to be well-informed about the company. Often you will be asked: "What do you know about our company?"

The participants have this question on the worksheet and can answer it there. Underneath it, they should write down everything about the company that they applied in the training "Writing an application."

Here the participants can win points if they can show that they have busied themselves with learning about the company.

After the participants have elaborated on their knowledge, the recruiter will explain more about the company and the open position.

Advice for the participants: Listen carefully and write down questions, if you think of any while the recruiter is talking. You can ask them afterwards.

5. Various questions

At the end the applicant will usually be asked if they still have questions. Here the questions can be asked that the applicant has thought of during the interview or also beforehand. Questions that the participants already have should be written down as part of the preparation for the job interview. If these questions have still not been answered by the end of the interview, they can be asked now; however, questions about working or vacation time as well as special benefits and salary increases should be avoided. With questions on these themes, an applicant's motivations can be put into question.

6. Saying goodbye after the job interview

At the end of the interview it will be clarified how the process will continue. Here it will be discussed when the applicant will find out if they got the job or not. The recruiter will thank the applicant and say goodbye. The applicant will also say thank you, because the recruiter took the time for the interview, and will say that she would love to work for this company. To say goodbye, they will shake hands again.

Advice for the participants: If no one contacts you afterwards, you may call the company and ask if they have come to a decision.



LESSON 2 40-45 MINUTES



Hand out Worksheet 2 and answer the questions in Task 1 together.

Below are the questions that are at the top of the worksheet that will further the theme. The goal is to spark a discussion.

2.1 QUESTION 1: HOW IS THE APPLICANT DRESSED

Discuss the question. To continue, you can add one or both of the following options:



OPTION 1: Lay the picture cards with various outfits in front of the participants (Material Outfits). Ask them which outfit they would absolutely not wear for a job interview and which they would prefer to wear.



OPTION 2: Run the following thought experiment with the participants. Describe the situation first and then ask the questions. Collect the participants' answers after the questions.



Situation 1: Imagine that you are in a tracksuit. – Pause – How do you feel? – Pause – Where are you?



Situation 2: Imagine that you are wearing fashionable clothing. – Pause – How do you feel? – Pause – Where are you?



Situation 3: Now imagine that you are wearing a tracksuit in a place where you normally would be wearing fashionable clothing – Choose an example answer for the question beforehand. – Pause – How do you feel?



Situation 4: Now imagine that you are wearing fashionable clothing and you are in a place where you normally would be wearing simple/comfortable clothing or where you'd be playing sports – Choose an example answer for the question beforehand. – Pause – How do you feel?

From the thought experiment you should develop that clothing has a big influence on how you feel and how you will be perceived by others. In other words: Clothing makes people!



Summary To summarize, collect with the participants Dos and Don'ts for clothing, in which you will hang red and green cards (Material „Dos and Don'ts“) on the board/flip chart/wall. Hand out red and green slips of paper, on which the participants can write their Dos and Don'ts for clothing in a job interview. At the end, these should be hung on the green "good" card or the red "bad" card.

If the participants can't write well, help them!



Explain the following points accordingly if they are not already mentioned:

- Your clothing should fit the industry that you are applying to. Look at the website of the company and what the employees in the pictures wear. At a company with a lot of foot traffic (café, restaurant, shop), try to go by inconspicuously before the interview to look at what the employees wear. If you are unsure, you can ask the company about the dress code.
- Better to be too fashionable than too casual.
- A pair of slacks and a nice blouse are usually, good; at some companies, decent jeans and a pretty top can also be enough.
- You can also wear a skirt if you want to, but it should at least be long enough to reach your knees.
- Definitely don't wear dirty, wrinkled, or ripped clothing – clean, ironed, and neat clothing is a must.
- No big or deep necklines. Don't show too much skin!
- If you have noticeable tattoos, try to hide them – either with clothing or with makeup.
- No broken or old shoes. The heel should not be higher than 6 cm.
- You should feel comfortable in your clothing. That is very important.
- Wear at most 8 accessories (earrings, necklace, handbag, glasses, etc.).
- Wear appropriate jewellery (no huge bling or very long earrings)
- Wear appropriate makeup
- Your hair should be washed and styled neatly. No wildly extravagant hairstyle, just modest and decent. If your hair would fall into your face, it would be better pull it back.

2.2 QUESTION 2 ON WORKSHEET 2: HOW IS THE BODY LANGUAGE/BEHAVIOUR OF THE APPLICANT?

Discuss Question 2 on Worksheet 2.

Explain to the participants: We don't just speak with our mouths, but also with our bodies. How we conduct ourselves, if we, for example, smile or look unhappy, shows the person across from us what we are thinking or if we are interested.

Discuss together the body language of the person in the picture. These further questions can spark a discussion:

1. How does this person seem to you?
2. In what situation would you also sit like that?
3. Does the women have a positive, open manner, or does she seem disinterested?
4. Which manner is good for a job interview and which is not?



2.3 BEHAVIOUR IN A JOB INTERVIEW Next, let the participants mark in Task 2 if the described behaviour is good or bad. If the behaviour is bad, ask them, what they would do instead. If they don't have any ideas, you can suggest the following things:

- My bus is delayed. I don't really need to call and let them know. I'll just show up when I get there. (False: I call them directly and let them know that I am delayed.)
- I shake hands with the boss and introduce myself with my name.
- At the beginning of the interview, I thank them for allowing me to interview.
- I just wore my favourite clothes, even though the top has a stain on it. (False: I wear clean and appropriate clothing.)
- During the interview, my phone rings and I naturally answer it. (False: I turn my phone off or put it on silent beforehand and if I forget to do so, I definitely do not answer my phone during the interview, but instead I apologize and turn it off immediately.)
- I chew gum. (False: I go into the interview without gum.)
- I ask questions about the company.

2.4 CLOSING SUMMARY At the end, collect Dos and Don'ts for the composure and behaviour in a job interview by hanging red and green cards (Material "Dos and Don'ts") on the board/flip chart/wall. Hand out red and green slips of paper, on which the participants can write good and bad manners/behaviours in a job interview. At the end, hang these slips of paper up underneath the green card or the red card.

If the participants have trouble writing, help them!

Add the following points if they are not mentioned:

DOS:

- Be polite (shake hands, sit when you're asked to do so)
- Be punctual (it is best to be 5-10 minutes early and wait)
- Turn off your phone before the interview or put it on silent
- Prepare yourself well (be prepared for questions, inform yourself about the company and the position, and figure out how you will get there)
- Friendly and self-confident appearance (smiling)
- Good posture (sit or stand straight)
- Don't interrupt your interviewer
- Speak loudly and clearly
- Ask if you didn't understand something
- Don't just answer yes or no questions with one word, instead, if possible, add something more like "Yes exactly, that's right" or something similar.
- When the recruiter ends the interview, accompanies you outside, and shakes your hand, say "Thank you" and "Goodbye."
- Hold eye contact
- Sit up straight (self-assured)
- Rest your hands on your lap or the table
- If more than one person is interviewing you, look at and speak to all of the participants when answering their questions
- Listen carefully and look friendly
- Use the polite form to communicate

DON'TS:

- Swear words or street language
- Flirting, provocative behaviour
- Be late
- Lie
- Talk badly about others
- Ask first in the interview about salary, vacation time, or work time
- Be unprepared
- Forget to say thank you at the end of the interview
- Rock the chair, put your legs on the table or chair, or slouch in the chair
- Cross your arms
- Make nervous movements e.g. drumming your fingers, scratching your nose, playing with your hair, etc.
- Cross your legs and nervously shake the upper one
- Cross your arms behind your head



LESSON 3 50-60 MINUTES



Hand out Worksheet 2 and answer the questions in Task 1 together.

Below are the questions that are at the top of the worksheet that will further the theme. The goal is to spark a discussion.

3.1 REVIEW: TYPICAL QUESTIONS IN A JOB INTERVIEW



Some time has already passed between Lesson 1 and Lesson 3, so ask the participants to look back at the filled-out Worksheet 1. If some time has also already passed since Lesson 2, ask the participants again, how they should behave in a job interview. Review the most important points. Then, the job interview will be practiced in role play situations.

3.2 INTRODUCING ROLE PLAY AND FEEDBACK RULES



Most people dislike role play games in which they make themselves vulnerable; however, these practical exercises are very informative for the participants.

Because of this, go through the rules for feedback before you begin the role playing with the participants.

Make it clear to the participants: For feedback, it is only about the visible manners and not about the person! Write the rules in shortened form on the flip chart and explain them.

Rules for feedback:

1. I begin with a good thing! Then I can also say what the person can do better. (-> more good than bad!)
2. If I saw something bad, I give a suggestion for how it could be better.
3. I begin my feedback with "I find/I think..." so that it is clear that it is my personal opinion.

Since you have now explained the important things, you can now go through the role play situations with the participants.

3.3 ROLE PLAY

Read the initial situation of the role play situations below and instruct the participants to conduct the role play with another person.

Note for one-on-one training: If you are only working with one participant, play the role of the boss. Then, switch the roles.

At the end, guide a reflection:

How did you feel in your role?

What did you think of the applicant? What did she do well? What does she still need to work on?

What did you, as the boss, think of the applicant?



Role play 1: Beginning and end sequence of a job interview

Practicing the beginning and end of a job interview will give the participants more certainty in themselves. The trainer will take over the role of the interviewer and a participant will volunteer to take the role of the applicant. In the role play, the arrival, greeting, handshake (eye contact, smiling), small talk, etc. will be practiced until the beginning of the introduction. Then, the trainer will announce that the main part of the interview will be skipped over, and they will just jump to the goodbye.

Then ask the applicant:

1. How did you feel?
2. What was easy? What was hard?
3. Is there anything you would like to do differently next time?

Ask the other participants:

1. What did you notice?
2. What did the participant do well?

Go through this exercise with all of the participants. It can also be helpful to repeat the exercise.

Role play 2: Applying for a job at the supermarket

One person plays the applicant and the other plays the boss of a supermarket. The boss asks three questions:

- Why do you want to work here?
- What are your strengths and weaknesses?
- Are you pregnant?
- The applicant should answer these three questions.

Role play 3: Application for a job in a bakery

One person plays the applicant and the other plays the boss at a bakery.

- The boss asks the applicant to talk about the following things:
- Introduce yourself.
- Explain why you would fit well at the bakery.
- Explain how you could contribute well to the bakery.



Choose an appropriate personal reflection option from the list of reflection activities.

OPTIONAL



Role play – Attitude and behaviour in a job interview

NOTE: For groups with at least 4-5 participants. Two of the participants should be more capable (Difficulty Level 2) and prepare to conduct a role play.

Let two participants volunteer to go through the two role play situations here.

Reflect on the role play, especially the relationship between the attitude and behaviour of the applicant on the recruiter.

Role play 1 The applicant should have a very shy and guarded demeanour. She should only answer questions with yes, no, or “don’t know”. How does the boss respond?

Role play 2 The applicant should interrupt the interviewer the whole time and talk at length about everything. How is that for the interviewer?



WORKSHEET 1

1. Interview procedure:

1. Greeting & small talk

2. Introducing yourself

3. Getting to know each other: further questions (motivation for your application and success)

4. The introduction to the company

5. Various questions

2. Getting to know each other – Presenting yourself

I am

My name is:

Currently, I:

I can

I have experience in with:

I want

My goal with this job is:



3. Getting to know each other – the most common questions

Why did you apply to our company?

Why do you want this job?

What can you do for us that others cannot?

When it comes to training: Why do you want to learn this profession/trade?

What are your strengths and weaknesses?

Strengths:

Weaknesses:

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<hr/>	<hr/>
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Questions not allowed in a job interview:

What is your religious affiliation?

Are you a member of a political party?

Are you pregnant?

How often are you sick?

What is your current financial situation?

You don't have to answer these questions. You only have to say if you have an illness that would prevent you from doing this job properly.

4. Questions about the company

What do you already know about our company?

WORKSHEET 1

The process of a job interview

1. Greeting & small talk
 2. Introducing yourself
 3. Getting to know each other: further questions (motivation for your application and success)
 4. The introduction to the company
 5. Various questions
2. Getting to know each other – Presenting yourself

I am

My name is: _____

Currently, I: _____

I can

I have experience in with: _____

I want

My goal with this job is: _____



3. Getting to know each other – the most common questions

Why did you apply to our company?

Why do you want this job?

What can you do for us that others cannot?

If it's about a training: Why do you want to learn this trade?

In your opinion, which qualities are especially important for this position?

What practical experience have you gained so far?

What practical experience have you gained so far?



With your background, how would you manage to make a completely new start now?

Which obstacles do you think you will face and how will you overcome them? What fears do you have?

How would your friends describe you?

How do you imagine your future? / "Where do you see yourself in five years?"

What are your strengths and weaknesses?

Strengths:

Weaknesses:

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Questions not allowed in a job interview:

What is your religious affiliation?

Are you a member of a political party?

Are you pregnant?

How often are you sick?

What is your current financial situation?

You don't have to answer these questions. You only have to say if you have an illness that would prevent you from doing this job properly.

4. Questions about the company

What do you already know about our company?



MATERIAL: OUTFITS FOR A JOB INTERVIEW





GOOD

BAD



→
TOPIC

PREPARATION FOR EMPLOYMENT

↗
GOAL

The participants will understand that there are different rules in different subcultures and that the rules of a new environment have to be discovered in order to avoid problems. The participants now know better what to expect and have aligned their expectations. The participants have a rough idea of teamwork and why this is important.

📁 LESSON

📁 MATERIAL

1.2

HANDLING NEW RULES

☐ Worksheet 1

2.1

HANDLING ERRORS

☐ Worksheet 2

3.1

PREPARATION FOR QUESTIONS FROM COLLEAGUES

☐ Worksheet 3

OPTIONAL

☐ Team game "Ball": Material "Team game"



NOTE: Cultural sensitivity is necessary in this training.

ARRIVAL

🕒 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick-off the class.



LESSON 1: EMPLOYMENT IN A NEW SETTING WITH NEW RULES ⌚ 30 MINUTES

1.1 CONVERSATION: BEFORE / AFTER ⌚ 15-20 MINUTES

When a woman comes from trafficking into a new working environment, everything is different and unfamiliar to her. Different rules apply, and different things are expected of her. This can lead to tension and disappointment. Therefore, topics are to be addressed here which will probably be different in the future than in the past of the participants. **Start a conversation with the participant on the following topics and ask the following questions:** What was your opinion on the subject of Punctuality / Everyday Schedule / Vacations / Receiving Your Salary / Individual Work / Having a Boss / Teamwork and accordingly What are your experience so far? What do you think will change in this point once you get a job?

1.2 WORK WITH NEW RULES ⌚ 10 MINUTES

In the following situations, various new rules are to be implemented. In this way, the participant should think about how she herself would react.

 Hand out worksheet 1.

●●○ **DIFFICULTY LEVEL 1:**
Read out loud the different situations and answer options on the worksheet and then discuss the participant's answers together.

●●○ **DIFFICULTY LEVEL 2:**
Let the participants work on the worksheet independently.

LESSON 2: DEALING WITH MISTAKES ⌚ 40 MINUTES

 Mistakes happen at work. Avoiding mistakes is almost impossible, which is why it is important to consider how you can deal with mistakes and practice this process. By means of situation examples, the participants themselves should consider how they would react in the respective situations.

 Hand out worksheet 2.

●●○ **DIFFICULTY LEVEL 1:**
Read out the different situations and answer options on the worksheet and then discuss the participant's answers together.

●●○ **DIFFICULTY LEVEL 2:**
Let the participants work on the worksheet independently.



2.1 DEALING WITH ERRORS: SITUATION EXAMPLES ⌚ 20-25 MINUTES

 In the following situations, various new rules are to be taken up. In this way, the participant should think about how she would react herself.

 Hand out worksheet 1.

●○○ **DIFFICULTY LEVEL 1:**
Read out loud the different situations and answer options on the worksheet and then discuss the participant's answers together.

●●○ **DIFFICULTY LEVEL 2:**
Let the participants work on the worksheet independently.

- Why would you react like that?
- What feelings would come up inside you in that situation?
- If you were the colleague or boss, what reaction would you have liked the employee to have?

2.2 GENERAL TIPS TO COPE WITH ERRORS ⌚ 10 MINUTES

 Now summarize what is important in dealing with errors and record the results in key points.

 Add the following points if they have not yet been identified:

- Mistakes happen to everyone, nobody's perfect.
- (I'm not perfect, that's okay. Mistakes will happen, and I can learn from them - I give myself grace when I make mistakes and can leave them as such. I don't have to hide.)
- We learn through mistakes and that is good!
- It is expected that one is honest and admits the mistake instead of covering it up. In this way you take responsibility for yourself and bear the consequences.
- It's important to apologize. This shows a strong character and is sympathetic.

 Finally, ask the question: "What can you do to avoid mistakes?"

- If you're unsure about anything, ask an associate/colleague for advice.
- Ask someone for help
- Have you already made a mistake, think about what you can do better next time?

 **NOTE:** You can also share a few examples from your life so that the participant can see that everyone makes mistakes.



2.3 WHAT DOES MY BOSS EXPECT FROM ME? ⌚ 10 MINUTES

Describe the following scenario: Picture this: you have your own store (for example: pavilion, cosmetics studio, fast food restaurant or something else). You just had the grand opening and you are still on the look-out for employees. What kind of employee are you looking for? Which qualities / characteristics will be most important to you?

Here you can also involve the participants and ask them what kind of store they would like to own and thus expand the scenario.

Discuss the answers together. End your talk with the fact that this is why your employer has expectations towards you. **For example:**

- Admitting your mistakes and assuming responsibility.
- Asking questions, whenever in doubt.
- Being honest.
- Giving your absolute best and being willing to learn.
- Working even if your boss is not there (you are not working only for him, but also for yourself; your employment has to develop you).
- Thinking and acting on your own. Do not wait for your boss to give you tasks.
- Don't be afraid of your boss.
- Proper clothing, shallower necklines and so on.
- Friendly and respectful behaviour with your colleagues and with the customers.



Finally explain that it is important to know the boss's expectations so that the participants do not make bad mistakes that could cost them the job.

LESSON 3: TEAM ATMOSPHERE ⌚ 30 MINUTES



Hand out worksheet 3.

3.1 PREPARATION FOR COLLEAGUES' QUESTIONS ⌚ 20 MINUTES

Challenging situations can arise during your new work or internship. Some of the possible situations and questions that can come up to the participants are compiled in the following situations. In this task, you as a trainer must be particularly sensitive to the situation of the participant. Some questions may trigger traumatic experiences. If you feel insecure, discuss the situation in advance with the social worker in charge. Since the situations can happen at work, it is important that the participants think about it before they find themselves in the situation.



- **Situation 1:** You spent your first week at work, and your co-worker asks, "What did you do before this job?" **What are you going to tell her? How do you answer?**
- Answer option:** You don't have to tell your colleague everything. Just tell us what you're comfortable with. If you don't want to say anything about your time in trafficking, you can say for example: -
- I worked in the service area of a bar
 - I've been looking for work for a long time
 - I had to reorient yourself and you took the time to do so
 - I you took care of your kids.
- **Situation 2:** One of your colleagues, keeps on flirting with you and asks you "How about we go drinking cocktails tonight?", but you have no interest. **How do you cope with this situation? What do you say to him?**
- Possible answer:** You may tell him that you are not interested and that you hope this does not interfere with your professional relationship.
- **Situation 3:** (for participants who are not German.)
- Maria, a colleague of yours, asks you "Why did you come to Germany?" What are you say to her? How do you reply to the question?
- Possible answer:** You could tell her that you came to look for employment since there aren't many job options in your country.
- **Situation 4:** One of your colleagues has learned that you were trafficked / worked as a prostitute. Ever since he is constantly harassing you sexually. **How do you react?**
- Possible behaviour:** Inform your employer or your Human Resources department.
- Advice:** Here it is most likely a matter of sexual harassment at work. Therefore, the participant should know the following:
- Go straight to your boss or team leader.
- Write down the incidents in order to be able to give more details when needed.
- You can also disclose this to a colleague of yours, but one who is good at keeping a secret. (Please, do not go to the one that keeps on talking about other people.)
- You could also seek help or advice at the Discrimination Protection Committee.
- **Situation 5:** Anna is Bulgarian and she works at a hotel. Her team consists of international members. She is blamed for theft and failing at her job because she is from Bulgaria. **How would you react if you were Anna?**
- Possible behaviour:** Inform your employer or your team leader for this situation, or just go to the Discrimination Prevention Department in your company. It is forbidden by the law to discriminate based on Race, Ethnos, Origin, Sex, Religion, Understanding of the World, Disabilities, Age or Sexual Identity (lookup: Law on Discrimination §1).



3.2 WORKING WITH COLLEAGUES ⌚ 10 MINUTES

Ask the participants what they would expect from their colleagues and write down the answers.



Explain to the participants: The working atmosphere is very important and depends on how you deal with your colleagues at work. This is also about you feeling comfortable at work as well as your colleagues. Of course, that also depends on how the others are doing. On some days you may just have a bad mood, which of course influences the atmosphere at work.

A positive working atmosphere also has the effect that you can ask for help more easily because you have a good relationship with your colleagues.

Ask the participants the question: What are you doing to make someone like you? How do you deal with this person? If the participants do not have an answer, you can also turn the question around: What do you have to do to make your work colleagues dislike you?



Collect the answers and add the following strategies that can help you get liked:

- Ask for help or advice & offer help
- Being honest
- Telling about you, but not the intimate things
- Be nice and friendly, but not in a provocative way
- Not taking advantage of your colleagues, but being genuine and sincere
- Talking the same thing in front of and behind people's backs, not blasphemy
- Finding common ground, strengthening team spirit
- Positive, benevolent attitude towards the other, showing trust

You can ask the following questions about the additions:

- Is there anything on this list that surprises you?
- What are you already doing with this?
- What do you think will be hard for you?

REFLECTION ⌚ 5 MINUTES

Choose an appropriate personal reflection option from the list of reflection activities.



OPTIONAL

TEAM PLAY: WORKING IN A GROUP 🕒 15 MINUTES

Team play: transport the ball

It requires space (make enough of it in the room by putting everything aside, or better yet – go to an empty room, or outside in the yard)

LEARNING TRUST 🕒 5-10 MINUTES

Here you need less space. A corridor, a large room or an empty spot outside are perfect for the job. The women form two lines and stretch their hands forth as they face each other, but in such a way that all hands form a bar across the two lines. One of the women starts running. As soon as she reaches the two lines, all women start lowering their hands in sequence so that the running one could cross in the middle without any obstruction. This continues until all women have crossed once. (Even at the end there must be enough space, because all women must run all the way through and then to slow down. It is not a good idea to have a wall at the very end. Please look for enough space.) Women must be able to trust, that others will lower their hands so that they could run without any obstruction.

Finally – exchange opinions:

- How was that?
- What was good? What was difficult?
- How did I feel?
- What did I learn?
- What is the meaning of this for my everyday life and for the practice accordingly?



WORKSHEET 1: COPING WITH THE NEW ENVIRONMENT AND ITS RULES

Situation 1:

Hanna works at a supermarket. She started work at 9:00 o'clock and that was when she had her last cigarette. It is already 11 o'clock and she has an urge to go out and smoke. She goes out for 15 minutes and smokes. Smoking breaks are actually not allowed, but Hanna does not know that. She goes back inside and one of her colleagues asks: "Where have you been? You smell like smoke. You are only allowed to smoke on your lunch break. Smoke breaks are not allowed here!" **How would you reply if you were in Hanna's shoes?**

- I will tell my colleague that I only went to the toilet for a moment.
- I feel attacked and tell her that I will smoke when I want to.
- I ignore them and continue smoking when I want.
- I feel bad and I can't get back to work the next day.
- I apologise. It won't happen again.

Situation 2:

Maria's telephone keeps on ringing at work and she receives countless messages from friends. **How would you act in Maria's situation?**

- I'll answer my cell phone and answer all my messages. Finally, I expect an immediate response when I write or call someone.
- I'll call you back during recess and then answer all messages.
- My phone is silent and not with me at work. I only look at it during the break, so I don't see the missed calls and messages until then.
- I answer my messages and calls as soon as I have nothing to do at work.

Situation 3:

A colleague of Laura keeps on spreading an awful rumour, which drives her insane. Both of them are in the same room with some colleagues.

How would you react in Laura's situation?

- I tell her angrily: "Shall we settle the matter outside? Then we'll see who's the stronger one."
- I insult her back.
- I feel hurt and I don't talk to her anymore. I'll be more careful in the future and I won't trust her anymore.
- I tell her that I didn't like what she said, and I ask her to not do that again in the future.



WORKSHEET 2: COPING WITH ERRORS

Situation 1:

Lisa works at a shoe store. She made an mistake and packed a pair of left foot shoes for one of the customers. The customer came back the next day and spoke very badly about Lisa with one of her colleagues. When Lisa returned to take the shift, the colleague told her what has happened while she was absent.

How would you react if you were Lisa?

- Start crying because I made a mistake.
- Become mad at the woman who was criticizing me and I criticizing her back
- I am angry with myself and I wonder how I could be so stupid. I trust myself less and less because I fear that I will make additional mistakes.
- Other: _____

Situation 2:

Stella works at a clothing store. One customer needs her help, but Stella reacts nervously and says "Excuse me, but I have a lot to do!" Then she returns to her activities. One of her colleagues witness the situation and later on tells her that this should not happen again since the customer takes priority.

How would you react if you were Stella?

- Defend myself and explain that I have a lot more to do. I do not think I have to run after every single customer.
- Take my colleague's advice seriously. From now on the customer will be treated with top priority and take preference over all other tasks.
- I fight back and say "Go do it yourself next time."
- Other: _____



Situation 3:

Janina has worked at a cleaning company for 3 weeks now. She arrives frequently 10 – 20 minutes late. Her colleagues and her employer are mad at her because she frequently tells them to be on time. Janina is in her probation period and could be fired at any moment. Her boss calls her to his office and starts a discussion with her to inform her that as she is always late, and he is already thinking about firing her without notice.

How would you react if you were Janina?

- Explain him that my child is frequently ill and that is why I am late.
- Apologise and I reassure him that I will go out 20 minutes earlier every day in order to prevent this from happening anymore.
- I nod and I keep on coming late. All he can do is fire me.
- Other: _____

Situation 4:

Maria works at a cleaning company and takes care of a restaurant every Wednesday. Restaurant’s owner has a complaint to Maria’s leader, that the corners have not been cleaned. Maria is called by her boss and is informed that she must take care of the corners as well. How would you react if you were Maria?

- Find a suitable lie and I tell her that in all cases I have cleaned the corners and this is not my fault.
- Tell her that the boss should clean the corners himself.
- Apologise and I assure her that from now on I will pay extra attention to the corners.
- Other: _____



WORKSHEET 3: TEAM ATMOSPHERE

Situation 1:

It has been a week at your new employment and your colleagues start to ask the following question: "What did you do for living before you came here?"

What do you tell them? How do you reply?

Situation 2:

One of your colleagues, keeps on flirting with you and asks you "How about we go drinking cocktails tonight?", you are not interested.

How do you cope with this situation? What do you say to him?

Situation 3: (for participants who are not German.)

One of your colleagues, keeps on flirting with you and asks you "How about we go drinking cocktails tonight?", you are not interested.

How do you cope with this situation? What do you say to him?

Situation 4: (for participants who are not German.)

One of your colleagues has learned that you have worked as a prostitute. Ever since he is constantly harassing you sexually.

How do you react?



Situation 5:

Anna is Bulgarian and she works at a hotel. Her team consists of international members. She is blamed for theft and failing at her job because she is from Bulgaria.

How would you react if you were Anna?



CREATIVE TEAM GAME – PASSING THE BALL

Materials:

- Ball;
- Large rubber ring
 - It must be big enough to handle the ball, but also a bit elastic, so that the ball falls down when overstretched.
 - It is best for you to get the ball first and then go to the construction materials shop.
- You need at least 4 ropes, which to be split into two equal lengths; length of every rope to tie is 3 to 4 meters (the game is intended for 4 to 8 players; for each 1 or 2 players, you need to add new rope, which to be tied in the same manner).
 - There are many types of rope available in the construction materials shop. There are variants which cost as little as 60 cents per meter, but for the tightest budget you may use simple cord as well. Just be advised, that the latter will make the game more complex.
- Optional: 4 small wooden beads for grip (again from the construction materials store) – this could be useful if you want to catch cheaters and eliminate them from the game.
- 2 “Ikea” cups or pieces of pipe, or wooden pikes to place the ball.

The ropes are tied to the ring with a simple knot. They must come out in two equal pieces.

All ropes have the same length and are placed at equal distances on the ring. You may tie a wooden bead at the end of the rope (from your local construction materials shop). The participants must only hold these beads. This makes cheating a lot harder as in the opposite case they will try to make the rope shorter and thus gain more control.



Game description

The “ball transport” game is usually a good tool to strengthen the communication and team work in problematic teams. Here we play it moreover to make it possible for the participants to experience teamwork. Some tasks are just too complicated for one man and the better we work together, the better the outcome will be. Participants must understand, that what applies here is also valid for their next employment. In this task, the objective is to collaborate and not compete. In order to achieve the desired results, participants must work together and embrace the idea of teamwork.

The task of the team is to transport the ball from point A to point B without touching it (for example while balanced on a piece of pipe).

The ball is carried by a ring with tied ropes. The team members form a circle and hold both ends of the rope which leads to the circle’s centre, where one sees the ball and its ring.

Only good teamwork, communication and coordinated actions will get the job done without dropping the ball on the floor. Should the ball touch the floor, you must start all over again.

If participants do not work very well together (or worse - work against each other), then after the first attempt you may stop for a brief discussion and focus on the possible measures to improve the game results. After that the game starts all over again. This improves teamwork.

If the participants work well together, then you can put a time limit or ask the participants what they consider an acceptable amount of time to perform this task. If there is a second round, you can reduce the allotted time again. This way participants can see if they are doing well.

Structure:

The ball lies over a small peak, for example: an inverted “Ikea” cup. On a certain distance there is another peak (for example: another inverted “Ikea” cup, on top of which you must place the ball afterwards). The rubber ring, tied with ropes lies on the floor, so that ropes point in different directions and could be picked up easily.

Instructions for the trainer

During the ball transfer, you have to carry the ball from cup 1 to cup 2. As you can see, you have a ring, tied with ropes. Now please take one of these ropes (if you have less players, then they take both ropes, leading to the same place on the ring) and hold its end tightly (accordingly the bead). With this ring you must transport your ball.



This ring could be stretched over the ball. You cannot touch the ball and you must not let it fall on the floor. In case it falls down, the game starts all over again at the starting point. Please, try to hold only the rope's end during the game. Making the ropes shorter is also prohibited. If I notice you doing that, then you must start all over again. (Supplementary tips to facilitate the participants: it is quintessential to work together. You may, if you so desire to discuss at the beginning how would you proceed and start with this plan).

- Some tips for observations from the trainer
- Is there a discussion on what strategy would work best for the solution of the task or do they just start transporting the ball?
- Which participant can give ideas or suggestions for a solution?
- What was the reaction to this offer and how did the team respond afterwards?
- What is the overall strategy of the team on solving the task or accordingly why didn't they have a strategy?
- Are all members of the team heard?
- What does the team do to work together? What works well? What prevents the team from working effectively together?
- How do the participants support each other?
- Are there participants who keep on encouraging their peers in case of failures? Are there quarrels and accusations?
- How does the team react when the ball falls on the floor?
- What possible solutions do they go through before starting again?
- What is most important in the discussion right after dropping the ball –is the a discussion around a new solution to help them succeed the next time? Are some people blamed?
- How do team members react if the planned strategy fails?
- Did the team succeed in transporting the ball to the end point?
- All of these observations may be helpful during ideas exchange, but could also form questions to ask the participants.



Brief exchange of ideas:

How was that? What was easy, what was hard? etc. What would have happened if one played against everyone else? Could one reach the goal on his/her own? Why not? Who was best at this game? / What should I do in order to become the best participant in this game? Where do you think, both in everyday life and in professional aspect, one sees such situations? What is required from me? How would this same situation look for me in a real life application?

Result of this must be: we need everyone. We cannot do this all by ourselves. We are a team. Same applies for your next employment. True, there will be none balls to be transported, but the same principle applies – we need everyone in order to make it happen, even if maybe everyone has additional tasks to do.

If participants struggle in working together, you may need to extend the ideas exchange or to repeat it after the game, thus accentuating what has been learned. After that, due to the long time spent in the process, you must leave the next sub-sections aside. The trainer has the best feeling on what is important to the participants.



→
TOPIC

EXPECTATIONS AT WORK

↗
GOAL

Understanding the expectations regarding behaviour in the workplace. Understanding of respect.

Understanding of expectations on the part of the employer.

📁 LESSON

📁 MATERIAL

1.1

INTRODUCTION TO THE TOPIC RESPECT

- ☐ Laptop computer, projector, loudspeakers (or just a laptop, if it is a one-on-one training)

1.3

SELF-RESPECT

- ☐ flip chart/board

2.2

WORK ETHIC

- ☐ Worksheet 1

2.3

QUIZ: EXPECTATIONS IN THE WORKPLACE

- ☐ Worksheet 2



NOTE: Cultural sensitivity is necessary in this training.

ARRIVAL

🕒 FIRST 15 MINUTES



Choose an appropriate idea from the list of methods to kick-off the class.

LESSON 1: INTRODUCTION TO THE TOPIC RESPECT

🕒 45 MINUTES

1.1 INTRODUCTION TO THE TOPIC RESPECT

🕒 APPROX. 10 MINUTES

- **DIFFICULTY LEVEL 1:** Share an example of how kings are treated. Or show a picture of a king carried in a sedan chair (*a chair with 4 poles as a form of transport carried by 4 people), sitting on the throne, people cheering him. Discuss why the king is treated that way. And lead the discussion towards respect for other people.
- **DIFFICULTY LEVEL 2 (OPTION 1):** Discuss with the participants the following quote: "There are three things you should never lose in life: respect, honesty and hope."



- **DIFFICULTY LEVEL 2 (OPTION 2):** Find a video online which explains what respect is. After watching the video, ask the participants: What means respect to you? Have you shown respect once? Who do you respect the most? What means respect in your home country?

Lead the participants through the discussion.

Explain to the participants that showing respect can be:

- using the formal version of language if you are communicating with your employer or costumers.
- practical as well: To offer a seat to an older person or pregnant lady for example. To help somebody crossing the street.

1.2 RESPECT IN THE FORM OF BODY LANGUAGE AND WORDS ⌚ 5-10 MINUTES

I can show respect with my words and as well with my body language.

Ask the participants: What is an example for respect with words and body language?

If they can't think of any examples, you can give the following ones:

1. I address people I don't know with the polite form of "you".
2. I say please and thank you.
3. I'm listening, if somebody is speaking.
4. I don't speak before the other person has finished his/her sentence.
5. To say hello and good bye I shake hands. If the other person also initiates it.
6. I don't speak with my mouth full.

1.3 SELF RESPECT ⌚ 10-15 MINUTES

Afterwards, you can ask the following question:

How can I treat myself (my body, my feelings) with respect?

If the participants can't think of any answer, you can give your own answers, like: I'm listening to the signals of my body, for example if I'm hungry or tired.

It is important that the participants know that a respectful behaviour in the workplace is necessary. Brainstorm together about the importance of respect in the workplace.

Working in a team is often required. Teamwork requires a respectful behaviour to create a good working environment. That makes it easier to work together.

Encourage the participants: You can learn to be respectful!

Ask them: How can you learn to respect yourself and others?

There is a helpful sentence to remember: Always treat all others as you'd like to be treated yourself. Write the sentence on the flip chart. You can also write the sentence on a nice little piece of paper that can be taken home by the participants.



LESSON 2 ⌚ 45 MINUTES

2.1 COMMUNICATION IN THE WORKPLACE ⌚ 10-15 MINUTES

Explain: You yourself can decide what and how much you want to share with your colleagues about your personal life. Think about it, before you share.

In the following, you can find some sample questions that might be asked by your colleagues: Let the participants discuss the questions. What would they reply?

1. "How was your weekend?"
2. "What are you doing in your spare time?"
3. "What did you do before working here?"

Talk about the answers and how it felt to reply to those kinds of questions.

Explain again to the participants: You can share as much or as few as you want.

2.2 WORK ETHIC ⌚ 15-20 MINUTES

●○○ **DIFFICULTY LEVEL 1:** Do the exercises on the worksheet together with the participants and discuss the results.

●●○ **DIFFICULTY LEVEL 2:** Let the participants solve the exercises on the worksheet 1. Discuss the results afterwards.

The answers of the three first questions are not specified and can be given freely. The last three questions have specified answers. The participants must tick the box with the correct answer. These are the questions on the worksheet (the correct answers are underlined):

What do you do, if you are too late for work?

You are not late for work and if you are late, you inform your colleagues or your supervisor on time.

What do you do, if you are sick?

If you are sick, you have to inform your supervisor and call in sick.

What do you do, if a task is too difficult or you did not understand it properly?

Even if it's difficult, you keep on working and ask for help.

How do you work?

- accurately reliably slowly half heartedly



What do you do, if you don't like your colleagues, your supervisor or a client?

- I speak ill about my colleagues or my supervisor.
- I treat them as they treat me.
- I back off a little and do not speak ill about my colleagues or my supervisor.

If there are clients present...

- I smile and am helpful.
- I just react when somebody asks me something.
- I reach out to him/her.
- I ignore him/her.

2.1 COMMUNICATION IN THE WORKPLACE ⌚ APPROX 10 MINUTES

- **DIFFICULTY LEVEL 1:** Read the sentences out loud and discuss if they are correct or incorrect.
- **DIFFICULTY LEVEL 2:** Ask the participants to do the quiz afterwards. Discuss the results together.

Quiz: What is permissible in the workplace? Tick the box correct if the sentence is correct or incorrect if the sentence is incorrect.

1. I don't have to inform my supervisor if I leave during my working time. (incorrect)
2. If neither of my colleagues nor my supervisor are around, I don't have to work and can do whatever I want to. (incorrect)
3. Before I start a new job, it is important that I insist on getting an employment contract. (correct)
4. I can take a break during working hours in consultation with my colleagues and my supervisor. (correct)
5. I can take things home from work, nobody will notice. (incorrect)
6. It is not a problem at all to call my friends and family during my working time. (incorrect)
7. I can come to work drunk. (incorrect)

⚠ **NOTE:** Suggest to the participants to talk to their supervisor right at the start to ask him/her about his/her expectations to find out what is appropriate and what is not.

REFLECTION ⌚ 5 MINUTES

- ↔ Choose an appropriate personal reflection option from the list of reflection activities.



WORKSHEET 1: EXPECTATIONS IN THE WORKPLACE

Answer the following questions:

What do you do if you are late for work?

What do you do if you are sick?

What do you do if a task is too difficult or you did not understand it properly?

2. Tick the box with the correct answer:

How do you work?

- accurately
- reliably
- slowly
- superficially

What do you do if you don't like your colleagues, your supervisor or a client?

- I speak ill about my colleagues or my supervisor.
- I treat them as they treat me.
- I back off a little and do not speak ill about my colleagues or my supervisor.

If there are clients present...

- I smile and am helpful.
- I just react when somebody asks me something.
- I reach out to him/her.
- I ignore him/her.



WORKSHEET 2: QUIZ

What is permissible in the workplace?

Tick the box correct if the sentence is correct or incorrect if the sentence is incorrect.

1. I don't have to inform my supervisor if I leave during working hours.

correct incorrect

2. If neither of my colleagues nor my supervisor are around, I don't have to work and can do whatever I want to.

correct incorrect

3. Before I start a new job, it is important that I insist in getting an employment contract.

correct incorrect

4. I can take a break during working hours in consultation with my colleagues and my supervisor.

correct incorrect

5. I can take things home from work, nobody will notice.

correct incorrect

6. It is not a problem at all to call my friends and family during my working time.

correct incorrect

7. I can come to work drunk.

correct incorrect



SKILLS ASSESSMENT

The skills assessment was developed by the German Youth Institute (DJI) in Munich in cooperation with the Tür an Tür an Tür e.V. in Augsburg, Germany in order to prevent for example, a physician from Russia having to work as a cleaner in Germany or a trained engineer as a waiter. The reason for this is that vocational training or skills is not recognised. The skills assessment should serve to recognise, and document the formal and informal skills of a migrant.





NOTES FOR THE SKILLS ASSESSMENT

Below you will find information on the individual questions in the skills assessment. Before each meeting with the participant you should read the notes on the respective sections carefully so that you are prepared for the reactions of the participant and can deal sensitively with the questions.

Please be advised that you should not influence the participant in her decisions and considerations. Before the participant gets started with the skills assessment you should inform them that she can decide for herself what are the next steps in her life that she wishes to take. She is in control and can always decide to STOP, skip questions or take a break at any stage during the skills assessment.

“Who am I?”

Section 1-2 (Family + caregivers): Traumatic memories from childhood may occur.

Section 4 (life stations / places of residence): Caution, women who may have been trafficked may associate negative experiences with it.

Section 5 (Husband + Children): If there is a Loverboy story or babies have been aborted, this question can evoke traumatic memories.

Section 6 No. 2 (Migration Background): Women who may have been trafficked can associate negative experiences with the question “Why did I come to DE?”

Section 7 (personal contacts): Depending on the role played by the social environment in entering prostitution, special care should be taken. It could happen that the woman yearns for her old environment and sees the advantages, although the environment may have a criminal background or is dysfunctional. The same applies to the “sociogram” in the personal portfolio. Consider this task destructive for the participant, skip the corresponding questions or the sociogram.

Formal Area - What can I do?

Section 1 (School and Profession): If the woman has no school and professional experience, this part can be very demotivating. In this case, skip the question and proceed to the next one.

Finally: In this section, personal data is collected for the creation of the CV. This part of the Skills assessment is used in the “CV” training.

Informal area - What can I do?

No special instructions

Personal life experience - What can I do?

Section 1 Question 1+2 (Difficult Situations+ Illness/ Death/Mourning): These questions are very deep. The participants may remember very bad experiences here. In the worst case, this can lead to flashbacks.

Section 2: With the last question from section two, “Did I often have to start over, reorient myself? However, be careful with this question as well, as it can also trigger negative memories - especially among participants who have been trafficked from one country to another.

What? Where? When?

For this section it is good if you, as a consultant, find out in advance what requirements are necessary for the career aspiration of the participant, if this is already known. If you didn't know the career you wanted before, you and the participant can find out what requirements (e.g. training, school-leaving certificate, studies) must be met. To do this, you can select pages on the Internet in advance that list the prerequisites for the individual jobs. In Germany, for example, this is <https://berufenet.arbeitsagentur.de>.

Section B, Question 1 (original idea of working in Germany): If the participant had an idea of what she wanted to do here in Germany, this question can be very helpful. However, if she had no choice, this question can be skipped.

Section D, Question 4: Again, reference is made to the sociogram from “Who am I? If the sociogram has not been carried out, the question can be skipped or you can ask the question “Who can help you achieve your goal?”



HOW TO USE THE SKILLS AUDIT

This questionnaire is a personal manual. It should help to gain a clear view about what skills you have developed according to your life history and talents.

The Skills Audit is an instrument to recognize what qualifications you have acquired by having done different things in the past. The Skills Audit wants to inspire you to think about what possibilities and chances could result out of it – for living in your host country as well as in case of you returning to your home country or moving to a third country. What could you do to achieve your personal objectives and wishes? The Skills Audit leads you step by step to the different fields of experience which are the basis of your abilities and competences. It is structured in modules and includes four parts:

DESCRIBE, RECOGNIZE, PROVE, REALIZE

If you worked your way through all fields of the Skills Audit, you could compile the Skills Audit as a personal portfolio. Please use a folder as a »Personal Portfolio for the Skills Audit for Migrants« and follow the instructions.

DESCRIBE

IN WHAT FIELDS HAVE I BEEN ACTIVE SO FAR? WHAT DID I LEARN THERE?

Start with the part: DESCRIBE. The questions will accompany you throughout all stations of your life. Please mark on the left hand side, what you can prove. Take your time to answer the questions. If you don't quite understand them, talk to family members or friends, to the advisor or in the group. Don't be afraid to talk about the questions in detail in order to get a picture of your competences as precisely as possible, since it is you who counts.

INTRODUCTION



SKILLS AUDIT FOR MIGRANTS

CHECKLIST TO EVALUATE YOUR PERSONAL ABILITIES AND POSSIBILITIES

RECOGNIZE

WHAT KIND OF SKILLS DO I HAVE?

When talking about certificates, abilities and competences, most people only think about school, education and job. But many studies tell us that we have acquired 70-80% of our competences in other areas of life: family, personal interests, unpaid work, while learning from others and role models.

RECOGNIZING stresses the following questions: What skills have I developed during my everyday activities? What general competences have I gained from my vocational and non-vocational experiences? What do I believe can I achieve with them in Germany? You get instructions from the folded page RECOGNIZE. So you can mark your competences on the list in DIN A3 format while describing your various occupations. Please put the separately printed file in front of page 252 (see stand-in sheet).

Take your time and decide what abilities you have developed in the areas you have already described. Mark the corresponding columns on double-page RECOGNIZE. This should be done during the description of your activities. So you are able to check your competences at the same time. Afterwards you should transcribe them into your »Competences Profile«. In this way a personal profile of your strengths and weaknesses is put together.

PROVE

HOW I AM ABLE TO DOCUMENT THIS?

We develop competences from individual experiences which we have gained in different areas of life. To gain social acceptance, it is necessary to make these experiences visible.

INTRODUCTION



SKILLS AUDIT FOR MIGRANTS
CHECKLIST TO EVALUATE YOUR PERSONAL ABILITIES AND POSSIBILITIES

The part »PROVE« is about finding clear evidence of the described occupations and recognized abilities. The objective is to work out a personal portfolio to get material for job searches, applications, interviews etc. in order to show it to an employer, a landlord, a manager of an association, an administration or authority, so they can see what competences you can offer.

While filling in the questionnaire you can mark on the left hand side column, what kind of evidence you have for each point. After each chapter or page you can also systematically browse through the PROVE points. It is important to report as much as possible.

REALIZE

**WHERE CAN I USE MY ABILITIES TODAY?
WHAT ARE MY OBJECTIVES?**

The last part is about where, in what context and how you may be able to use the abilities and competences described in the Skills Audit in Germany in the future, so that they are useful to you, your family and your environment, and bring you money.

INTRODUCTION



EXAMPLE



For several years you took care of your uncle, who due to a paralysis was tied to a wheelchair. You cared for him, accompanied him and were responsible for his medical treatment.

2.2.6 TAKING CARE OF ELDERLY AND ILL PEOPLE

Did I take care of elderly people in the past (e.g. in my own family/relatives/neighbourhood?)

2.2.6 TAKING CARE OF ELDERLY AND ILL PEOPLE

Did I take care of elderly people in the past (e.g. in my own family/relatives/neighbourhood?)

2.2.7 HANDICRAFT

Sewing/quilting

Woolworking

What kind of skills do I have?

Time Management

Self-organizational management

- Organizing and managing the objectives
- Using your initiative

Reliable Work

- Administering the responsibilities of your duties
- Being reliable and doing your work well
- Sticking to agreements

Patience

- Sticking to a task
- Not rushing
- Communicating calmly with stakeholders

Communication skills

- Establishing contacts
- Learning languages
- Persuasion of difficult tasks
- Dealing with criticism

Creative skills

- Developing new ideas
- Being creative in your work

To get relevant information

- Communicating with stakeholders

Flexibility and Mobility

- Adapting to new conditions
- Open-minded to new ideas

Empathy

- Providing information for people
- Seeking information on work issues
- Following authority
- Identifying values
- Decision-making
- Reacting to general concerns

Interpersonal skills

- Empathy
- Communicating knowledge

Team spirit

- Willingness to compromise
- Forming a team

You have family photos of you together with your uncle.

In several letters your uncle expressed his gratitude to you and mentioned details.

You know the hospital where your uncle was treated and the name of the doctor who was responsible.

The abilities you have developed or improved by

INTRODUCTION



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/interviews
- Other (maps, music-cd's/-tapes etc.)



1.1 FAMILY

My place of birth?

Where did I live?

Who are my parents, brothers, sisters?
What they are doing?

Where did we live? (flat, house, garden, yard?)

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/-tapes etc.)



1. WHO AM I?
ORIGIN AND FAMILY

1.2 IMPORTANT RELATIONSHIPS, ROLE MODELS?

Who was important to me (family members, friends)?

I wanted to be like ..., was inspired by ... (a man, a woman)?

1.3 LANGUAGES

What is my mother tongue?

Did I learn other languages?

How good is my command of these languages?

Please note the working sheet
»Biography of Learning Languages«,
»Personal Portfolio of the Skills Audit«.

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/- tapes etc.)

1.4 STATIONS OF MY LIFE

Where did I live (e.g. village, small town, big city; home country and/or other countries?)

What did I learn back there?

1.5 MY OWN FAMILY

Who is my husband/ wife? When and where did I marry?

How many children do I have?

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/- tapes etc.)



Who else do I take care of?

Who else is living with me?

1.6 BACKGROUND OF MIGRATION

How long have I lived in this country?

What were my reasons for coming to this country?

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/- tapes etc.)

1. WHO AM I?
ORIGIN AND FAMILY

How do I feel about living in this country?

1.7 MY PERSONAL »NETWORK«

Do I still have contact to friends, relatives, business partners, etc. in my home country?

What kind of contact do I have? (telephone, email, parcels, deliveries by messengers, bank transfer?)

What kind of contacts do I have in my host country?

Please note the working sheet
»Sociogram« in the
»Personal Portfolio of the Skills Audit«

PROVE

DESCRIBE



Certificates	<p>2. MY SKILLS? SKILLS, EXPERIENCES, KNOWLEDGE, ABILITIES, INTERESTS</p> <p>2.1 FORMAL SECTION</p> <p>2.1.1 SCHOOL AND PROFESSION</p> <p>What kind of schools did I attend? In my home country, in Germany? For how many years?</p> <p>What kind of graduations do I have?</p> <p>What kind of vocational or other education do I have? Graduation?</p> <p>Which of my degrees are recognized? Which are not recognised or haven't been recognised yet?</p>
Letters	
Pictures	
Videos, audiotapes	
Invitation letters	
Diaries	
Memorabilia	
Newspaper articles/clips	
Products, objects	
Recommendations, acknowledgements	
Own drawings	
Own reports/Interviews	
Other (maps, music-cd's/- tapes etc.)	



2.1.1 SCHOOL AND PROFESSION

What kind of schools did I attend? In my home country, in Germany? For how many years?

What kind of graduations do I have?

What kind of vocational or other education do I have? Graduation?

Which of my degrees are recognized? Which are not recognised or haven't been recognised yet?

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/- tapes etc.)

2. MY SKILLS?
SKILLS, EXPERIENCES,
KNOWLEDGE, ABILITIES,
INTERESTS

2.1 FORMAL SECTION

Where have I worked?

What did I like best about my vocational training/work?
What am I interested in or enthusiastic about?

2.1.2 FURTHER JOB EXPERIENCES

What kind of further experiences I do have?

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/- tapes etc.)



Did I have any second jobs?

Did I help in the family business?

Did I have any practical training?

Do I have any further qualifications (e.g. language training, computer-training, training on the job, driving licence)?

Please note: Put down your curriculum vita on the working sheet »Curriculum Vita« in the »Personal Portfolio of the Skills Audit«. Fill in all data from this chapter. Ask for help if needed!

PROVE

DESCRIBE



Other (maps, music-cd's/-tapes etc.)
Own reports/Interviews
Recommendations, acknowledgements
Products, objects
Newspaper articles/clips
Memorabilia
Diaries
Invitation letters
Videos, audiotapes
Pictures
Letters
Certificates



2.2.1 SOCIAL LIFE

Did I have any special jobs in my home country or in Germany?

In the neighbourhood

In the community

In an association

In a religious community

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/-tapes etc.)



2.2.1 SOCIAL LIFE

In the family

Other

2.2.2 FARMING

Do I have any experience with animals, gardening, farming, cultivating etc.?

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/-tapes etc.)



2.2.3 HOUSEHOLD

What did I do, what am I really good at or like to do best?

2.2.4 COOKING

What kind of meals do I like to cook? For whom did I prepare meals (family, relatives, parties, weddings)?

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/-tapes etc.)



2.2.5 TAKING CARE OF CHILDREN

Did I do any baby sitting (e.g. siblings, children from the neighbourhood, relatives)? Where?

What do I like about taking care of children and what do I like to do with them?

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/- tapes etc.)



2. MY SKILLS?
SKILLS, EXPERIENCES,
KNOWLEDGE, ABILITIES,
INTERESTS

2.2 INFORMAL SECTION

2.2.6 TAKING CARE OF ELDERLY AND ILL PEOPLE

Did I take care of elderly people in the past
(e.g. in my own family/relatives/neighbourhood)?

2.2.7 HANDICRAFT

Sewing/tailoring

Weaving

PROVE

DESCRIBE



Certificates	<p>PROVE</p>
Letters	
Pictures	
Videos, audiotapes	
Invitation letters	
Diaries	
Memorabilia	
Newspaper articles/clips	
Products, objects	
Recommendations, acknowledgements	
Own drawings	<p>DESCRIBE</p>
Own reports/Interviews	
Other (maps, music-cd's/- tapes etc.)	

Handicraft

Welding, woodwork, construction work

Woodwork, e.g. restoration of old furniture

Car repair



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
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Bicycle repair

Repairs, renovation, improvements in the house or flat

Other:

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/-tapes etc.)



2.2.8 FOREIGN LANGUAGES

What languages did I learn as a child or later in life?
How good is my command of these languages?

For a more detailed description of your language skills please use the working-sheet »My history of languages«

Working as an interpreter or translator

2.2.9 FURTHER QUALIFICATIONS

Driving license

Computer skills

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/- tapes etc.)

Medical skills (treating illnesses, care)

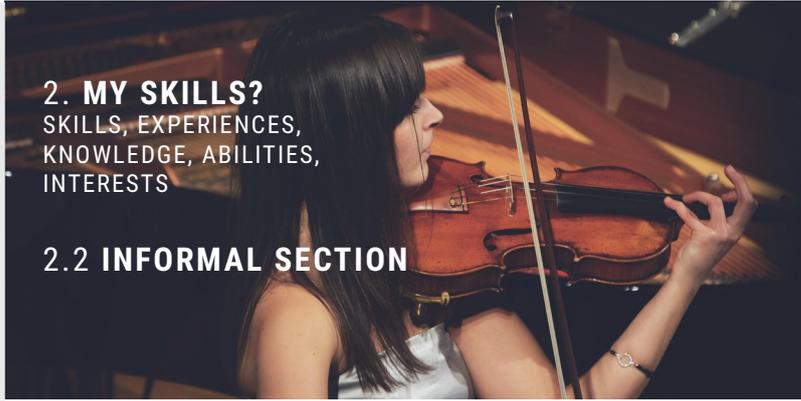
Teaching

Playing an instrument instruments

Other:

PROVE

DESCRIBE



Certificates
Letters
Pictures
Videos, audiotapes
Invitation letters
Diaries
Memorabilia
Newspaper articles/clips
Products, objects
Recommendations, acknowledgements
Own drawings
Own reports/Interviews
Other (maps, music-cd's/- tapes etc.)

2.10 CREATIVITY

Music

Dancing

Painting, drawing

Theatre

PROVE

DESCRIBE



Certificates
Letters
Pictures
Videos, audiotapes
Invitation letters
Diaries
Memorabilia
Newspaper articles/clips
Products, objects
Recommendations, acknowledgements
Own drawings
Own reports/Interviews
Other (maps, music-cd's/- tapes etc.)



2. MY SKILLS?
SKILLS, EXPERIENCES,
KNOWLEDGE, ABILITIES,
INTERESTS

2.2 INFORMAL SECTION

2.10 CREATIVITY

Writing books or poems

Designing, doing layout

Sports

Hobbies

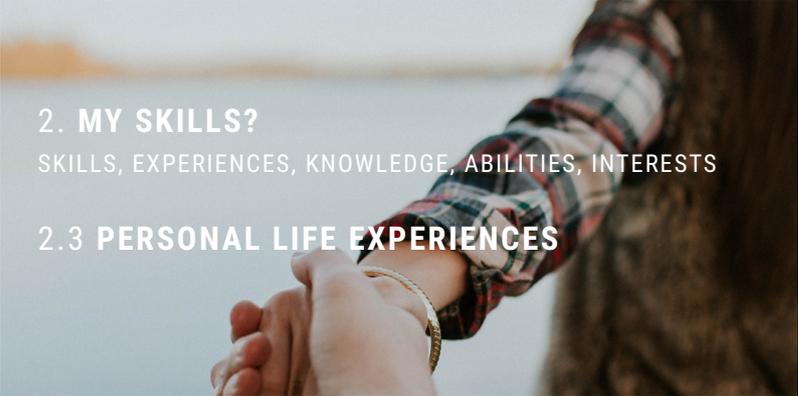
To close this chapter: Please note: Continue to put down your curriculum vita on the working sheet in the »Personal Portfolio of the Skills Audit«. Fill in all data from this chapter. Ask for help if needed!

PROVE

DESCRIBE



Certificates
Letters
Pictures
Videos, audiotapes
Invitation letters
Diaries
Memorabilia
Newspaper articles/clips
Products, objects
Recommendations, acknowledgements
Own drawings
Own reports/Interviews
Other (maps, music-cd's/- tapes etc.)



2. MY SKILLS?

SKILLS, EXPERIENCES, KNOWLEDGE, ABILITIES, INTERESTS

2.3 PERSONAL LIFE EXPERIENCES

2.3.1 WHAT ELSE I DID LEARN IN MY LIFE?

What kind of difficult situations have I mastered (e.g. escape, emigration, settle down in a new society etc.)?

How did I cope with illness/death/grief?

PROVE

DESCRIBE



2. MY SKILLS?
SKILLS, EXPERIENCES, KNOWLEDGE, ABILITIES, INTERESTS
2.3 PERSONAL LIFE EXPERIENCES

- Certificates
- Letters
- Pictures
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- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/- tapes etc.)

How did I cope with material setbacks/accidents/financial losses?

How did I cope with poverty (little money)?

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
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- Other (maps, music-cd's/- tapes etc.)

How did I cope with being unemployed (e.g. discouragement, start anew, hard work)?

Am I able to get people together?

Am I able to settle disputes or solve conflicts?

PROVE

DESCRIBE



- Certificates
- Letters
- Pictures
- Videos, audiotapes
- Invitation letters
- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/- tapes etc.)



2.3.2 INTERCULTURAL COMPETENCE: WHAT HAVE I LEARNED FROM LIVING IN DIFFERENT PLACES AND COUNTRIES?

How do I get on in the community (e.g. with hospitality, helpfulness etc.)?

Am I able to adjust to different mentalities and customs?

PROVE

DESCRIBE



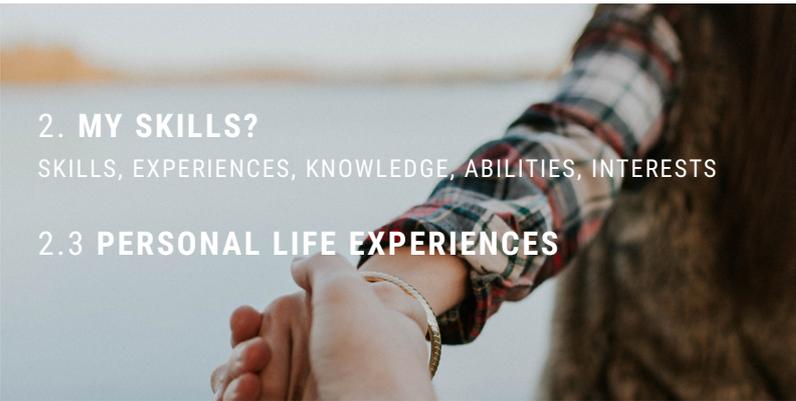
- Certificates
- Letters
- Pictures
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- Diaries
- Memorabilia
- Newspaper articles/clips
- Products, objects
- Recommendations, acknowledgements
- Own drawings
- Own reports/Interviews
- Other (maps, music-cd's/- tapes etc.)

Did I learn to judge from different perspectives?

Did I learn to live in different cultures?

PROVE

DESCRIBE



2. MY SKILLS?

SKILLS, EXPERIENCES, KNOWLEDGE, ABILITIES, INTERESTS

2.3 PERSONAL LIFE EXPERIENCES

How many times did I have to start anew?

2.3.3 OTHER ABILITIES, SKILLS AND KNOWLEDGE I HAVE NOT MENTIONED SO FAR?

Please note: Put down your curriculum vita on the working sheet in the »Personal Portfolio of the Skills Audit«. Fill in all data from this chapter. Ask for help if needed!

Certificates	<div style="background-color: #006666; color: white; padding: 5px; text-align: center;">PROVE</div>
Letters	
Pictures	
Videos, audiotapes	
Invitation letters	
Diaries	
Memorabilia	
Newspaper articles/clips	
Products, objects	
Recommendations, acknowledgements	
Own drawings	
Own reports/Interviews	<div style="background-color: #92d050; color: white; padding: 5px; text-align: center;">DESCRIBE</div>
Other (maps, music-cd's/- tapes etc.)	

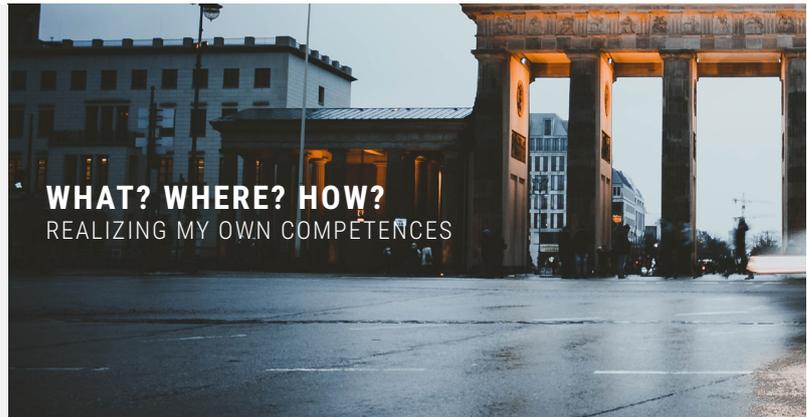


This page should be replaced by Double-page »RECOGNIZE«. It is a separate file in A3-format. (Skills_Audit_p252.pdf)



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



To achieve a broad variety of perspectives and ideas, the questions of A, B and C should be related to the following points:

- own family
- relatives
- neighbourhood and friends, mostly from the same country
- neighbourhood, including Germans and other foreigners
- residential area
- part of town
- institutions like kindergarten and school
- clubs, self-help initiatives etc.
- work, job
- new kinds and areas of work
- sports, hobbies

A MY PERSONAL OBJECTIVES

What are my personal prospects? Do I want to stay in Germany, go back to my home country or migrate to another country

NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



What would I have done in my home country?

Where in Germany (or my host country) would I be able to use my abilities and experiences?

NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
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- Appointments



What would I like to achieve in Germany?
What is important to me?

What have I always been interested in and still love to do?

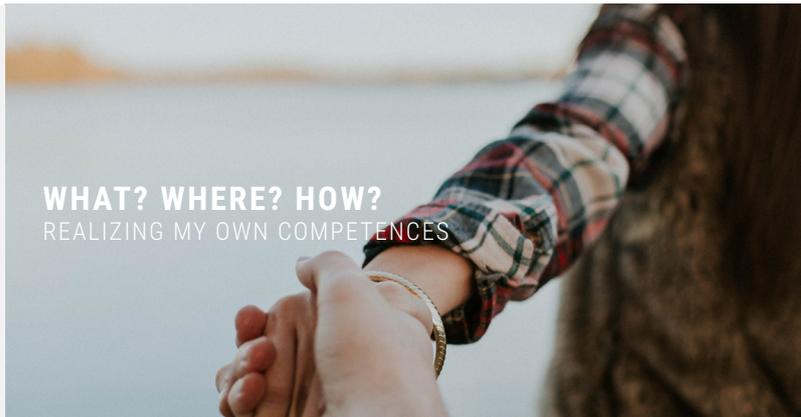
NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



What would I like to do again?

What do I like to do for others?

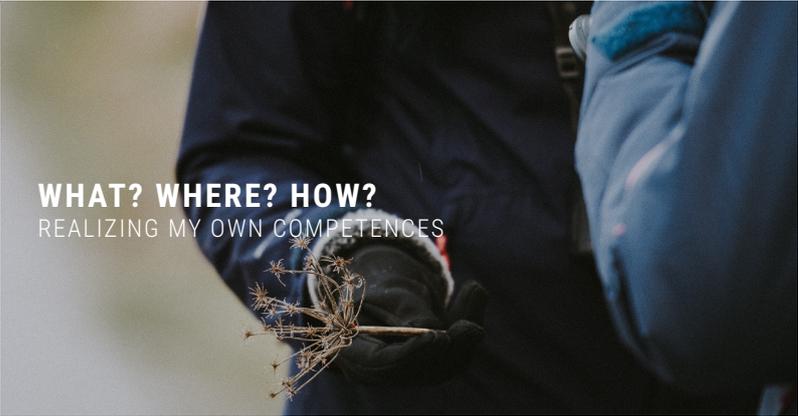
NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



Which of my abilities might be useful in Germany?

Where could I learn German (e.g. in workshops, in the neighbourhood, in clubs?)

NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



B IMPORTANT: A CAREFUL REALITY-CHECK

How realistic were the ideas I had about Germany when I came here?

Which of my objectives could I realize?

NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



What steps do I have to make?

Is there any chance to get my certificates accepted in Germany?

NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



Is there any possibility to use my vocational experiences?
Doing the same or anything similar?

Can I use any other experiences and build up new perspectives?

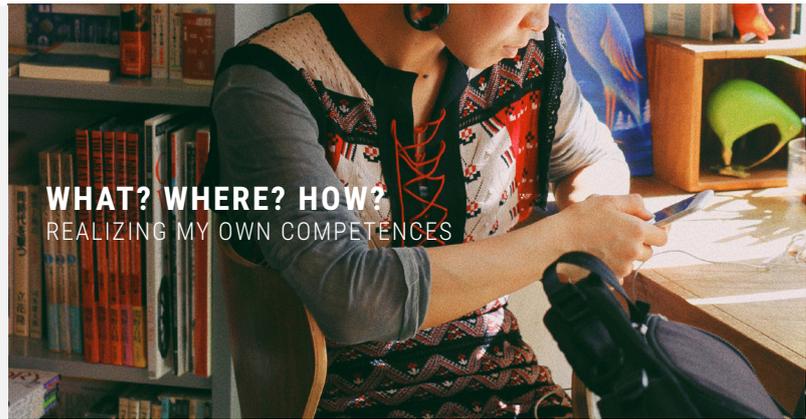
NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



Do my competences meet the demands of the job or vocational training I hope for? Compare to the Skills Audit.

See also working sheet »Check of competences« in the »Personal portfolio of the skills audit«.

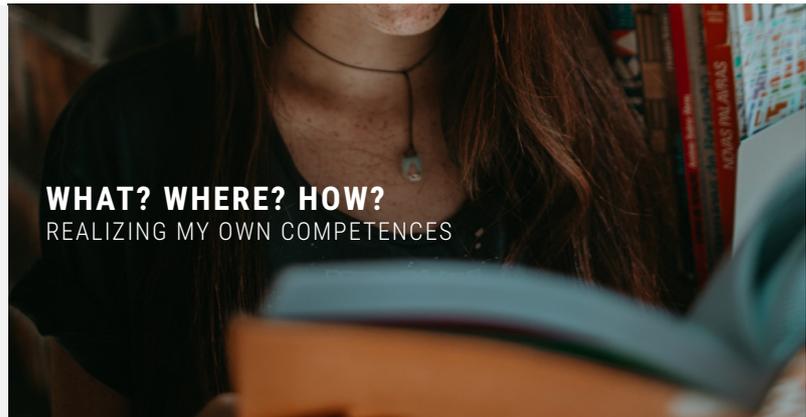
NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



What competences do I still have to improve?

What kind of further education and training will be available for me in Germany?

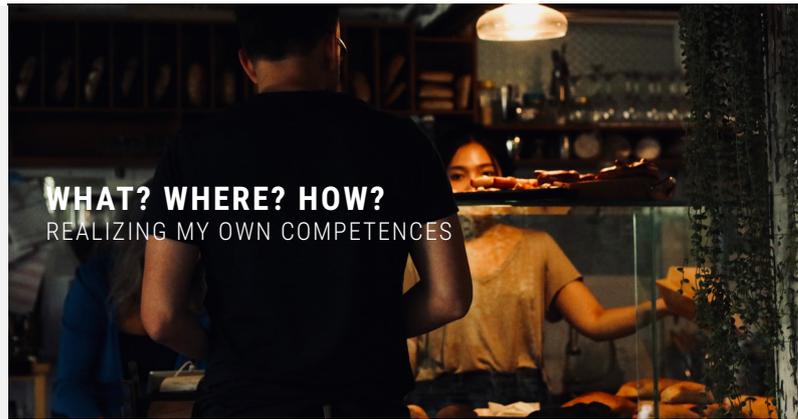
NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



C PERSPECTIVES OF INNOVATION

What abilities and experiences can I improve?

Is there any chance to develop new ideas, projects, e.g. in the residential area, the neighbourhood, kindergarten, school or self-help initiatives?

Who would be the person to cooperate with?

NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



D. FINALLY A CONCRETE PLAN OF REALISATION SHOULD BE WORKED OUT:

What steps and part-steps do I have to make to reach my objectives?

Where do I wish to apply?

NOTES

REALIZE



ROOM FOR NOTES

- Contact Persons
- Institutions
- Addresses
- Telephone Numbers
- E-Mail-Addresses
- Appointments



Who could be the person to cooperate with and where could I get support?

How could the contacts I have (sociogram) be used to realize my ideas and plans?

At what time in the future do I wish to achieve my objectives?

NOTES

REALIZE



PLEASE NOTE

The portfolio should be a documentation of your personal competences.

After you have worked through the Skills Audit, put your curriculum vita, your personal competence profile, a sociogram, a history of languages, a competence check and a realisation plan in a folder or a file. Include everything you have collected (photos, certificates, newspaper clips etc).

In this way you create your own personal document, your »portfolio«, to prove your competences demonstrating that you and your competences are reliable in the given fields.

Sheet: COMPETENCE PROFILE

Transfer all marks from the RECOGNIZE-column of the Skills Audit into the Competence Profile. The number of hits reveals your weak and strong points.

Sheet: SOCIOGRAM

The circle in the middle represents you. Show your relations with other people with arrows. The bigger the circle, the more important is the person. The closer the circle is to you, the closer is the relation. The pre-printed circles are only suggestions – arrange your social network as you like.

Sheet: HISTORY OF LANGUAGES

With the help of the »language snail« you can easily show at what time you learned a language and how many languages you speak. Apart from your mother tongue and German any other language that you speak, understand, read or write is important. On this sheet you can clearly demonstrate your language skills.

Sheet: COMPETENCE CHECK

Here you get to the heart of your competences:

Fill in your most important strong points and check if they meet the demands of the job you hope for.



COMPETENCE PROFILE

Name: _____

You could transfer all marks from the RECOGNIZE-column into the Competence Profile.

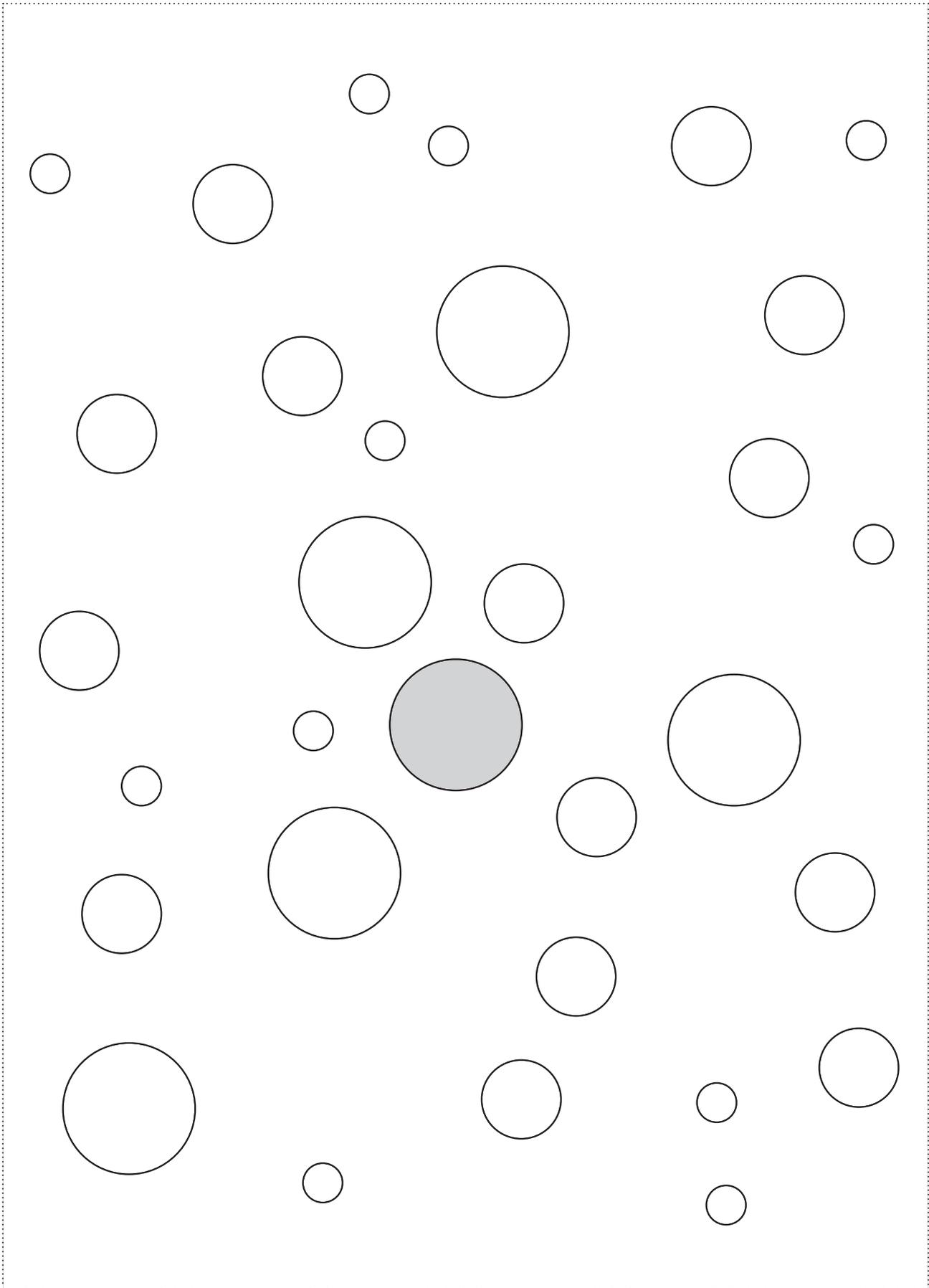
Self-organisation/-management	
Developing and realizing life objectives	
Using your initiative	
Time management	
Sense of Responsibility	
Considering the consequences of own actions	
Being reliable and taking care with tasks	
Sticking to agreements	
Ability to reduce pressure	
Acting under time constraints	
Patience	
Sticking to a task	
Multi-tasking	
Constructive dealing with difficulties	
Communication skills	
Establishing contacts	
Listening attentively	
Presentation of difficult facts	
Dealing with criticism	
Creative skills	
Developing new ideas	
Being creative of my own	
Intercultural Competence	
Acceptance of social and cultural differences	
Cooperating with people from different cultures	
Flexibility and Mobility	
Adapting to new conditions	
Open minded to new tasks	
Ability to organize	
Coordination of tasks	
Long-term planning	
Practical realisation of solutions	
Sourcing information on one's own	
Enforcing authority	
Motivating others	
Decision making	
Keeping a general overview	
Educational skills	
Empathy	
Conveying knowledge	
Team spirit	
Willingness to compromise	
Forming a team	

This competence profile has been developed in cooperation with Name: _____ Function: _____



SOCIOGRAM

Name: _____

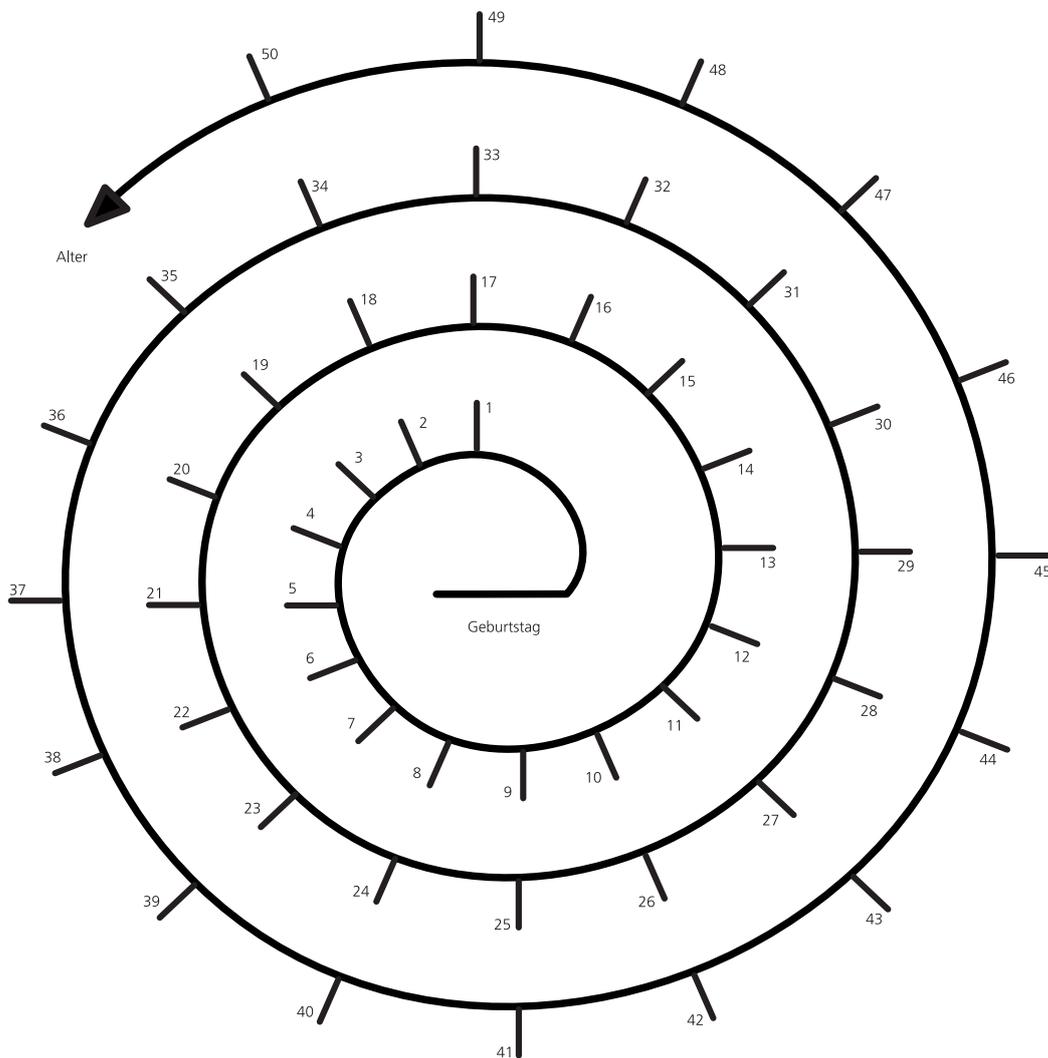




HISTORY OF LANGUAGES

Name: _____

First fill in your date of birth. Mark what language you have learned at what age. Use a new colour for each language.



Colour	My languages	How did I learn the language (in the family, at school ...)?	How good is my command of the language? (in the family, at school ...)?
			++ = very good + = good - = fair -- = poor 0 = not at all

© Strunz, Inge (Hg.): Sprachlernbiographien sichtbar machen. München: Ludwig-Maximilians-Universität, Institut für Deutsche Philologie / Didaktik des Deutschen als Zweitsprache 2002. Schellingstr. 3, 80799 München. We say thank Inge Strunz for the allowance to use the »Sprachlernbiographie« as a working sheet of the SKILLS AUDIT.



COMPETENCE CHECK

Name: _____

My strengths are (see competence profile):

What competences do I need to get the job/training I hope for?

Do my strengths meet the demands of the job/training I hope for?

What competences/qualifications should I improve?



REALISATION PLAN

Name: _____

Objectives	Steps	Period



SKILLS AUDIT FOR MIGRANTS

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Deutsches Jugendinstitut e. V., München
Nockherstr. 2, 81541 München

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Design und didactic processing: sfah, München

The Skills Audit for Migrants was developed in cooperation with the project »Der soziale Nahraum in seiner Integrationsfunktion für Familien ausländischer Herkunft – ein innovativer Ansatz der Familienbildung«, funded by the Bayerisches Staatsministerium für Arbeit und Sozialordnung, Familie und Frauen.

It is a further development of »Kompetenzbilanz – ein Instrument zur Selbsteinschätzung und beruflichen Entwicklung für berufstätige Mütter und Väter, Berufsrückkehrer/inn/en und an Weiterbildung Interessierte«, compiled by the department of family/family politics of the DJI in cooperation with KAB Süddeutschland.

The adaptation of this Skills Audit to the target group of migrants was possible due to the participation of the DJI in the project »ADEPT« (access for disadvantaged people to education and occupation with the help of portfoliotechniques), an initiative of the Irish Cork Institute of Technology as part of the Grundtvig-Programme of the European Commission, in cooperation with further partners from Northern Ireland and Greece.

The Skills Audit for Migrants was developed and tested by the following partners:
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Katya Fortuné, Regina Ober und Michael Schütz | Wohnungs- und Flüchtlingsamt München
Gabriele Schmitt | Internationaler Bund München
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Englische Übersetzung | Maggie Thieme | Bildungswerk der Hessischen
Wirtschaft, Transnationale Koordination, Integra.net, Equal II



IMPRINT



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INTRODUCTION TO THE TOPIC OF HUMAN TRAFFICKING AND (FORCED) PROSTITUTION



WHAT IS HUMAN TRAFFICKING?

In the year 2000 in Palermo, Italy - an agreement against cross-bordering, organized crime was passed, which should accelerate the international cooperation on this topic. An additional protocol was focused on fighting human trafficking and punishing human traffickers, especially when it comes to trafficked women and children (protocol 'human trafficking'). According to this protocol, human trafficking is:

- Recruitment, transportation, accommodation or admission of people (action)
- Threat or use of violence or other forms of compulsion (means)
- The aim/purpose of exploitation (aim)

Even if the affected person agrees to the intended exploitation, this agreement becomes invalid (when threat, use of violence or other forms of compulsion are used).

EXAMPLE

Action: A Nigerian woman is recruited to earn money in Germany (as a nanny, in a hotel, etc.)

Means: Before the traffickers take her to the destined nation, she has to go to a Juju/Voodoo-priest, to give an oath. She promises to keep silence about all involved persons as well as paying back the debt of her travel cost. If she breaks this oath, she endangers the life and health of her and her family (because of a curse).

Aim: She ends up in prostitution and is exploited. Because of the oath she had to give—out of fear—she is going to be silent about everything.

RECRUITMENT OF THE VICTIMS

The national situation on human trafficking 2016, published by the Bundeskriminalamt  (Federal Office of Crime), investigated which tactics were being used to recruit victims for prostitution. There were multiple answers:

-  **28%** agreed to prostitution but were deceived with regard to the ways and extent of prostitution, as well as their salary.
-  **22%** were in a feigned love-relationship. ('Loverboy method')
-  **10%** were recruited from either alleged model or art agencies or via newspaper advertisement
-  **10%** with physical violence
-  **8%** with psychological violence

It is very interesting that in most cases, amongst all strategies, deceit is the main form of recruitment. The victims were either deceived about the job, the actual circumstances of prostitution or were deceived by a lover-boy to prostitute herself out of love for him to help him pay off his "debts". Especially in Romanian and Bulgarian victim cases (9%), where the relatives and family members of victim's often play a vital role in the trafficking.



CONTROL MECHANISMS

While the women work in prostitution, the pimps have different techniques to coerce the women do what they (the pimps) say.

- Passport, money and phone are confiscated so that the women are dependent on the pimp.
- They don't receive wages, rather, most everything (besides a little pocket money) goes to the pimp. The reason being the debt has to be paid off first before they can make any money. However, in reality the debt never decreases because, according to the pimp, money for living costs is continually added.
- The women become submissive through physical and verbal abuse. In the beginning stages of the exploitation, the women for-the-most-part fight the sexual abuse, but once their will is 'broken' through a brutal rape or a beating, they invariably give up fighting and submit.
- Threats play a big part as well. Sentences like: "I know where your family lives," or "I'll tell your mother what you're doing here," intimidate the women and coerce them to obey their pimp.
- Most of the trafficked women are taken to a foreign country and as such cannot communicate or orient herself, as such she becomes dependent on her pimp.
- She is told lies, such as "The police in this country are corrupt," "The police work with the pimps," or "You don't have any rights here anyways."
- Especially in African countries, women are put under curses or oaths by, for example, Juju/Voodoo priests (Nigeria). They have to swear they won't tell anyone, and they have to pay their debt to the traffickers. If they break the oath, something bad will happen to the family or the woman or her family will contract a disease. Juju is an integral part of the African culture and as such most women believe the curse and will not tell anyone about their sorrow, situation or affliction – which results in the pimp having total power and control over her.
- The pimps offer alcohol or drugs to the women so that they perform well on the job. If she becomes addicted, she becomes even more dependent on her pimp who provides the supply.
- The pimp gives the woman a new cell phone so that he can track her at all times, allowing no way for escape.

ALLEGED SUSPECTS IN GERMANY

The number of alleged trafficking suspects decreased by 9% compared to 2015 (from 573 to 524).

These are just the cases that were submitted to court. In reality the numbers are worse.

ORIGIN COUNTRY	2015 (573)	2016 (524)
Germany	25,8%	27,7%
Bulgaria	13,2%	15,5%
Romania	20,6%	14,9%
Hungary	9,4%	7,4%
Turkey	5,2%	5,2%
Other continents	7,8%	6,1%

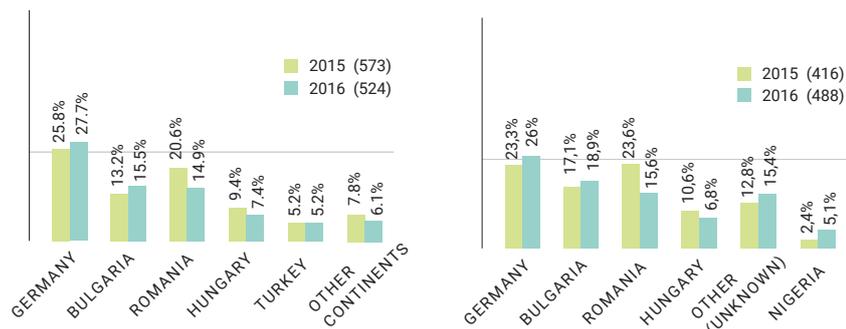


Looking at this graph you can see that 30% of the suspects are from Bulgaria and Romania—two countries which recently joined the EU (European Union). The EU expansion made it possible for human traffickers to have easy access to Germany where prostitution is legal. Because of poverty and few job opportunities, many women from these countries are looking abroad to earn money for their families. Their vulnerability is taken advantage of by traffickers who then coerce or force them into prostitution. The law is so loose and maximum penalty in Germany is so low in comparison to what they earn, that traffickers are willing to take the risk of a sentence.

Although many Germans are also on trial for human trafficking. According to these statistics Germany still has the largest proportion of suspects.

VICTIMS IN GERMANY

In 2016, 488 sexual exploited human trafficking victims were identified. 466 of the victims were female. German victims represent the biggest group. This was very different in 2015. According to the Federal Office of Crime it is because German victims know their rights, trust the police more and are better integrated than foreign victims. In addition, one-third of the victims come from Bulgaria or Romania. Lastly, the number of victims from Nigeria (5,12%) has doubled compared to the year before.



UNDERAGE VICTIMS IN GERMANY

In 2016, 96 of the 488 victims were identified as underage (under 18 years old). 32 of those victims were working in Hamburg. The number of underage victims increased by 25% compared to 2015 because of increased interest in police to target this group. 44% of the victims were under 21 years old. Again, these numbers only represent the actual open cases and not the reality!

If love is a driving force, the woman/girl is, more than likely, a victim of the 'Loveboy-Method'. Once the girl falls in love with the 'Loveboy', he pretends that he's in debt and that their beautiful future is at stake. Of course, she wants to help - he suggests that she could work in prostitution, for their relationship and future. Naturally she will only need to work in this area until the debt is paid! She is in love, convinced that he loves her too and there is no other alternative and because of this she chooses to help him. However, if she doesn't willingly choose to help him, he rapes her and if necessary beats her into submission. If someone asks why she's working in prostitution, she would say, "It's only for now, until my boyfriend and I are debt free. I'm doing this for us."



ROLE SECURITY

BUDDIES ROLE

BUDDIES ARE SUPPORTERS, NOT SECRETARIES!

This is a very important point! Buddies' are there to help the woman apply what has been learned, not to accomplish the task for her. Practically, this means that the Buddy offers support, further explanation, examples, and stands in the background as the participant accomplishes the task at hand. This is the only way the participant will fully learn the skills to use down the road.

Example: The woman needs to call the doctor to set up an appointment.

Your role: Find out if she already has a doctor and how she has made previous appointments, in the past? If she has never seen a doctor, search on the internet together with her for an appropriate doctor for her specific need and let her make the phone call.

If she has never made a call to a doctor before, offer her support by writing down for her, what she has to say and ask when she calls. If she is nervous or unsure, you could role play the situation beforehand.

You may encounter a situation, where the participant will try and "use" the Buddy for other things.

Example: The participant has sprained her ankle and is complaining that she can't keep up with her household. She asks the Buddy to help her with this.

In situations such as these, it is important to not let the participant become dependent on you, but to help her find solutions: What would she do if the Buddy were not there? Has she ever encountered a similar situation? If yes, how did she handle it then? Who could she reach out to?

Conclusion: The Buddy is not the go-to problem solver, but rather, the supporting person!

SUPPORT COMPASS PROGRAM "HOMEWORK"

During the teaching times, the participants will often learn very practical skills, that they need to put into action throughout the week. For example, at the beginning of the program, participants are to open an account and implement a system to organize the documents created. The Buddy will be informed of the lesson details and homework beforehand, so that that they can better prepare, to help the participant accomplish the task given.

There is also program content that can be referred to and re-emphasized by the Buddy. Topics like goal setting, self-motivation, and communication should be areas the Buddy feels confident in, so they can continually encourage the integration of these skills in the daily life of the participant.



REFER TO BASIC MEDICAL CARE



Many survivors of trafficking have lost touch with their health and physical state. Our aim is to help the participants learn how they can take responsibility for their body and health. If while you are accompanying the woman, she shares with you about pain she is experiencing or other concerns she may have, it is the responsibility of the Buddy, to inform the participant about medical help that is available to her. If at this time, the woman is still medically uninsured, in some countries she is able to get medical care without any insurance. [add here places where you can get medical care without an insurance].

REFER TO SOCIAL WORKER

It is a very important duty of the Buddy, to continually refer the participant to the responsible social worker/office.

Example: The participant comes to the Buddy with concerns or letters she has received and requests help.

In this case, the Buddy should encourage the participant, to go directly to the social worker/office in charge. This can take place during the weekly meeting.

Important: The Buddy is only to take on responsibility of making the phone call, when the participant faces languages barriers, or where there is an inability to explain the problem properly. When possible, the first step should always be taken by the participant. When it comes to accompanying a woman, this too should come out of an initiative she has taken (she is asking vs. you are offering). If she specifically asks for you to accompany her, this is okay. However, the Buddy should still stay in the background at the appointment.

GOOD COMMUNICATION WITH COMPASS PROGRAM COORDINATORS

If the Buddy notices something important regarding the behaviour or current situation of the participant, they are to inform the program coordinators. It is important that the Buddies' do not assume responsibility and take initiative when it comes to calling Counselling Centre's and offices. To ensure there is good communication with cooperating offices and Counselling Centre's, all communication should be left to the coordinators.



SAFETY AND SECURITY POLICIES

1. Weekly meetings are to take place in a public place. Meetings should not take place in the home of a Buddy or participant.

↳ Participants may still have contacts and connections with their controllers. We can never be 100% sure that they are not being watched. If the participant goes home with a Buddy, there is a risk that the Buddy and neighbouring residents are put at risk. For this reason, we also ask Buddies' not to go home with participants. We do not know who is waiting, watching or even living there.

2. Public places in close proximity to their previous environment, should be avoided.

↳ Participants may be known in this area. Any location where pimps, drug dealers and brothel owners are known to be present, are to be avoided. It is not advisable to be seen in these places with a participant or to be known in these circles.

3. If the participant invites the Buddy to socialize with people from her circle of friends, the Buddy should kindly reject this invitation.

↳ Since we do not know the social environment of the participant, this situation should be handled with caution.

4. Buddies' are not to hand out their address or personal number to the participants. Cell phones and SIM cards are available for communication with participants.

↳ Aside from the security of the Buddies', it is also important to remember that the Buddies' support is limited to 8-9 months. After this time, we want to make sure that the participant is no longer contacting the Buddy, unless discussed otherwise and support continues past the program.

5. If it becomes apparent to the Buddy that the participant is receiving frequent phone calls, or moreover that other people are showing up at meetings, they are to notify the program coordinators immediately!

↳ It could be, that participants are being controlled. In this case, it is the job of the coordinators to discuss the matter with the participant, in order to ensure her protection and the protection of the Buddies'.

6. If there is a dangerous situation, the police are to be notified immediately. Immediately following, the coordinators are to be informed.

↳ A dangerous situation could be, when a Buddy or participant is being harassed or threatened at a meeting.

In general: When a Buddy recognizes something to be out of the ordinary, they are to inform the coordinators immediately.



DO'S AND DONT'S

DO'S

1. Help the woman to feel comfortable, by building trust.
2. Build trust, by also sharing about yourself every once in awhile
3. Help the woman feel valuable and significant
4. Acknowledge her for what she has accomplished so far, who she is, and the strengths and abilities she has (ex. "You have shown a lot of courage already by choosing to participate in the program and embarking on a new life path. "or "It's great that you now are brave enough to make calls independently")
5. Meet her with a friendly, patient, unreserved, non-judgemental attitude
6. Consistently be there for the woman and keep your promises!
7. Stay true to the personal boundaries you have set ahead of time
8. Greet the participant regularly with the heartfelt question "How are you?"
9. Praise and encourage her!

DON'TS

1. Do not show a judgemental or condemning attitude towards her!
2. Do not engage with her with an attitude of pride!
3. Do not portray yourself as "all knowing"
4. Do not be too curious! Resist the need to know all the details of her life and focus on the future!
5. Be careful in expressing understanding of the participant's situation. Even if you have already overcome some challenges in your life, you are most likely to only begin to understand what the woman is feeling right now.
6. Do not be discouraged by the participant's hopelessness! Help her see more of what she has already accomplished so far and encourage her to think about her goals and future.
7. Do not make promises you cannot keep!
8. Do not take on the role of a therapist! If the woman often and extensively talks about traumatic experiences with you, encourage her to get help through therapy.
9. Do not expect the participants to take on your own values!
10. Resist the temptation to have an (inner) expectation that the participant should accept or achieve the wishes and dreams that you may have for her.
11. Do not share your personal address or phone number!



COMMUNICATION GUIDELINES

ACCEPTABLE AND UNACCEPTABLE MEANS OF COMMUNICATION

Expectations: Work cooperatively, in that you share your expectations with one another. When the expectations are clarified, it creates more security in the role of the Buddies', as well as the participants.

The following points should be discussed early on:

- Which day and time will meetings take place?
- What are the expectations of the participant for the meetings? // What are the expectations of the Buddy?
- What are the expectations regarding behaviour of the Buddy and the participant? (ex. punctuality, reliability, communication)

Example: The Buddy informs the woman of her expectations: "You have made a commitment to participate in the Compass program every week. I want you to let me know if you cannot attend classes or are not able to make it to our meetings, because of illness or other important reasons."

Here the Buddy can also draw the participant's attention to positive and negative effects: "If you attend classes regularly, and let them know immediately when you cannot come, you are demonstrating behaviour that is reliable and dependable. This is very important for your future employment. When you demonstrate behaviour that is not reliable and dependable in a work environment, you could potentially lose your job quite quickly. Everything we do now will help you in the future, so it is important that we develop the best approach."

FEEDBACK

Giving and receiving (constructive) feedback, plays an important role in being a Buddy. This feedback should be necessary and communicated in a timely and encouraging manner.

If you want to give feedback to the participant regarding misconduct, you can follow these steps:

1. **Recognition:** "I've noticed that..."
2. **Feeling:** "Because of this I feel..." / "That brings up..."
3. **Desire:** "Because I have the need for ..." / "I need ..."
4. **Request:** "That's why I ask that you..."

If you want to express your appreciation and praise to the participant, use the following approach:

Describe what you perceived to be positive and what it sparked in you: "I was deeply impressed to see how self-reliant and confident you have been with your CV and application."

In this respect, it may also be helpful if you record regularly where you see a positive development.



THINK OUTSIDE THE BOX

Engage the perspectives and opinions of others, to help a woman understand what is perceived as socially acceptable. Ask her how she would feel if someone else treated her in a particular way and what alternative types of behaviour would be deemed more acceptable. Try and find a realistic example, that will help the participant understand this concept properly.

Example: You have received feedback that the participant assigned to you, shouted at her trainer during the lesson and treated her disrespectfully.

Buddy: "Imagine you are with your family and have cooked something that your child does not like. How would you feel if your child, for whom you gave up so much, would yell at you disrespectfully? What would that do to you? What feelings do you think would be evoked in you? How would you like for your child to communicate instead? How should they react?"

UNACCEPTABLE FORMS OF VERBAL COMMUNICATION

- 1) Aggressive language, such as screaming or personal insults
- 2) Speaking negatively about other people.
- 3) Condescending comments or jokes
- 4) Constant criticism
- 5) Irony and sarcasm

MULTIPLE FORMS OF NON-VERBAL COMMUNICATION

FACIAL EXPRESSION

The facial expression lets one look into the soul of a person, unless of course, a person has trained so much that they can overpower the feelings through their facial expressions. It is very possible, that some participants have learned this skill, as they have constantly played a certain role while working and real feelings have had no place.

However, for the majority of people, the facial muscles are made to show basic emotions of anger, sadness, surprise or joy.

Eye contact also plays a major role. If the person opposite of you, often avoids your eyes, this reveals enormous uncertainty and a lack of trust.

↳ Therefore, pay attention to the facial expressions of the participant. You can build trust by showing interest in their emotional state. Do you have the impression that she is sad? Then ask her why she looks sad.

ex.: "You look so sad today. Would you like to share with me what happened?"

HEAD MOVEMENTS

In many cultures, such as the Middle East and Bulgaria, the head movement for "yes" means the opposite, "no." It can be very confusing, therefore, when someone smiles and simultaneously expresses with the head movement "no." To avoid confusion, it is sufficient to use the words "yes" or "no" in these cases.



- ↳ Before you misunderstand something, ask again to be certain. You can also discuss the topic at the first meeting and educate the woman about how "yes" and "no" are represented by which head movements in Germany.

HAND AND ARM GESTURE

Hands and arm gestures, as a form of non-verbal communication, also vary between cultures. While a particular gesture in one culture does not send a specific message, it may in turn have meaning in other cultures. An example of this is the raised thumb or the "OK" sign, which contains a vulgar statement in Iran and Latin America. In other countries, the "OK" sign again means "zero", which, while not overbearing, has yet another meaning.

If you ever run out of conversation, this could be an interesting topic.

PHYSICAL PROXIMITY OR DISTANCE

To what extent physical proximity or distance is expected, is determined differently in the different cultures. In Latin America and the Middle East, the acceptable distance between two persons is much less than normal and comfortable to most Europeans and Americans. Thus, it is normal for some cultures to be touched often or to give a kiss on the cheek's goodbye.

Due to these different interpretations, uncomfortable situations may arise when e.g. a German person comes across a Latin American person. More than likely, the German person will wonder why the Latin American is so quick to be so up close and personal and potentially overstep their personal boundaries. Meanwhile, the Latin American person wonders why the German person is so physically distanced.

These cultural differences create insecurity in the relationship to each other.

If this topic arises while you are supporting the woman, ask yourself if you can tolerate it for this limited amount of time. However, if the situation makes you so uncomfortable that it interferes with your role as a Buddy, discuss it with the participant.

E.g.: "I am not used to have people so physically close and touchy. I feel uncomfortable with this and need some physical distance. For this reason, I simply want to ask, that you would be less touchy with me- this way I will feel more comfortable."

Handshakes are more commonly accepted everywhere- even between two strangers. However, a welcoming kiss on the cheek, pats on the shoulder, embraces or touches of other body regions, are not as widely accepted. For many people in Asia and other parts of the world, such acts are perceived as invasion of privacy or even as violent assault. This may also apply to women who have been sexually exploited or abused!



CONTACT

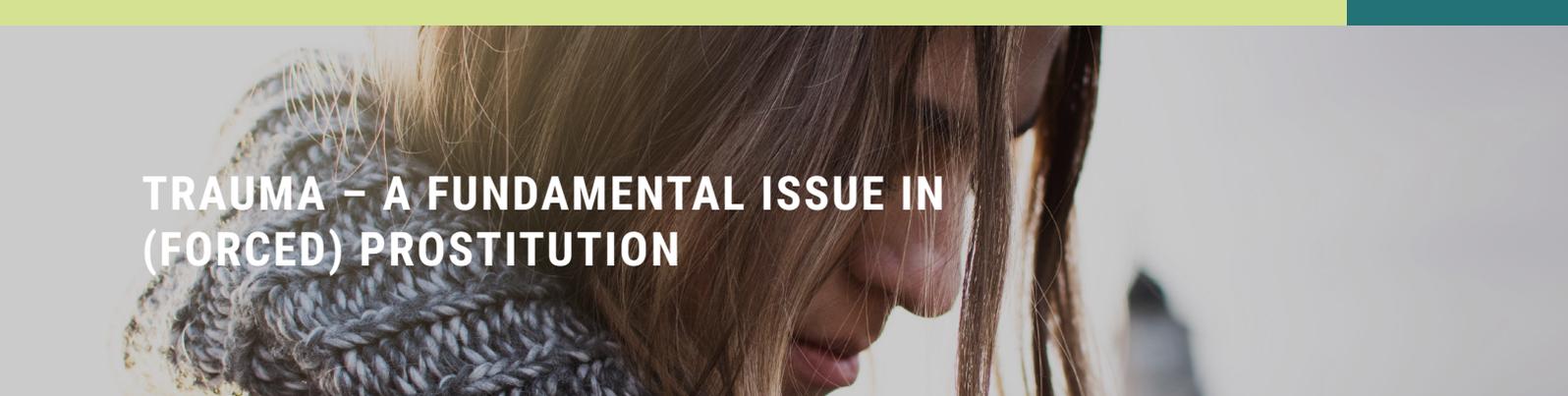
Be careful with physical contact! If you have the feeling that you should hug the participant or put your hand on her shoulder, ask her if that is okay for her. This shows respect and strengthens the participant in her self-determination. Keep in mind that most of the participants have negative experiences with touch.

EYE CONTACT

Eye contact is one of the forms of non-verbal communication in which cultural differences are most prominent. In America and Latin America, it is a sign of disrespect or even suspicious if you do not look the other person in the eye ("He/she does not dare to look me in the eye. They must be hiding something."). In other cultures, e.g. Asian or African cultures, long eye contact is particularly intrusive, so it should be avoided at all costs.

You will more than likely notice if the participant is culturally influenced negatively and finds eye contact intrusive. If this is the case, you can simply talk about it, so that you are able to understand and deal with it and nobody feels their personal boundaries have been compromised

As you can see, there are many differences in non-verbal communication between cultures. This means that it makes sense to research (in advance) with the specific type of non-verbal communication specific to a culture, especially if you will be communicating with a participant from this culture. This research could potentially save you a lot of embarrassment and misunderstandings. Of course, stereotypes are stereotypes and it cannot be said that every single individual of a different culture will communicate in the same non-verbal way. Nevertheless, even people with a lot of international experience, often fall back into behavioural patterns from their own specific culture, that have shaped them and that they know and are familiar with.



TRAUMA – A FUNDAMENTAL ISSUE IN (FORCED) PROSTITUTION

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UNDERSTANDING TRAUMA

A case of forced prostitution, reported by Tanja Rahm (survivor):

“Some of these women were subjected to violence, in which sex buyers had tied them up tightly to rape them, but none of these women saw this as a rape. They talked about these acts as if they were perfectly normal. They almost never talked about violence as violence—and I didn’t either. (...) To endure this violence, without putting the responsibility where it actually belongs, means you have to completely dissociate from yourself. You have to switch off all emotions to get up in the morning without completely falling apart.”

PSYCHOLOGICAL TRAUMATISATION

Someone who is psychologically traumatised may not be able to process, or mentally and emotionally cope, with extremely troubling experiences. When this occurs, the pain associated with these experiences becomes suppressed and certain body perceptions i.e. feelings and memories—are no longer accessible to them; rather, these feelings and memories become detached (“dissociated”).

For women in forced prostitution, their exposure to physical trauma can come in various forms. Some women were traumatised in their childhood and the trauma resulting from violence by their perpetrators then adds to their pre-existing childhood trauma. As such, they learn to survive the violence through submission and dissociation.

For these women, their experiences in forced prostitution can lead to re-traumatism, which makes it even more difficult for them to free themselves from forced prostitution, because childhood trauma experiences are then both emotionally and mentally re-lived and an increase in helplessness, fear and self-destructive forms of behaviour (i.e. drugs, alcohol and self-harming) becomes evident.



Many trauma symptoms are defined as PTSD (post-traumatic stress disorder):

- ❑ Uncontrollable reliving of traumatic events via nightmares or flashbacks (physical reactions such as shaking, sweating, or panic attacks reoccur)
- ❑ Conscious or unconscious avoidance and emotional deafness
- ❑ Memory lapses
- ❑ Avoiding talking about the experience
- ❑ Numbness
- ❑ Social withdrawal, apathy
- ❑ Constant over-excitement
- ❑ Sleep disorders
- ❑ Nervousness
- ❑ Irritability, outbursts of anger
- ❑ Difficulty concentrating
- ❑ Psychosomatic reactions such as physical pain, dizziness, allergies, etc.

DISSOCIATION

Dissociation is the ability to separate an overwhelming, momentary sensory stimuli from conscious reality. This is an ability every person has and practices in everyday life. This particular form of detachment has been described by psychiatrists and psychotherapists for more than 100 years and has often been linked to serious mental stress.

Generally speaking, experiences are pictures, emotions, physical feelings and inherent behaviour associated with a particular situation or life event. All aspects of an experience are stored and remembered in different areas of the brain. Normally, the circumstances (time, place, people) surrounding the experience are maintained in the brain, so that the memory of the overall situation can be recalled.

In situations personally viewed as a potential threat, neurophysiological structures mobilize the body to fight and/or flight/escape (just as in animals). These reaction patterns include: focusing on any immediately available opportunities for action and could involve standing ground and physically fighting, running away or cognitively, emotionally and physically disconnecting from a situation, (dissociative behaviour).

If a threatening situation is not properly resolved or processed (i.e. through psychological trauma therapy), these reaction patterns stay active and the detachment of the contents of memory remain unchanged throughout the person's life. Like many things that happen naturally, what was at one time helpful and necessary can, if it is held in place too long, start to create its own problems. The dissociation (split) that numbed and helped the woman through the trauma will eventually start to get in the way of her normal development. In order to fully heal and move on, she will have to reconnect with the split.

The effects of trauma-related dissociation are that the corresponding bad life-experiences are not simply "made better again" by good experiences. Traumatic experiences including the memories of the event, are locked away from our consciousness by means of dissociation. The result is that in later life, those affected can in certain situations, still feel as if they are in danger even in situations where they are totally safe.



FLASHBACK

What can the effects of dissociation look like?

When detached traumatic memories are suddenly released into consciousness - triggered by certain situations, images or feelings a flashback is experienced. Flashbacks are relatively normal in everyday life among survivors of human trafficking. Briefly-linked reactions (for example, a previous exchange with authorities - where certain topics of conversation, smells, or situations such as the closing of a door or a confined space), can create a momentary trigger and cause uncertainty, stress and anxiety in an everyday situation. Sexual arousal along with a number of other factors generally trigger such flashbacks) It is very important to work with each woman individually, to find out exactly what triggers flashbacks for her. There are different techniques to help her avoid or get herself out of a flashback as well as techniques you as a Buddy can use to prevent you from accidentally triggering a flashback in your participant.

DISSOCIATIVE AMNESIA

When those affected have none or hardly any memory of a particular situation or phase of life (particularly childhood); i.e. they totally block out a past traumatic memory.

When it comes to healthy everyday dissociation, we recognise derealisation as the ability to turn a blind eye—the experience of removing oneself from a situation or a feeling of altered reality that occurs due to emotionally exhaustion or overload. The reality of the outside world fades away.

Traumatic experiences can also be lived **like a film**. One feels that the present is a dream: **„I'll wake up soon! 'Or, That has nothing to do with me! '**

If this approach has been learned through traumatic experiences, it quickly filters into everyday conflict situations.

DEREALISATION

Similar to derealisation, but here one's own physical or bodily reality is hidden (detached). Trauma survivors often cannot consistently identify with their own bodies. They frequently don't recognize themselves in the mirror, although they are cognitively quite sure that they see their own face. Those affected by traumatic violence often feel removed from their bodies during the traumatic event. They feel as if they are watching the scene from another part of the room—as though they were watching the violence happen to someone other than themselves.

DEPERSONALISATION

Rape victims are often mistrustingly asked (and ask themselves) why they did not resist. In confiding discussions with those affected (as well as in some autobiographical publications), it becomes clear that this passivity is typically due to the above mentioned dissociation from the external reality and/or the reality of one's own body. This dissociation results in an immobility reaction, or "playing dead" reflex, which is also found in animals.

IMMOBILITY REACTION

This is the movement or sensation disruption that occurs without recognisable physical cause e.g. paralysis, cramps, or insensitivity to pain. It is fairly common, among women who have been forced into prostitution, that their body wants to „switch-off“. Be aware: bodily symptoms still ought to be checked by a doctor.



SOMATOFORM DISSOCIATION

The most extreme traumatic dissociation usually only occurs in the most severe traumatic conditions in childhood. In this case, instead of a single, stable „I“, a plurality of so-called ego states (parts of the „I“) develops. Each of these ego states have endured unique circumstances, traumas or tasks in everyday life that other ego states have no memory of.

DISSOCIATIVE PERSONALITY PARTS

These ego states act independently of each other. Sometimes (in Dissociative Identity Disorder, DID) they have their own consciousness and often do not know about other parts of their personality. In women who have been forced into prostitution, there is occasionally a sexually offensive ego (who in no way feels like a victim) next to a maternal or familial ego (who only has the well-being of its own children and relatives in mind), in addition to a lonely, protective, childlike ego and possibly also a depressive, resigned ego wanting to forget everything through alcohol and other drugs. In these cases, we should address these feelings seriously and avoid simply moralizing or appealing to „adult reason“.

PERSONALITY DEVELOPMENT IN TRAUMATISATION

The following table shows normal childhood development from birth to the age of 25. Each phase must be completed in order to enter into the new phase. If, for example, two-year-old Sarah understands that people still exist even when they have left the room and she is also able to mimic / imitate the behaviour of others - she has completed her 0-2yr old developmental phase and as such the next phase 2-5 years (in which her vocabulary acquisition will increase and she will develop her thinking skills and start exercising her imagination) can now begin. The same thing happens with physical development: only when the large muscle groups develop can babies crawl and then walk. After this, they can then enter the next stage of development in which they learn to exercise control over their large muscle groups.

However, if the preconditions for a healthy, loving environment are not met, the development halts and can be delayed, be it physically, cognitively or emotionally. For example, Sarah's parents emotionally neglect her. Between age 0-2, babies need help to navigate and deal with their emotions. If this help is not given, Sarah cannot enter into the second phase of development and her development is delayed.

Now suppose a 35-year-old woman who was forced into prostitution, applies for the Compass-Program and gets a Buddy. The Buddy, of course, initially assumes that she is capable of acting age-appropriately. But if this woman has not come from a safe, loving environment but has instead been neglected or even a victim of mental, physical or sexual violence, she may be more at the emotional level of a 16-year-old. Therefore, it is very important to assess the stage of development of a participant and to proceed with this in mind. This means, if she has the emotional level of a 16-year-old, we cannot expect her to cope with intense feelings or to make healthy choices for herself and her family without support. Therefore, try to relate to her as you would with a 16-year-old so that her ability and your expectations better match.



	0-2 Years	2-5 Years	6-11 Years	12- 18 Years	18-25 Years
Cognitive	Object permanence develops (persons or objects still exist even when they are out of sight). Imitating the behaviour of others.	Burst of vocabulary and speech, magical thinking and exercising imagination. Poor understanding of time.	Language as a tool for communication. The ability to think logically and rationally develops. "Black-and-white" thinking with definite sense of right and wrong.	Can think hypothetically (if this happens, then that could happen). Ability to self-reflect. Systematic problem-solving.	Complex thinking continues to mature. The integration of hypothetical thinking and logical thinking is further developed.
Physical	The fastest growth period (everything doubles). Large muscle groups have developed. Learn to walk, crawl, climb stairs.	Refining control of large muscle groups. Improving fine motor skills and hand-eye coordination. Curious about your own body, exploring sensations.	Steady growth of 7-10cm per year. Use of small and large muscle groups is better integrated. Curious about pregnancy and the human body.	Growth spurts. Secondary sexual organs develop (puberty).	Body reaches full physical maturity.
Emotional	Need help dealing with emotions. Can recognise the needs of other people—start to develop empathy.	Increased ability to manage emotions, curiosity, self-esteem (based on what others tell you).	Self-esteem is based on the ability to perform tasks. Receptive to other people's feelings and opinions.	Insecurity about the appearance and opinions of others. Seeks intense emotional experiences.	Ability to deal with intense emotions and use a combination of internal and external resources to cope with feelings.
Social Organisation	Bonds of trust and closeness are formed quickly, playing independently alongside but not with others.	Play cooperatively with others. Experiments with social roles.	Prefer games that require "role play". Friendships are dependent on situations. Team sport and collaborative games. Follow rules to avoid punishment. Ambivalent behaviour towards the opposite sex.	Distance themselves from parents and seek the approval of the peer group. Social acceptance determines self-esteem. The desire for a romantic relationship dominates thinking. Can experiment with different social identities.	Settle into their own identity. Friendships are built on mutual trust and experience. Strong desire for romance/life partner.



HOW SHOULD I ACT AS A BUDDY?

Women who have come from difficult situations and have experienced trauma require first and foremost stability. Only when this foundational stability has been established in everyday life can trauma therapy be helpful.

Fundamentally, the following factors play the biggest role in this regard:

SAFETY, SECURITY, AND PEACE

A woman can only find peace when she feels safe. Safety not only means that she is no longer in the grip of the offender; rather, it also means her basic needs are satisfied. If a woman was able to flee from her offender, she loses everything at once: her social environment, her financial security (or at least the security of more or less taking care of herself) and having a place to stay. A woman can only feel safe once these basic needs are met.

Given that, she should have enough time and support to take a rest. Some people try to get into work and tasks immediately after such changes, but this can have a negative effect on their handling process. The body must enter a recovery phase, which requires a lot of strength. If a woman dives straight into work, this strength will be used up to try and make up for her resulting exhausted state.

- It is helpful to ask what strategies the woman used to relax before the trauma. These could be: read, watch movies or shows, take a bath, or go for a walk. Because of the trauma, the brain has had to process a huge amount of new information already. Therefore, it is generally important that the 'known' is chosen over the new.

TO BE ABLE TO TALK ABOUT THE EXPERIENCE

It is important to ensure that the participant understands that she should only share her story with a few people and only with people with whom she has established a trusting relationship and feels confident that they will keep the information private and confidential. She should also, avoid spending excessive amounts of time talking to these people as it can become a burden. The job of the Buddy is to actively listen, respond to the woman's feelings and also to express their own feelings. Under no circumstances should you approach these conversations with an instructive or reproachful attitude!

Be aware: It may happen that whilst sharing, the woman gets a flashback and that the symptoms that occurred during the traumatic situation appear again. If this happens, use the calming techniques listed on the following page.

Keep in mind that for a woman from a traumatic background, trust is associated with danger; in the past, those whom she has trusted, have abused and exploited her. Due to the extent of violence and long-term exploitation - psychological problems, attachment disorders, helplessness and feelings of shame and self-hatred are deeply entrenched in the psyche of most of the woman. This means that a lot of work must be done in order to re-build trust and pave new ways.

- Buddy's should not actively lead the conversation on these topics. They should also avoid deeper questions. Buddy's are active listeners, but they should be able to steer the conversation from the negative to the positive again. It may also be that the Buddy finds it difficult to listen to the stories, in which case she should set boundaries for herself and discuss these with the participant.



CONTROL AND SELF-EMPOWERMENT

Victims of trauma are often unable to make choices for themselves because of the force and control they experienced. As a result, those affected need to re-discover self-control and self-determination. On one hand the new social environment that the woman is in, is responsible for protecting her from too much work/stress. On the other hand, it is also important to leave decision making and small tasks for her to do, so that she can slowly start to experience taking back control of her own life.

- It is important that the woman connects to her life prior to the trauma and draws from the good things that happened in those times. It's important that she doesn't completely disconnect both of these life phases. The Buddy can support the participant in this by asking simple questions.

SELF-CALMING TECHNIQUES

If a traumatised woman suffers from trauma symptoms such as anxiety, nightmares or inner restlessness, various techniques can be used:

Calm through activities: tidying, cleaning, calling or meeting with someone, going for a walk, holding hands under cold water, etc.

Calm through thoughts: realising they are safe, solving arithmetic problems, focusing their attention elsewhere, doing concentration exercises (such as playing Mikado or Memory), looking at happy photo's, etc.

Calm through sensory perceptions: feeling, describing, or perceiving objects (ex. of a stone, a pencil, etc.), feeling its firmness on the ground, tasting (i.e. strong chewing gum), smelling (perfume, oils associated with something beautiful), breathing exercises (i.e. breathing through the nose (breathing deeply into the abdomen) - hold your breath for a while then breathe out very slowly blowing the air out through your lips/mouth. Count to 3 and then repeat the breathing exercise.

Calm through physical activity: squats, tense/relax muscles, shake etc.



SELF-CARE

When supporting a woman who wants to get out of trafficking, it is important to remember that this situation alone will bring together two fundamentally different life experiences and situations. Although it is essential that we use our perceptual and practical skills to support the woman in her decision to leave, it is also at the same time critical to remember that we ourselves, are more than likely in a very different life-situation than the woman affected, and as such we must remind ourselves constantly - that 'she' needs to be able to find her own way and not our way! This means that even in situations and experiences where we think we can imagine or feel what she has gone through, or in a scenario where we may have experienced a similarly situation, the likelihood of her experience being both significantly different in its impact and effect on her personally than in our own situation, is extremely high. This is even truer if the woman comes from a social environment that is foreign to us.

In every conversation or supporting situation we need to ask ourselves: How does this situation directly impact this woman? Which need are most critical for her right now? What resources are needed to help her take this next step?

Beware! If we try to relate too personally with the participant's situation and identify with her too deeply, it could potentially prevent us from giving her the necessary impartial support, she needs - and above all, it can also potentially be harmful to the Buddy's themselves!

SECONDARY TRAUMATISATION

If the Buddy identifies too much with their participant's burdens and problems and relates to their traumatic accounts, the following can happen:

- The Buddy's personal bad or traumatic experiences can be triggered. This can lead to flashbacks or nightmares.¹
- The Buddy identifies with the participant so much that the Buddy feels the participant's feelings or fears. Symptoms similar to those of the participant can then also occur in the Buddy.

SYMPTOMS OF SECONDARY TRAUMATISATION

- Physical and psychosomatic: sleep disorders, loss of appetite, frequent colds, headache, abdominal, neck and back pain, increased accident frequency, skin irritations, rashes, reduced libido, states of exhaustion
- Emotional: anxiety, unease, tension and heaviness, anger and irritability, depression, long-term worries
- Cognitive: concentration disruption, avoidance behaviours, changes in inner values and attitudes, flashbacks, sudden images or thoughts related to the trauma accounts or nightmares about them
- Social: distancing, social withdrawal, cynicism, conflicts within partners, arguments at home after stressful experiences, denial of symptoms, increased awareness of injustice and violence, the impression that the family/friends take too much care over them or have absolutely no understanding
- Unhealthy coping strategies: covering up fatigue using caffeine and nicotine, active health-damaging behaviour (excessive use of addictive and/or relaxant substances, such as alcohol, cigarettes, drugs)



HOW YOU CAN CARE FOR YOURSELF

1. Make sure your needs are met! You are allowed to pay attention to yourself too!
2. Set your boundaries and maintain your personal sources of energy/strength (for example, sports, community, wellness, spirituality ...) to live a healthy life.
3. Maintain a good balance between work, volunteering, leisure and rest. The more you work, the more you need to be able to refuel!
4. Talk to your contact person about thoughts and feelings that come up! Take the time to self-reflect and to reflect with the other Buddies.

PRACTICAL SELF CARE

Here you'll find practical ideas for self-care.

1. Go for a walk somewhere beautiful.
2. Treat yourself to some really great chocolate!
3. Indulge yourself at home with a bit of wellness (face masks, baths).
4. Journal.
5. Write a card to a loved one.
6. Cuddle with your pet (if you have one). If you don't have one you could get a job as a pet sitter .
7. Go to the gym.
8. Eat the most creative salad that you can think of.
9. Invite a friend to a coffee.
10. Have a break from social media.
11. Do regular stretching exercises.
12. Have a short holiday.
13. Do something that you've never done before.
14. Meditate.
15. Have a really good cry.
16. Write a list of your priorities.
17. Drink a super healthy smoothie.
18. Go dancing.
19. Look at some great photos that remind you of a happy time.
20. Look for delicious recipes that you can cook in the next few days.
21. Go for a walk somewhere that you've never been before.
22. Organise a cocktail party with a good friend.
23. Do some browse the shops without necessarily purchasing anything.
24. Listen to calming music.
25. Get dressed up.
26. Write out all the reasons that you are thankful.
27. Declutter your apartment/home.
28. Watch your favourite series, film, TV show.
29. Do a painting or creative course, or simply do some arts and crafts.
30. Write a letter to your grandparents.
31. Go to the petting zoo and feed the animals.
32. Paint your finger nails.
33. Write a list of your goals.
34. Give yourself a compliment. (Go on, you can do it!)
35. Light a few candles and make yourself cosy.

36. Choose an outfit the night before to wear the next day and ensure it is clean.
37. Cook something that you've never cooked.
38. Read.
39. Go mountain climbing.
40. Eat a special breakfast.
41. Have an early night in a freshly made bed.
42. Go on a road trip.
43. Have a games night with friends.
44. Have a daytime nap.
45. Laugh!
46. Buy yourself a lovely bunch of flowers.
47. Ensure your apartment is clean your apartment/home
48. Do an intensive work out at home.
49. Cook your favourite meal without paying attention to calories!
50. Call someone that you love.
51. Go to a museum or art exhibition.
52. Watch a play in the theatre or film at the cinema.
53. Enjoy the sunshine!
54. Learn a new language.
55. Try your hand at gardening.
56. Pray (however that looks for you).
57. Say no if you are overwhelmed by your jobs/tasks.
58. Say yes to something new if you feel like you're stuck in a rut.
59. Wake up early in order to watch the sunrise.
60. Put a playlist together with old songs and party!
61. Declutter your closet.
62. Go on a trip
63. Talk to someone about your worries.
64. Do something random.
65. Sing! (No matter how it sounds!)

QUESTIONS FOR DISCUSSION:

Which items on the list do you already practise in your everyday self-care?

Which ones do you want to do more regularly?

What would you like to try out in the near future?

Is there anything that you'd like to add to the list?

NON-VIOLENT COMMUNICATION - AN INTRODUCTION WITH PRACTICAL EXERCISES.



PLEA FOR NON-VIOLENT LANGUAGE

“The biggest contribution to peace is to make peace in ourselves.” -Marshall B. Rosenberg

This workshop, developed by American psychologist Marshall B. Rosenberg, supports one in reflecting upon speech patterns and training oneself in new and acceptable speech patterns.

Marshall B. Rosenberg developed a lot of ideas regarding interpersonal communication. He developed communication methods which helped solve racial segregation in the USA and which are today used worldwide by counsellors, organisations, businesses and diplomats.

Rosenberg wanted to use “Non-violent Communication” to dissolve old patterns of evaluation and blame and reduce resistance, defensiveness and violent reactions. Additionally, his objective was for appreciation, attention and empathy to be encouraged.

He separated the actual perception of the feelings experienced in communication and pointed to the personal needs behind our feelings. These should be allowed to be expressed in the “Nonviolent Communication” in a specific request.

THE FOUR STEPS OF “NON-VIOLENT COMMUNICATION”

Because many conflicts begin due to a misunderstanding or an instinctive reaction, Rosenberg developed a simple speech model to express feelings correctly and clearly.

Perception- What am I really seeing and hearing, without adding meaning to it?

Feeling – What feelings does this bring up in me and in my counterpart?

Need – What am I or my conversation partner lacking?

Request – I present my need through a concrete request.

With this short training you will come to an understanding of these 4 steps so that you can work through difficult conversations with your Compass Program Participant.



OBSERVE WITHOUT JUDGING

JUDGING LEADS TO CONFLICT

The first important step in the “Non-violent Communication” is called “Observe without judging.” Many interpersonal conflicts start as a result of a judgment that was made in a situation or behaviour. If we place judgment over something that we perceive, other people usually hear criticism in our response and reject what we have to say. Every one of us can immediately think of countless situations where we have been judged or ourselves, have judged people based on what we have seen or heard about the person. Most of the time conflict arises from this type of situation.

SUBJECTIVE ASSESSMENTS

We need to realize that most of our judgments have more to do with us than with reality. Rather, they are shaped by time and place and are seen through our own filter. An estimated 80 percent of what we judge about a person, goes through this filter and is based primarily on what they do or say. We seldom if ever, have a totally objective view of the world and tend rather to engage in our own subjective view of the world. Let’s perform a little experiment:

For example: **“What do you see first in this picture?”**



Based on your internal filter you first saw either a butterfly or two faces. The nature-lover would rather have the butterfly and the human-oriented person the two faces. Only through closer observation is the other picture able to be seen. It is usually, our own unfulfilled needs and values that limit our perception and influence our thinking. **“What we hear is often only an opinion and not a fact. What we see is a perspective and not a reality.”** Jochen Mai (Social Media Expert & Keynote-Speaker)

OBSERVATION OR JUDGMENT?

“Non-violent Communication” occurs when we remove ourselves from a forced observation or internal judgment and first focus only on simple observation without any pre-conception. We learn to use “non-violent communication” when we can accurately distinguish between what we see, hear, feel, taste, and smell. It is not easy to separate an observation from an internal judgment. This is why it is important through constructive feedback to sharpen our ability to observe without making judgments. This single exercise will help you to improve your perception of as well as your engagement, with others.



**SINGLE EXERCISE:
OBSERVATION OR
JUDGMENT**

Please read the following examples and decide which represent an observation and which represent a judgment. Please place an "X" next to the observations.

Test: When a statement cannot be contradicted, then it has to do with a value-free observation which reflects a provable fact.

Observation or Judgment/Interpretation?

1. The Meier's were for a long time on vacation.
2. This afternoon I called you on your mobile phone at 2 pm and at 4 pm and I did not reach you.
3. When you want to have tighter abs then you need to do more ab training.
4. I have sent you three emails and have not received an answer.
5. You are very hard to reach.
6. In the office you could eat off the floor, there are so many crumbs.
7. Never when I was in the gym did I ever see you there.
8. Our colleague Schulz is always late to meetings.
9. I spent all afternoon trying to receive a message from you.
10. The Meier's were on vacation for four weeks.

The answers can be found at the end.

FEELING – UNDERSTAND YOUR OWN FEELINGS

**MISUNDERSTANDING
FEELINGS**

The second step is focused on feelings. Feelings are triggered by known or unknown thoughts. We are constantly interpreting the things we hear and experience in the moment, while our brains fill us with hormones which allow us to feel joyful, annoyed, sad, etc. Unfortunately, we are rarely aware of our feelings, because we prefer to respond rationally to what we experience. In reality this forced control and the shame we often feel in showing our emotions can lead to conflict. We bluff and blame others, instead of saying how we really feel in a situation. Choose to communicate by saying things like: "I feel disregarded by you." which can easily feel like a criticism and lead to defensive reactions like: "That is your problem."

It is important in the moment of a situation of conflict to share our feelings -because this way, we are more likely to receive an empathetic response from the other person.

This is why the second step in "non-violent communication" is taking seriously the feelings of ourselves and of the other person. Instead of saying in an accusing way to your partner: "You didn't wash the dishes!", you could instead say it this way: "I noticed that the dishes are not washed. This is frustrating for me."



FEELING OR CONCEPT INTERPRETATION

Although we often talk about things like “feelings” and “feeling,” we don’t always use these words to properly portray feelings. Usually we just portray our thoughts and ideas. With statements such as: “I feel that they are taking advantage of me” or “Not enough attention is being paid to me”, we are saying something about what we think other people perceive about us. This doesn’t communicate anything about what we are really feeling. To uncover the true feeling behind the statement one could ask: “When someone thinks like that about you, what feelings can you identify? One answer could be: “I am frustrated.”

You can test if this is a statement of your feelings by changing the sentence to start with “I am.” “I am, they are taking advantage of me” makes no sense. “I am not receiving enough attention” is an interpretation. “I am feeling depressed.” “I feel satisfied.” can be changed to “I am depressed”, “I am satisfied.” These statements display actual feelings.

SUGGESTED WAYS TO EXPRESS FEELINGS

Usually we respond to the question “How are you?” in one of two ways: “good” or “bad.” But there are many more ways to express your feelings. Here is a list with some different ways you can express your emotions. It is good to expand your vocabulary in this area.

When your needs are fulfilled, then you might feel: **happy, touched, calm, refreshed, well, in order, loving, confident, peaceful, in a good mood, lively, hopeful, silly, curious, relieved, excited, enthusiastic, amazed, awake, relaxed, glad, satisfied, light or inspired.**

THE MISUNDERSTANDING ABOUT FEELINGS

When your needs are not fulfilled, then you might be feeling: **frightened, frustrated, annoyed, surprised, depressed, unhappy, distraught, uneasy, doubtful, concerned, lonely, afraid, disappointed, tired, impatient, sad, infuriated, helpless, bored, stressed, irritated, nervous, reluctant or aroused.**

EXERCISE

Read the next few statements and decide if the following statements are actual expressions of feelings; our interpretation of the feeling or our thoughts.

The following statements portray feelings that are partially accurate and partially our thoughts, interpretations, analysis, comparisons, etc. In which statements do you experience something about the feelings of the person? Write an “X” after these statements:

1. I feel happy at work.
2. I feel happy that you are satisfied.
3. I felt great joy as I was eating.
4. I am really excited about my new car.
5. I have a feeling that something is wrong.
6. I am very curious about my new co-workers.
7. After our discussion I feel humbled.
8. I feel relaxed after a massage.
9. I really felt your rejection!
10. I am completely annoyed.

The answers can be found at the end.



NEED – TRANSLATING FEELINGS OF NEED

WE ARE RESPONSIBLE FOR OUR NEEDS

“Nonviolent communication” sharpens our perception that others’ behaviour and communication may elicit feelings within us, but it is essential that we realise that others are not the cause of the nature of our emotions. People react very differently in the same situations and as such develop differently.

Feelings are very subjective and point to fulfilled or unfulfilled needs. In “Nonviolent Communication”, needs, specifically unfulfilled needs, are the real crux of the problem. In the third step we will therefore deal intensively with them. Often though, we cannot easily access what our specific needs are, because they are often overlooked and dismissed by our parents and others. In many cases they have even often by our own doing, been suppressed and negated. What remains locked up inside us are the negative feelings of unfulfilled needs - without us being able to recognise or identify them as an expression of our unfulfilled need. We can only allow ourselves, to take responsibility for the fulfilment of our needs when we learn to recognise them for what they are.

LIFE EXISTS FROM FULFILLING NEEDS

All people have the same needs, but not all people can live up to their needs. In everyday life we often have the impression that our needs are in conflict with the needs of others. But it is not our needs that conflict with each other, but only the strategies we use to meet our needs.

Blaming and condemning others serves to make room for one’s own needs, without this need being expressed or even correctly recognized. The key here is to enter into self-awareness to become aware of the hurt feelings of one’s real needs.

Instead, we usually think about what other people did wrong or where they owed us. In “Nonviolent Communication,” we are now starting to talk about what we need, rather than talking about what is wrong with us or others. This is a great way to fulfil our unmet needs.

DISCOVERING NEEDS

To get to the bottom of our needs or the needs of others, we can simply change a statement to its opposite form.

When you hear this criticism: “The kitchen is dirty.” Change it to the opposite: “The kitchen is clean.” Which need would be fulfilled through that? Order and beauty.

You hear unwanted behaviour: “You never call.” Change it to the opposite: “You call often.” Which need would be fulfilled through that? Appreciation, acceptance and approval.

Statement: “I’m upset when I’m not allowed to be alone.”

Opposite: “I’m happy because I’m alone.” **Need:** Freedom or Independence

Statement: “I am bored, because I am not learning anything new.”

Opposite: “I’m really excited because I’m learning new things.”

Need: Curiosity or Development

Statement: “I am sad if you do not believe me.” **Opposite:** “I am happy because you believe me.” **Need:** Respect or Trust



TAKING RESPONSIBILITY FOR NEEDS

We have already realized that the responsibility for the proper handling of our feelings and needs lies entirely with ourselves.

“Non-violent Communication” uses a simple speech pattern. We do not say: “It annoys me when you are late.” Instead we say : “It annoys or bothers me, because I have other appointments/deadlines.”

I feel _____ (Feeling), because I need _____

I am _____ (Feeling), because for me _____ (Need) is important.

INDIVIDUAL EXERCISE

With the following simple exercise you can start to take what you’ve learned and apply it to your own experiences. Think about two people you have relationships with or with whom you are in contact. Write their names in the appropriate column. For each person write down a feeling that you recently experienced in a situation with them. It could be a pleasant or an unpleasant feeling. Read the corresponding situations through again once more but this time keep in what you have learned. Write the feeling in the appropriate column. Now think about which need was fulfilled or neglected.

Name	Feeling	Need
1.		
2.		

Now develop a sentence with the learned speech pattern. For example: When Sandra asked me to speak I was glad (Perception/Trigger), I was glad (Feeling), because for me honesty is important.”

1. (Trigger) _____

(Feeling), _____

(Need), because _____

2. (Trigger) _____

(Feeling), _____

(Need), because _____



REQUESTS – FORMULATING A REQUEST

In the fourth step you will formulate a clear request. By carefully observing the situation and exploring your own feelings and needs you will have laid the groundwork for healthy communication. There is still a conclusion to be found, which expresses itself in a clear request. Without this conclusion, you will only have the other's injured feelings and needs mentioned, which can quickly be misinterpreted as a reproach. "Yes and? What does he / she want now? Did I do something wrong?" A clear request and a desired request bring the process to a close and back to a factual level.

It takes courage to be responsible for our own desires and needs and to make some big asks. But it is the only way that the other person can get the opportunity decide how they want to handle your request. Most people are not mind-readers. Having shared your desires and needs: -

What would you want to hear from the other person? What do you think that person should do in practice?

MOTIVATIONAL REQUESTS

So that a request is received in a motivating way, several rules need to be observed. Many requests are often formulated in a very abstractly manner. Concrete requests have a better chance of success. A good request should contain a request that elicits an observable, timely, and verifiable action response.

SAY WHAT YOU WANT INSTEAD OF WHAT YOU DON'T WANT

Our brain cannot handle the word "not" properly. The "nothing" is an unknown and unknowable, mystery because our brain can really only work with something concrete. This correlates in our normal everyday experiences.

Try not to think about pink elephants! To do this is only possible by trying to think of something else.

Therefore, requests for which they ask not to make or to say anything are less successful than requests for desired behavior.

Instead of saying, "Please do not come so late," you can say, "I would like to ask you to be in the conference room at 9 o'clock"

ASK FOR A CONCRETE, OBSERVABLE BEHAVIOUR

Conflicts often arise from vague or inaccurate expressions of our own desires and needs. Asking someone to try harder further in a conflict situation, can be understood in many different ways by different individuals. Most importantly, the other person often doesn't know exactly what he or she can do better. When making a request only do so if it includes a measurable, physical behavioural response, as this then offers a more promising outcome.

Instead of asking: "Did you understand me?"

Ask: "Please tell me what you have understood."

"Paper is patient!" This means: the more time that passes, the less likely it will be for a project, proposal or law to be implemented. Having a concrete, measurable, timed, and realistic goal increases the likelihood of you achieving it. For a request to be successful, it is worthwhile wording the request in such a way so as to ensure that it generates an immediate response.



YOUR REQUEST SHOULD GENERATE AN IMMEDIATE RESPONSE

Instead of asking: "In the new school year I would like to ask you to improve your grades,"

You can rather express the request as follows: "Let's talk about how your grades in physics and chemistry can improve. Is this ok with you?"

FORMULATING A CONCRETE REQUEST FROM AN ABSTRACT FEELING

When formulating a request that requires a response, a small post-script could help to communicate that your request is simply a request and not a demand. Using words like "... ok?", "... does that work for you?" Or "... okay?", will more increase the likelihood that you receive a response to your request.

Note: In English following a specific request with "Thank You" is regarded as professional, polite and expectant of a response – i.e. it should generate the necessary response. If you make a request in writing / email you can use, "Thank you in anticipation"

Instead of abstractly asking: "Please don't leave your office in an untidy state,"

You can rather ask: "Can you please place the pens, notes and documents on your desk into the drawers and cupboards when work finishes on Friday?"

Instead of abstractly demanding: "Please take responsibility,"

You can specifically ask "Can you please ensure that the projects in your department are finished by the 14.02.2018? Would that work for you?"

Instead of abstractly saying "Do not be so biased",

You could rather, say: "Please in the future include the suggestions from all attending participants, in the minutes. Thank you."

SUMMARY: PERCEPTION - FEELING - NEED - REQUEST

Now you can practice the whole process for yourself. During the next few weeks try to practice the language pattern of "Non-violent Communication". Here are a few examples:

Perception: I can hear your music in my bedroom.

Feeling: I am tired, ...

Need: ... because I worked all night I would like to sleep.

Request: Could you please use headphones, so that the noise is contained a bit? Thank you"

Perception: You just told me that you did not like my workshop.

Feeling: That frustrates me ...

Need: .. because I do not know the cause and I want to understand it.

Request: Could you please tell me exactly what you did not like so that I can improve the workshop going forwards. Would that work for you?"



Perception: In the kitchen there are dirty dishes

Feeling: I am annoyed ...,

Need: ... because I need order and cleanliness.

Request: Can you please clean up your mess in the kitchen as soon as possible. Thank you.

Perception: I have sent you three emails and still not received an answer.

Feeling: I am annoyed ...

Need: ... because I need your support.

Request: I really need your input to complete this project, could you please respond to my emails as soon as possible? Thank you"

EXERCISE

With the following exercise you can practice the four steps of "non-violent communication" using three fictional examples. But you can also put yourself in a current situation and try and find a solution for yourself.

Imagine your partner came out of work very late every day last week, and this week does not look any better. You do not have the time together and you then contact your partner:

Example: I see that you have come home very late for the last eight days. I feel lonely because I need to connect with you.

Can you at least come home on Friday, so we can spend some quality time together, is that possible?

1. At a Buddy Reflection group meeting, one of the Buddies' dominates the discussion and speaks so much that neither you nor the other Buddies' get an opportunity to share. After the meeting you decide to address the person:
2. At the supermarket there is a long line at the cash register. Suddenly a man comes and tries to get into the queue. This upsets you and so you go and speak to the man:
3. You have an appointment with a participant in the city. As you arrive at the agreed-upon location, after a long journey on public transport, there no one there. To prevent this from happening again, you call the participant:

Solutions: Observation or assessment | Observation: 2, 4, 7, 10 | Feeling or thought | Feeling: 1, 3, 4, 6, 8, 10

COACHING TECHNIQUES



INTRODUCTION

The women who you could be partnered with often live in a way that are still permeated with uncertainties, old habits, and patterns of thoughts that are no longer needed or appropriate outside of the subculture of trafficked persons. These ways of thinking are dependent upon their own context: they are derived from their own survival strategy and were necessary for the time that they spent within that frame of reference. Even if the woman is no longer in a trafficked situation, there are still problems and uncertainties in their new society context that could cause them to resort to their past ways of handling new situations / difficult circumstances.

Simple questioning techniques that focus on the woman's skills and experiences can slowly overcome these problems, ways of thinking, and insecurities. Here, the focus is not on the problem itself but is rather, focused on the solution to the problem. The person asking the question does not need to fully understand the problem to find a solution but does need to always focus on a solution. Talking about the problem intensifies the problem; while talking about the solution reinforces the solution. There are two questioning techniques that will be presented. They are easy to use and can be practiced on anyone. The golden rule is: The person seeking help does the work, the coach only asks questions!

Before you get into the questions, make sure a goal is set.

SETTING A GOAL

Before you can start asking question, you should set a clear goal, so that the participant is aware of what they should take away from the discussion with them. You can do that for example, by asking:

"When you go home, what should be different?" or "What exactly do you want to achieve?" or "What will be new once you have achieved your goal?"

Define the goal even more by asking:

"What do you want instead?" or "What do you want most?" (If there are several options)

If it is a problem that is not yet concrete (understood), you can ask questions using a scale to help work out a more defined understanding of what the problem is. If there are long-term goals, divide them into shorter term sub goals. (see Supporting Questions)

Make sure that the goals are within the woman's ability to reach. For example, it would not be possible for a woman without a work permit to find a job. If that is the case then you would need to inform the woman that she is unfortunately not in a position to achieve that goal because the legal situation does not allow it, then look for goals that can achieve that will support her desire to work (E.g. volunteer work, active hobbies, etc..).



QUESTIONING TECHNIQUES

When to use the different techniques:

- If a goal needs to be defined, or a long-term goal should be divided into intermediate goals: Supporting Questions
 - **Definition of goals:** can be worked out by using a scale (where is the woman currently/ what is her actual state and what does her goal state look like, how does the current state feel and how would achieving the goal feel? Etc.)
 - **Dividing a long-term goal into intermediate goals:** When it comes to long term goals, the individual steps can be determined by using a scale.
- If the thinking or feeling is negative: "The Miracle Question"
 - **For negative thinking or feeling** about oneself
 - **Imagine the solution:** Help the participant move from the problem state to the goal state by solving the problem backwards i.e. starting with the possible solution.

SUPPORTING QUESTIONS

Based on the answers to these questions, then the steps to the solution can be summarized. In the end there should be a few concrete things listed on the paper for the participant to take with her. Then it is up to her to put those steps into action. Your job is to continue encouraging them and to remind them of the steps that still need to be taken.

It is best to start by taking a piece of paper and creating a scale from 1-10.

To determine the current state:

- On a scale of 1-10 where are you currently in regard to the problem?
- What does this number mean? (To define emotions and situations. Write a keyword to the number)
- Ask again and again: "And how else?" Until she can't think of anything more.

To demonstrate the success so far:

- What is the difference between 1 and where you are now? (Write key words to all the numbers)
- How did you manage to get from 1 to where you are now? What did you specifically do?
- Ask again and again: "And what else?"

Set goal:

- What point on the scale do you want to reach?
- What will it look like when you reach it? (Define it and write it down!)

Create solutions:

- What would you need to do to get a half or a full point ahead?
- What is that point? (Define and write down)
- What does that number look like? What would you need to do to get to this number? (Define and write down)
- How would your friends or other people you are close to tell you to get there?
- What is the best number you have reached in this area? How did you get there and what did you do differently?
- How would you know that you achieved your goal?



THE MIRACLE QUESTION

Help the woman to relax. Ask her to close her eyes and try to remove all other distractions. Now lead her into the question with a gentle, slow voice:

“To start with I am going to ask you an unusual question. First imagine that you go home, brush your teeth, put on your pyjamas, and get into bed; just like every night. While everything is quiet, and you are sleeping, suddenly a miracle happens. The miracle is that the problem you have told me about has now been solved. However, you do not realize that the miracle happened because you were sleeping. When you wake up in the morning and start your day, what is the first thing that you notice? How do you first become aware that the problem has suddenly been solved?”

Now you must continually ask: **“And what else?”**

You can think through the entire day with her in her mind and ask her another question:

“How does your husband know that the miracle happened? How does your teacher notice that the problem is solved? How does your child notice that the problem is solved? And what else?”

Potential detail questions to ask depending on the situation/problem area:

- How exactly does it look? What exactly has changed?
- What exactly are you doing differently than before?
- What do you notice about yourself?
- How has your point of view changed?
- What are you doing now that you have not done before?
- What do other people do differently than they did before?
- If the problem is not there anymore, what is there instead? What exactly is the difference?

The next step is to identify minor miracles that have happened in their lives. The minor miracles are positive parts of growth that have already happened in her life, that are smaller parts of the complete miracle that is the eventual goal. For example, if the problem is a fear of strangers, then the complete miracle is that the fear is completely gone. In this step, you should look at situations from the past where she has already taken steps to overcome this fear in different ways and has begun to see what it is like, to not be afraid of strangers. At this point, continue to ask: -

“Sometimes a big miracle reveals itself in small miracles. What situations have you already experienced that could be revealing this complete miracle?... What did you do there? What did it look like?... How did you do it?... What was different or unusual?... What could you do to repeat these small miracles?... And what else?... And what else?”

If you like, you can write down bullet points so that you can later summarize what the woman has said for her.



CONCLUSION

"When you look back on your original goal, how far are you from it now?" or "If you had done what you do now, where would you have gotten to on the scale?"
-> go back to the scale and continue working if necessary

PRACTICE MAKES PERFECT

Find someone with whom you can practice this with in a practical way. In the beginning it might be hard to imagine how it works, but as you practice you will begin to know when to apply which questioning technique. In the Buddy - Forum there are also helpful links to sample videos. You can also be creative, instead of using a scale you could draw a staircase, or make a flip chart, or use an object to represent the woman. You could even put the numbers for the scale on the floor and ask the woman to stand on a number. Let your imagination run free!

WHAT NEXT?

It is very important that you see the woman regularly. You can always go back to the scale to see how she has progressing with the problem. Celebrate the achievements! Show her how much she has already improved or how far she has progressed.

It may be that there are other problems that the woman wants to tackle. Of course, you can gradually work through other things with her. But make sure that it is not too overwhelming. If you try to do too much at once, you will not succeed in the end. Leave her time to work through something. If she is stable in that, she can work on something new.

FEEDBACK FORM



Name	Yes	Somewhat	Not really	No	Comments
After the seminar I feel equipped for the task as a Buddy					
The contents were chosen appropriately					
The trainers were well prepared					
I felt comfortable in the group					
The training methods were diverse					
The length of the training was appropriate					

What I especially liked:

What I didn't like:

Suggestions for improvement or topics that I missed:

TASKS FOR THE 'BUDDY'



NOTES

Here you will find a few tasks or questions for each training session that you can discuss with the participant during the meeting. The tasks are not a MUST, but a suggestion for the conversation.

It can always happen that the participant needs something else at the meeting than to talk about the training again. Be open to her current needs. Encourage her if she loses motivation.

If you are unsure about anything, talk to your supervisor.

MOTIVATION

Before you meet with the participant, print out both the tables which are attached. Then go through the tables with the participant and discuss the topic of motivation with her.

Explain to her the first table:

"It is likely that this week you will not only have moments where you are feeling motivated, but also moments when you have little or no motivation. Take these moments and use them to fill out the table below and learn more about yourself."

Tip: If the participant has difficulties with writing, the table can also be gone through orally or their buddy can fill it out with them.

Celebrate this encouragement with her.

Explain the second table to her:

"Moments of demotivation are also a part of life – we all know them. But don't let yourself be beaten by them!! We have some control over a few of these things. For example, when you have realized that it demotivates you to work alone, then it is worthwhile to let your supervisors know this and to ask them if you can work in a room where other people are also working. Act according to the motto: Those who speak up (usually) receive help ;)"

GOAL SETTING

1. Ask the participant for the completed worksheet and for her goals. Ask her if she needs your help and support in formulating her goals in a more concrete way.
2. Discuss with the participant ways in which you can support her in achieving her goals. Go through the possible stumbling blocks with her and brainstorm with her how she can handle them.
3. Brainstorm together how she can celebrate the goals she has achieved. Don't forget to implement these ideas!!



ORGANISATION

Ask the participant the following questions:

How have you done with being on time this week?

Which tips from the teaching this week have you implemented? Did you want to implement something that you haven't been able to do yet? Why?

Have you finished organizing your binder? (Look at the binder and give her feedback or other helpful tips).

Reflect with her: Are you motivated to be more organised? Why or why not?

Was it a normal habit for you to be on time or is this new for you? What was helpful?

How can I support you in the areas of time management and self-organisation?

WRITING LETTERS

Take a few blank sheets of paper to the meeting and an envelope if you have one at hand. Give the participant these two tasks:

1. If you had to write a letter to your family (or someone close to you), how would you do that? Where will you write your address and where will their address go? Where do you write the date and where the text/major part? Where's your signature?

2. Label the envelope now.

3. What stamp would you stick on it?

FEARS, ANGER

1. Look together with the participant at the fears that have been worked out in class and consider together how she can overcome them and how she can deal with them in the various situations.

2. Fragen Sie die Teilnehmerin:

Do you get angry quickly? Which tips can help you in a situation to not throw a fit or run away?

FINANCES

1. Ask the participant if she has understood everything about finances and if she has any questions, you can attempt to answer them.

2. If the participant does not yet have an account, offer to help her open a bank. Here is the necessary information:

In order to be able to open an account, the following documents are needed:

- valid ID card or passport
- residence status document (if they have a foreign passport)
- registration document (depending on the bank)
- current proof of income (only for accounts that require a regular influx of money)
- for an online account: a filled out application and a certification (Identity verification process with the Post)
- usually the bank will request the credit check document



Nowadays, there are free checking accounts at online banks, for example [provide a reference to a local bank]. Some banks with physical branch locations offer free accounts only under specific conditions (ex. regular influx of money). You must be careful with overdraft interest rates, if you overdraw on the account. Sometimes this rate can be very high in free accounts.

BOUNDARIES

Consider together with the participant:

Where in your life have you noticed that you have unhealthy boundaries?
How do you think you can change this?

Make sure she doesn't want to take too big, unrealistic steps.

VALUES

Ask the participant the following questions:

1. Which values are particularly important to you?
2. Are there differences between your values and those in Germany?
3. Which values do you want to change? Look at your worksheets.

Help the participant to draw up a concrete plan of how she can change 1-2 values.

SELF PERCEPTION

1. Ask the participant what she learned about herself in the training.
2. Then offer to complete the exercise "external perception" for her, so that she still has an external assessment of her abilities and competences. You can then compare the table with the other completed assessments.

Print out the table in the appendix before the meeting.

JOB MARKET

Ask the participant the following questions:

1. What kind of job advertisement have you chosen and for which job would you like to apply?

2. Remember...

What would be your job?

What would be your salary?

Where would your job be held?

What do you need for this job?

3. How are you doing with that?

Depending on how the participant feels after the training, you can now respond and encourage her.



INTRODUCTION TO APPLICATION

Ask the participant what she took with her from the training and talk with her about it.

MOTIVATION LETTER

Ask the participant the following questions:

1. Do you remember what you have to write in a cover letter?
2. What did you think about writing a motivation letter? What was difficult and what did you find easy?

Offer the participant to look at her motivation letter again. Give feedback (more positive than negative!)

CV

Ask the participant whether she has already taken application photos and created a serious e-mail address. They may have arranged a follow-up appointment with her, so you don't need to go into it further. If no help has been offered to her yet, you can create a serious e-mail address with her. You can also offer to go with her to the photographer to take application photos.

Ask her: 1. What would you like to wear for the application photo? How are you going to do your hair and makeup?

2. Did you finish your CV? What was hard for you? What was easy for you?

JOB INTERVIEW

Do another job interview role play with the participant without her looking again at the worksheets. Take a look at how the role play was practiced during the training, so that this one is not completely different from what she has learned. Observe what she has remembered from the training.

Give feedback (more positive than negative) and encourage her afterwards.

Ask her what she should not be doing at the interview.

JOB PREPARATION

Give the participant the following tasks:

1. Write down at least 3 rules you did not know (this week and especially during the internship/job)
2. Find humor in a mistake or an unpleasant situation. Then think: What was the problem? What can I do differently next time?

COMMUNICATION AT WORK

Ask the participant:

1. What does respect mean to you? (In training there was the saying: treat other people the way you want to be treated.)
2. What would you say if a colleague asked you what you did before this job?
3. How would you behave at work?



**ATTACHMENTS:
MOTIVATION**

Chart 1	Moments of Motivation
Briefly describe the situation	
On a motivation scale from 1-10 (0=unmotivated; 10=very motivated) how would you rate the experienced motivation?	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
What was the trigger for the experienced motivation? (Example: The first practical assignment at the internship)	
What did you learn about yourself? (Examples: "I am motivated when I see results afterwards"; "when I receive praise")	
Additional Thoughts	

Chart 2	Moments of Demotivation (= low/no Motivation)
Describe briefly the situation	
On a motivation scale from 1-10 (0=unmotivated; 10=very motivated) how would you rate the demotivation?	1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10
What was the trigger for the demotivation? (Example: The first practical assignment at internship)	
What have you learned about yourself? (Example: It demotivates me when an assignment is not properly explained to me and I am left alone to do it)	
Additional Thoughts	



BECOMING SELF AWARE

friendly	3	2	1	1	2	3	unfriendly
humorless	3	2	1	1	2	3	funny
I like to watch	3	2	1	1	2	3	I like to do
slow	3	2	1	1	2	3	fast
indirect	3	2	1	1	2	3	direct
strong	3	2	1	1	2	3	weak
I like to spend money for myself and others	3	2	1	1	2	3	I like to save money
easygoing/cheerful	3	2	1	1	2	3	serious/contemplative
I like to meet new people.	3	2	1	1	2	3	I do not like to meet new people.
I don't like to talk about myself.	3	2	1	1	2	3	I like to talk about myself.
patient	3	2	1	1	2	3	impatient
I like to give orders.	3	2	1	1	2	3	I like to follow orders.
compassionate	3	2	1	1	2	3	cold
quiet	3	2	1	1	2	3	loud
nervous	3	2	1	1	2	3	relaxed
I like to be alone	3	2	1	1	2	3	I like to be with people
chaotic	3	2	1	1	2	3	organized
I talk a lot	3	2	1	1	2	3	I don't talk very much
shy	3	2	1	1	2	3	outgoing
tidy	3	2	1	1	2	3	messy
lazy	3	2	1	1	2	3	productive
fearful	3	2	1	1	2	3	brave
likeable	3	2	1	1	2	3	dislikeable
trustworthy	3	2	1	1	2	3	untrustworthy