

## **SECTION 6**

# SUPPORT MATERIALS

- Facilitator/Co-ordinator Checklist
- Student Brochure
- General Brochure
- Two draft letters to parents
- What project does your team want to do? 40 suggestions for students
- Presentation ideas for students
- Enterprising Skills Checklist – for students
- Group Agreement Sample
- Mentor Agreement Sample
- Project proposal – outline for students
- Student planner
- Ongoing group record
- Project budget
- Budget running expenses
- Requisition form
- Planning sheet for making a telephone call
- Team visit – planning and recording sheet
- The meeting – how did it go?
- Students reviewing their own learning
- Students ongoing review – Brochure
- Toolbox questions for students
- Reviewing positive and negative experiences
- Review your research
- Transition Teams Student Log Booklet – Sample

- Developing Enterprise Skills: A Handbook of Exercises that can be Integrated into Transition Teams Projects
- Team Building Materials

# FACILITATOR/CO-ORDINATOR CHECKLIST

## 1. Formulate a plan:

decide on the time in the school year when its best to begin

- How will Transition Teams be timetabled?
  - Careers
  - Society and Environment
  - a curriculum area such as English, Geography or Vocational Studies
  - extra-curricular
  
- What will the assessment be?
  - who and how?
  
- Who will be the target group?
  - mixed ability
  - streamed
  - tutor group
  - special needs
  - whole year group
  - gender and ethnic groupings
  
- Which staff will work with you?
  - how many will you need?
  - what will be their level of expertise?
  
- Is the use of an external facilitator desirable?
  - what training might other staff require?
  - how will that training be acquired?

Use a team approach throughout - get someone to work closely alongside you.

## 2 Present your idea to the Senior Management Team for their approval and support:

- Outline the potential positive benefits to the school
  - increased student motivation
  - increased student maturation
  - improved attendance for some students
  - development of independent learners
  - opportunities for forging strong links with the community
  - being recognised as making a valuable community contribution
  
- Outline the potential challenges and how you propose to address them
  - disruption to the timetable which a minority of students may take advantage of
  - the financial cost of running the project (approximately \$200 per class for student project fund)
  - the time involved, particularly of the staff facilitators

- the practical commitment required from the entire school
- the issues of students' personal safety when off-site

### **3 Resources**

- Investigate school and external funding sources for your first year
- Consider how other agencies can become a partner in your programme eg Lions, Rotary, Chamber of Commerce.

### **4 Present your ideas to the staff:**

- Include the points listed above
  - Use part of an in-service day or a staff meeting to raise whole school awareness
  - Keep staff informed through your daily bulletin, staff meeting or whatever communication channel is used in your school
- and:*
- Discuss with the governing body and keep them informed

### **5 Organise staff training**

- Form your team and develop a shared vision of Transition Teams
- Identify a training co-ordinator either internal or external
- Identify the training needs of the facilitators and deliver the training
- Include any adults other than teachers who will be involved
- Set up networks/clusters - if possible organise your training with other schools in the area

### **6 Present Transition Teams to the target group of students:**

- Give plenty of examples of probable projects
- Emphasise your personal commitment and that of the team of facilitators
- Give each student a leaflet summarising what Transition Teams will mean in your school
- Use role models and/or external speakers to validate the concept and highlight the relevance of the key skills to young people; skills they will develop through project implementation

### **7 Present Transition Teams to parents/carers**

- Organise a meeting; at this meeting all points made to students will be reinforced
  - Gain parental support and commitment
- and/or:*
- Send a letter with information about Transition Teams including a reply slip giving permission for students to work off site

### **8 Preliminary work with the Transition Teams students**

- Are teams to be interest based or friendship based?
- How will individuals be accommodated?
- Will teams have an ability and gender mix?
- We suggest the 'shop window' method in which a range of options is displayed and students are encouraged to opt in.
- Work through some team building exercises

- Negotiate procedures
- Establish a base line assessment using the skills sheet: this will support evaluation

## **9 Monitor project proposals**

- Ensure that students draw up individual team action plans
- Set a timescale for project ideas to be approved
- Students need to complete proposal forms
- Set up procedures for funding (bus fares, etc)

## **10 On going work with students**

- Be supportive rather than directive
- Monitor carefully each team's direction, route and progression
- Intervene appropriately to resolve conflicts and personality clashes and help in the generating of new solutions
- Focus on skills
- Keep administration up to date
- Set up ongoing review meetings
- Ensure that resources remain accessible to students for the lifespan of their Transition Teams
- Provide ID cards, if necessary, and letters of endorsement for students off-site

## **11 Final presentations (but don't leave the planning of this till the end!)**

- This will be a celebratory event
- Negotiate the student input - oral presentations, story boards, video etc.
- Negotiate the venue - in school or off-site?
- Might a local community group provide a venue? Assist in the hosting of the event?
- Who do you and the students want to invite? Is there anyone else you need to invite?
- Will the local media be invited?
- How will other students be involved and included?
- Will certificates be presented?

## **12 Monitoring and Evaluation of project by staff and students**

- What did we set out to achieve?
- What have we actually achieved?
- What is the learning?
- How will we build on this year's outcomes for next year's Transition Teams project?

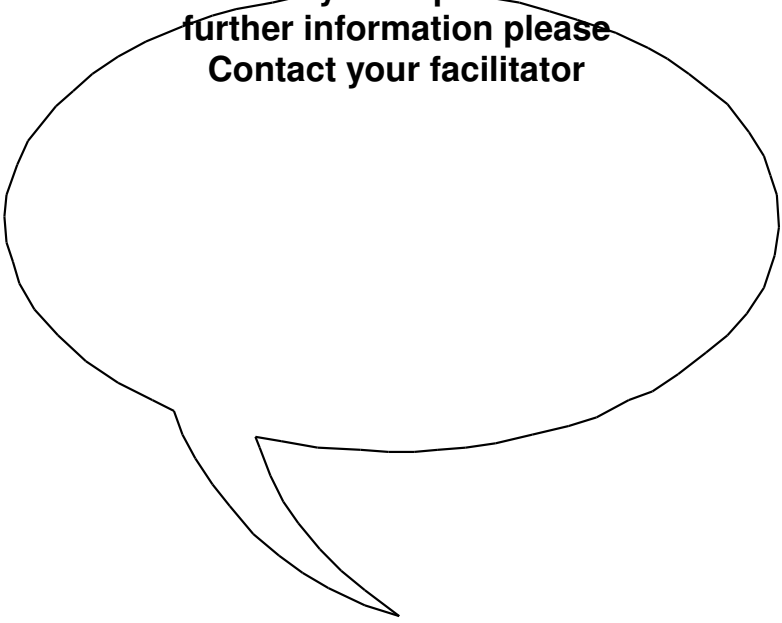
## **13 Final review and evaluation**

- Revisit the Enterprising Skills sheet; identify and note differences in student self-assessment
- Accreditation if appropriate
- Verbal or written comments from students
- Send interested/useful anecdotes/comments to the School or departmental newsletter to support colleagues and sponsors in the future

## **transition teams SUCCESS**

Transition Teams is fun and helps you undertake a project that connects you with your future. Its a challenging way to learn about the real world and report your findings to your classmates. It also helps prepare you for the future by developing Key Enterprise Skills.

**If you require  
further information please  
Contact your facilitator**



# **transition teams**

**helping young people make career  
choices**

**student brochure**

### **WHAT ARE transition teams?**

Transition Teams are **self managing teams** of students who design and carry out projects to investigate future options for education, training and employment. As part of a team you organise what project you want to do.

#### **WHY DO STUDENTS DO transition teams?**

- ❖ Its a chance to gain real knowledge of an area that you are interested in pursuing
- ❖ You learn key skills
- ❖ You choose the project you wish to investigate
- ❖ You choose how you wish to present your findings to fellow students
- ❖ You take responsibility for your learning and your future
- ❖ It's a lot of fun! You enjoy learning in a different way!

#### **WHY DO transition teams WORK?**

Transition Teams not only encourages you to find out about your future options, it also provides you with learning and understanding of Key Enterprising Skills that will be useful to you in the future. You will be able to:

- ❖ Assess your strengths
- ❖ Seek information and advice
- ❖ Make decisions
- ❖ Plan your time
- ❖ Carry through an agreed responsibility
- ❖ Negotiate successfully
- ❖ Deal with people in power and authority
- ❖ Solve problems
- ❖ Resolve conflict
- ❖ Cope with stress and tension
- ❖ Evaluate your own performance
- ❖ Communicate effectively

### **HOW DO transition teams OPERATE?**

Transition Teams can operate within a normal school subject eg. with English. Or a separate project can be chosen from classes of students. By a process of self selection teams are chosen and projects selected. You then have 12 weeks to complete the project with your team members. At the end of the project you and your team decide how to present your findings to your classmates.

You decide the process of how you will investigate your chosen project and organise your time to meet your chosen outcomes. Your team is responsible for management of the project.

There is a Transition Teams facilitator within your school who will be available to assist you with any queries, and offer you support in the process of designing and carrying out your project brief.

#### **HOW DID transition teams BEGIN?**

Transition Teams was first established in the UK several years ago. The concept of Transition Teams was successfully introduced into schools in four states; Tasmania, Victoria, South Australia and New South Wales during 1997 by the Dusseldorp Skills Forum, an independent not for profit organisation, and supporting schools.

#### **WHAT DO STUDENTS DO IN transition teams?**

**A) Investigate future options for education, training and employment.** Project samples to date are: a report to fellow students on how best to utilise the careers advisor; a day in the life of a vet; how to access the defence force; the work of a journalist; how to become qualified in child care; a video of



❖ Apply numerical skills

❖ Apply IT skills

*These skills will be useful for the rest of your life.*

the day in the life of a first year University student. *You decide with your team what area you would like to find out about!*

**B) Convey valuable information** to classmates in a variety of ways: a presentation, a video, a written report, a photographic display, a play, posters, models, reports, interviews, surveys or a musical production to name but a few.

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**HOW transition teams BEGAN:**

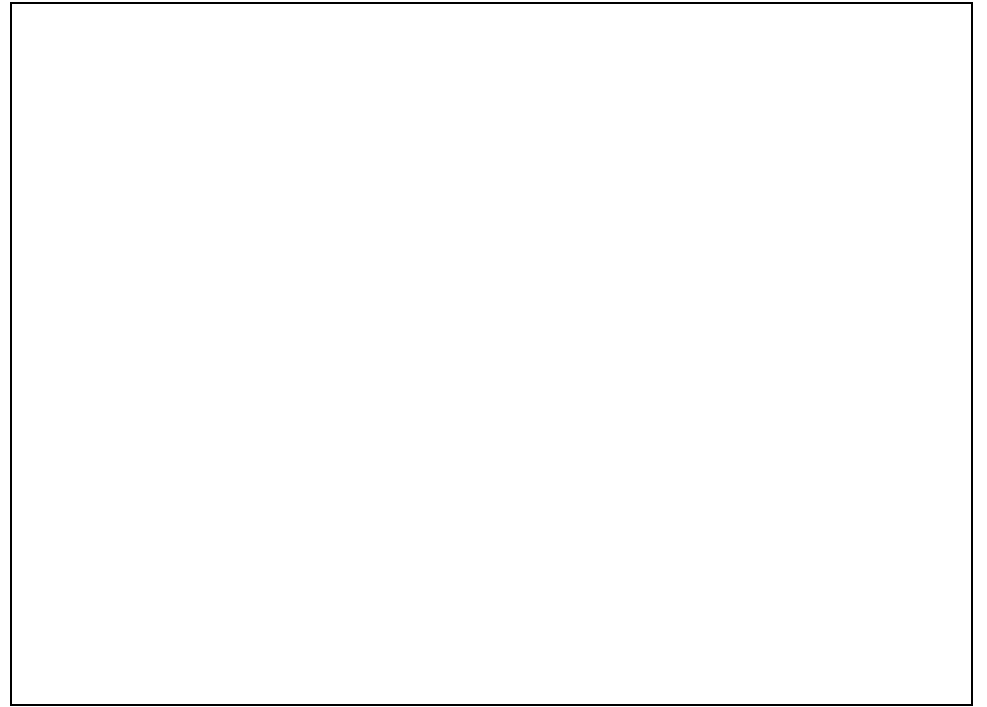
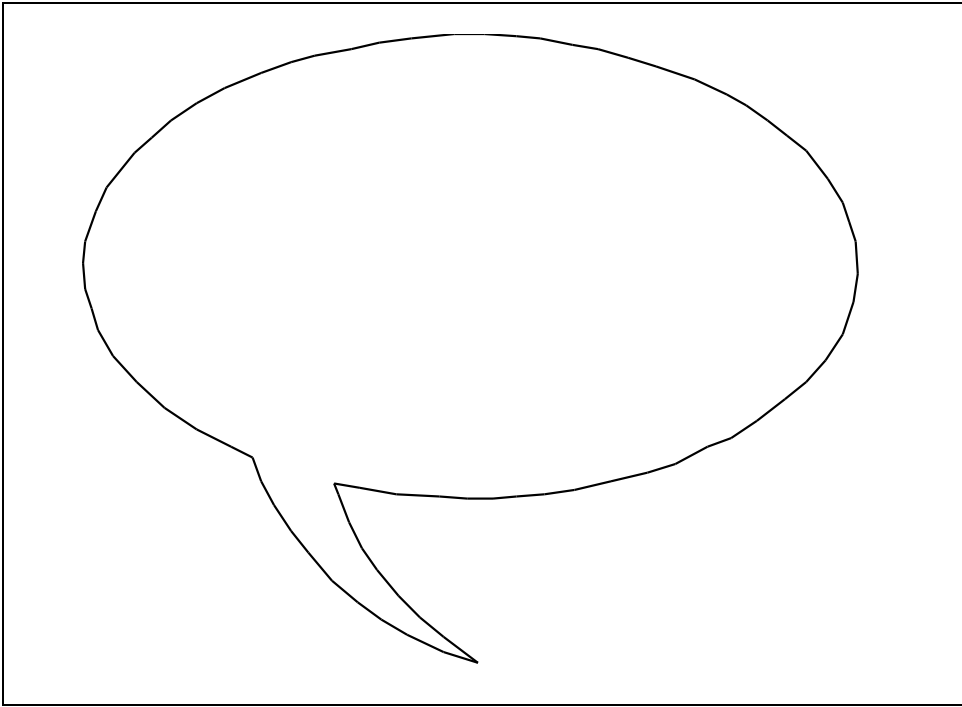
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# **transition teams**

**helping young people make career  
choices**

**information brochure**



## **WHAT ARE transition teams?**

Transition Teams are **self managing teams** of students who choose, design and carry out projects which investigate future options for education, training and employment.

### **KEY FEATURES OF transition teams**

#### **Outline:**

- ❖ Transition Teams is designed for students to explore their post school options
- ❖ The program is easily offered through existing curriculum choices
- ❖ Students learn key relevant Enterprising Skills
- ❖ Students take responsibility for their learning and their future
- ❖ Students report back to classmates their findings

#### **Structure:**

- ❖ A facilitator is nominated within the school to assist the students in designing and managing their projects
- ❖ Students complete their projects over a 12 week cycle within school curriculum
- ❖ Students have access to a project fund to support the investigation and presentation of their chosen project
- ❖ Minimal time away from school is required by the students to carry out their projects
- ❖ Facilitators are supported in their role by a regional and a national coordinator

#### **Benefits for students:**

- ❖ enhanced motivation
- ❖ development of interpersonal skills
- ❖ development of independent learning skills
- ❖ acquisition of relevant and current knowledge about post school options
- ❖ taking greater responsibility for their learning and future
- ❖ pooling of knowledge between classmates on post school options
- ❖ certificate outlining skills gained

- ❖ building upon and extending careers library resources
- ❖ enhanced student achievement across other curriculum areas
- ❖ building networks with local employers, training providers, education centres

#### **For employers/providers of training**

- ❖ gaining access to potential students/employees who are well informed and motivated
- ❖ improved retention rates of students/employees in their chosen destination/option
- ❖ more independent and autonomous learners and workers
- ❖ a channel of information created between employers, trainers, education providers, schools and students

#### **Key Enterprising Skills**

##### **Students are able to;**

- ❖ Assess strengths
- ❖ Seek information and advise
- ❖ Make decisions
- ❖ Plan time
- ❖ Carry through an agreed responsibility
- ❖ Negotiate successfully
- ❖ Deal with people in power and authority
- ❖ Solve problems
- ❖ Resolve conflict
- ❖ Cope with stress and tension
- ❖ Evaluate performance
- ❖ Communicate effectively
- ❖ Apply numerical skills
- ❖ Apply IT skills

These are all skills relevant for life long application.

#### **HOW transition teams OPERATES:**

Transition Teams are formed by students through a process of self selection. The team takes responsibility for deciding their project topic and they have 12 weeks to investigate and complete the project. At the end of the project the team decides how to present their findings to

**Benefits for schools:**

- ❖ extension and development of relationships between students and teachers

their classmates. A Transition Teams facilitator within the school assists the teams with any queries and offers support in the process of designing and carrying out the project briefs.

## GETTING CLEARER AND MORE CONFIDENT ABOUT:

(Please tick the box that suits you!)

	<i>A lot better</i>	<i>A bit better</i>	<i>Not at all better</i>	<i>Don't or know understand</i>
	☺	☹	☹	?
13. Preparing for the transition from school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. What careers I am interested in/not interested in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Getting support and information to help plan for my future learning and work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Knowing more about the range of opportunities in education, training and employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Appreciating how I can give and get support about careers to and from other young people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Understanding what kind of skills and attitudes are important to develop my career.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. What I have learnt and gained through being part of Transition Teams Project.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Seeing how what I have learnt will help me in my future study and working life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## STUDENTS – ONGOING REVIEW

### “TRANSITION TEAMS” INVITATION FOR YOUNG PEOPLE TO EVALUATE THEIR LEARNING

Dear Transition Team member,

This questionnaire helps you to discover the learning and skills you are developing by being involved in your Transition Teams project. It is in two sections and there are a total of 20 questions.

Please read the questions carefully and tick the box that suits you for each question. You may decide to not finish all the questions in one go. This is OK as we would rather you did it carefully than hurry it through.

You can do this alone, with other young people, or with your teacher/trainers help, but it is up to you to decide what box to tick. Don't answer on the basis of what you think others want you to do; please answer honestly, if you don't know or understand a particular question, tick the fourth box – this is OK!

#### *Why do it?*

- You could discover what you are learning, through being involved in your project; it is good to know what you are learning.
- You could include these skills and learning into a reference, your Resume, job or a course application, or even your record of achievement/personal profile.
- If you fill in the questionnaire at the beginning and the end, you could find out what you actually gained since you began your project.

Good luck and I hope you enjoy doing it, and thanks for your efforts.





Best Wishes





# TRANSITION TEAMS LEARNING PROGRESS SHEET

*“Discovering the learning and the skills I am developing through my Transition Teams Project.”*

SINCE I STARTED MY TRANSITION TEAMS PROJECT I AM GETTING BETTER AT....

**(Please tick the box that suits you!)**

	<i>A lot better</i>	<i>A bit better</i>	<i>Not at all better</i>	<i>Don't or know understand</i>
				
1. Knowing what things I am good at, and what I am not so good at and need to improve on.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Getting information and advice when I need it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Making decisions along and within my team.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Planning tasks and using my time more effectively.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Taking on tasks and meeting my responsibilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Being able to negotiate with other people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Dealing with people who have power and authority over what I and my team do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	<i>A lot better</i>	<i>A bit better</i>	<i>Not at all better</i>	<i>Don't or know understand</i>
				
8. Solving problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Handling disagreements and conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Giving praise and criticism to others and taking it from others	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Dealing with the stress and tension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Communicating with other people (by phone, letter or just plain conversation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Any other comments.**

## TOOL BOX - QUESTIONS

As you create your project, there are a range of questions you may like to ask yourself. By asking these questions, you may discover more about what you are learning, how your project is going and what you need to do next. Use these questions to help you meet your milestone. And add new questions that you think would be good to ask.

- ? Did I experience something that I set out to achieve?
- ? How did I achieve it?
- ? What are some skills that I have developed during this experience?
- ? What did I like most about my performance? What am I proud of?
- ? What was something funny that happened during the experience?
- ? How have I improved since the last time?
- ? What obstacles did I encounter?
- ? What did I have difficulty with?
- ? What should I have paid more attention to?
- ? What do I need to do to work on?
- ? What am I learning about myself that is helping me in the project/
- ? What do I still need to learn?
- ? How will I go about creating the learning?
- ? What are my strengths in fulfilling my role as a team member?
- ? What are my weaknesses?
- ? What was the best part of the whole experience for me?



# REVIEWING POSITIVE AND NEGATIVE EXPERIENCES

## Objectives

1. To stimulate students to discover the learning potential in both positive and negative experiences.
2. To help students recognise the value of learning from experience.
3. To practise the skills of learning from experience.
4. To increase the ability to learn from experience through the effective use of other people.

## Materials

- Two Interview Sheets for each person.
- Sheets of flip-chart papers.

## Procedure

1. Students are asked to think about incidents which have recently occurred during this project work. They do not have to be 'big' experiences. They are asked to choose one positive experience and one negative. That is, one incident in which they have finished up feeling happy, pleased, satisfied, or content and one which has left them feeling frustrated, angry, sad or just fed up. Everyone is asked to jot down the details of the incident to help accurate recall.
2. Each person is now asked to find a partner to work with and given a copy of the Interview Sheet. One person is A, the other B.
3. A tells B about his/her two incidents. B listens carefully and uses the Interview Sheet to help A learn as much as possible from her two experiences.
4. After ten minutes the roles reverse and B tells A about his incidents while A listens and uses the Interview sheet.
5. Each person is now given five minutes to complete the Interviewing Sheet for him/herself, using either the experiences which they have just talked about or new ones if preferred.
6. Each pair now joins two other pairs to make groups of six. Each group is given a sheet of newsprint. They are asked to divide this into two and to head one side **Learning from Positive** and the other side **Learning from Negative**, for example.

<b>Learning from Positive</b>	<b>Learning from Negative</b>

7. They first write a list of all the things to be learned from positive experiences and then all the things to be learned from negative experiences. They may use the learning they have already discussed or through recalling other events from the past.
8. The class is now asked to divide into two groups. All those who find it easier to learn from positive experiences go to one end of the room. All those who learn best from negative experiences go to the other. It is not better to be at one end of the room than the other. Through understanding why some people find it easier to learn from one type of experience than another may help us all to learn more from all our experiences.
9. Ask everyone to find a partner from their own end of the room. They are now asked to spend five minutes talking to their partner about:
  - why they have chosen that end of the room
  - what would be good about being at the other end of the room.
10. Each person now finds a partner from the opposite end of the room and talks for five minutes with their partner about:
  - why it is easier to learn from one type of experience than another
  - how can we learn from each other

### **Summarise**

#### **We learn from both positive and negative experiences**

From negative experiences we can learn:

- how to improve our performance
- how to cope with our feelings
- how to turn future experiences from negative to positive.

From positive experiences we learn:

- how to repeat a successful action
- how to become even better at a given task.

By talking to other people we can become more aware of the learning to be gained from different experiences.

#### **Additional suggestions from teachers**

Ask each person to list the things they might learn from:

- gaining or losing a friend
- moving house
- facing a new situation
- being unwell
- going to a party, etc.

#### **Homework assignment**

Ask each person to keep a log book for one week. In this they list all the things they have learned from their experiences during that week. This could take the form of choosing one experience each day to review.

# INTERVIEW SHEET

## Positive incident

1 What was the incident you felt good about?

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2 What do you feel about that now?

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3 What did you learn from what happened?

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4 How could that help you in the future?

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## Negative incident

1 What was the incident which made you feel bad?

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2 Describe how you feel now about it?

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3 What did you learn from this?

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4 How could that help you in the future?

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# TRANSITION TEAMS - REVIEWING YOUR RESEARCH

After completing your project, answer the following questions as honestly and in as much detail as possible.

**Name:** \_\_\_\_\_ **Form:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1 Who did you work with and which organisation/activity did you research?

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2 What did you discover that surprised or interested you?

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3 How do you think this organisation/activity might be improved?

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These are some aspects of the project: deciding on the project, who to work with, working with others, using the telephone, travelling to other places, interviewing people, writing up your findings, completing your record booklet, keeping the interest going, etc.

4 Which did you find easy? Why?

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5 Which did you find more challenging? Why?

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Use your skills sheet to help with these answers.

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Which skills did you practise (how often)      Which skills didn't you use?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

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6 From the skills which do you think are the most important for you?

1 

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2 

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3 

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7 Are there any skills you need to concentrate on in your next project? Why?

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8 Did you learn anything about yourself? What?

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# **STUDENT LOG BOOKLET**

## **TRANSITION TEAMS**

**GROUP \_\_\_\_\_**

**1. \_\_\_\_\_**

**2. \_\_\_\_\_**

**3. \_\_\_\_\_**

# TRANSITION TEAMS

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Transition Teams are self managing teams of young people who design and manage enterprising projects that:

- investigate their own choices of post-compulsory education, training and employment
- explore the issues and changes students will need to manage in their transition from school to those future destinations
- provide information about career education to other students

Transition Teams enable young people to become both the learners and the teachers of an active Careers Education programme. Through your participation in these projects, Transition Teams members have the opportunity to develop the skills, knowledge and understanding required to better manage your own transition.

They include:

- gathering and disseminating information
- planning and managing projects
- negotiation and debating with those in power and authority
- teamwork
- managing and influencing change
- presentation skills
- reviewing

Whilst benefiting from the support of your teachers, you can explore issues and choices that have direct relevance to meeting the challenges of future change and uncertainty.

# TRANSITION TEAM PROJECTS

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Transition Team Projects produce a real outcome. They generate and disseminate information to other students. The means by which that information is conveyed will vary according to both the interests of team members and to the nature of the timetable. The outcome of a Transition Team is information for other students and it may be conveyed by:

- A written report
- A presentation
- A video
- A pamphlet
- An article in the local media
- A radio interview
- Inclusion on electronic mail
- A photo, graphic or art display, street theatre and display
- A song, jingle, dance or musical production
- Scale model
- Book
- Advertisement
- Animation
- Speech
- Slide Show
- Essay
- Mural
- Posters

**How else would you like to share your project with your classmates??**



## EXAMPLES OF TRANSITION TEAM PROJECTS

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- A pamphlet on security services and jobs at a football ground.
- Visit to a local newspaper and then a presentation to a class on the work of a journalist and sub editor.
- Photographic display on the career opportunities and routes into the army.
- A video of the day in the life of a first year University student.
- What training is available to students with low grades.
- Display about jobs working with animals.
- Part time work for school students – what is available and do colleges value it and real work experience.
- Production of laminated sheets showing job roles in leisure centres and the qualifications and qualities of the staff member.
- A ring binder file showing how to get to various training schemes regarding working with children.
- Checking out careers in the performing arts–produced two story boards and leaflets.
- What jobs are available and what qualifications are needed in the local shopping centre and in the premises of a large local employer.
- A dance depicting the importance of personal skills in developing a career.
- Working in the dark–jobs for young women in engineering.
- Job applications in road building, tyre fitting.
- A report to young people about how your careers teacher/centre (Youth Access) can help.

## TRANSITION TEAMS WEEKLY LOG

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### ACTIVITIES:

Describe briefly the progress made on all activities covered during your lessons.  
Use the Enterprise Skills List to help you fill in this section

This section to be completed at the end of each session.

## TRANSITION TEAMS WEEKLY LOG

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### ACTIVITIES:

Describe briefly the progress made on all activities covered during your lessons.  
Use the Enterprise Skills List to help you fill in this section

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NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

### ACTIVITIES:

Describe briefly the progress made on all activities covered during your lessons.  
Use the Enterprise Skills List to help you fill in this section

**This section to be completed at the end of each session.**

# TRANSITION TEAMS PROPOSAL

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Names of Students: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Title of Project: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Brief Description of Project: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Three things you expect to learn:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Describe how you will present the information you have collected:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

How will you reach group decisions?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## TRANSITION TEAMS PROPOSAL cont.

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Where do you intend to get your information from?

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---

Outline briefly the job of each group member:

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What help will you need from your teacher?

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Identify those people whose time you will take up in completing the project:

---

---

What time is available to you to complete this project?

---

---

---

Dates for review sessions:

---

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# TRANSITION TEAMS Planning Calendar

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<i>Week</i>	<i>Date</i>	
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		

# TRANSITION TEAMS GROUP RECORD

---

Date: \_\_\_\_\_

Names of Group Members

Responsibilities:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Achievements: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Tasks to carry forward: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Resources Used: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# TRANSITION TEAMS REQUISITION FORM

---

Name of Pupil:		Date:	
ITEM	NUMBER	COST	TEACHER'S SIGNATURE
Laminates			
Paper			
Photocopying			
OHP Sheets			
Envelopes			
Video Tape			
Audio Tape			
Computer Disk			
Telephone			



# TRANSITION TEAM - MONEY SPENT

---

	COST:
1 _____	_____
2 _____	_____
3 _____	_____
4 _____	_____
5 _____	_____
6 _____	_____
7 _____	_____
8 _____	_____
9 _____	_____
10 _____	_____
11 _____	_____
12 _____	_____
13 _____	_____
14 _____	_____
15 _____	_____
16 _____	_____
17 _____	_____
18 _____	_____
19 _____	_____
20 _____	_____

**TOTAL:** \$ \_\_\_\_\_

# TRANSITION TEAMS

## - Visit Planning and Recording Sheet -

---

Name: \_\_\_\_\_

Organisation: \_\_\_\_\_

When do you plan to visit?: \_\_\_\_\_

How will you get there? \_\_\_\_\_

How did you make contact? (Please 3 box)     Letter     Phone     Personal

Date you made contact: \_\_\_\_\_

Who confirmed the visit?

Name: \_\_\_\_\_

Phone No: \_\_\_\_\_

Have you obtained permission from school?     Yes     No

Name of Teacher: \_\_\_\_\_

Have you prepared a list of questions?     Yes     No

Where can these be found? \_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# INTERVIEW SHEET

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## **Positive incident**

1 What was the incident you felt good about?

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---

2 What do you feel about that now?

---

---

3 What did you learn from what happened?

---

---

4 How could that help you in the future?

---

---

## **Negative incident**

1 What was the incident which made you feel bad?

---

---

2 Describe how you feel about it?

---

---

3 What did you learn from this?

---

---

4 How could that help you in the future?

---

---

# TRANSITION TEAMS - Reviewing your Research

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After completing your project, answer the following questions as honestly and in as much detail as possible.

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

1 Who did you work with and which occupation(s) did you research?

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---

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2 What did you discover about the job that surprised or interested you?

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---

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3 Did anything put you off your choice as a future career?

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---

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These are some aspects of the project:  
deciding on a job, who with, working with others, using the telephone,  
travelling  
to other places, interviewing people, writing up your findings, completing  
your record booklet, keeping the interest going, etc.

4 Which did you find easy? Why?

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## TRANSITION TEAMS - Reviewing your Research

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5 Which did you find more challenging? Why?

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---

---

Use your skills sheet to help with these answers:

Which skills did you practise (how often)

Which skills didn't you use?

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

6 From the skills, which do you think are the top 3 you need when searching for a job?

1 

---

2 

---

3 

---

7 Are there any skills need to concentrate on in your next project? Why?

---

---

---

8 Did you learn anything about yourself? What?

---

---

# THE KEY ENTERPRISING SKILLS

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## **Skill 1**

### *Assess strengths and weaknesses*

Consider what you do well and what you need to improve upon. Your team may wish to consider how realistic the project is in relation to what each team member can do.

## **Skill 2**

### *Seeking information and advice*

You will need to consider what information is available, what other information you will need and where/who to get it from.

## **Skill 3**

### *Making decisions*

Your team will have to consider a number of possibilities. Have you got sufficient information to make a good choice? How/who will make the choice?

## **Skill 4**

### *Planning your time and energy*

You and your team will need to create a list of tasks that need to be done and a time for those tasks. The Action Steps will help you with this.

## **Skill 5**

### *Taking and seeing through responsibilities*

As your team divides up the tasks, you will be given or request responsibility for particular jobs. It is important that you and every member of your team understands the importance of seeing through agreed responsibilities.

## **Skill 6**

### *Developing negotiating skills*

In order to gain the support and agreement of people who may be able to help you with your project you may have to negotiate with them (eg you may need to arrange permission to be excused a lesson to do some research and will have to negotiate this with your subject teacher).

## **Skill 7**

### *Deal with power and authority*

Your team decide that they wish to make a video of their findings. They need money from the Transition Teams fund which is controlled by... What is the best way of ensuring that your teams gets the necessary money? You have to develop effective ways of relating to people in more powerful positions than yourself.

## **Skill 8**

***Solve problems***

Can you/your team come up with effective solutions/alternatives when a problem arises?

**Skill 9**

***Resolve conflict***

If you or other members of your team disagree with some idea/task/responsibility, how are you going to respond and keep yourself and the team 'on task'?

**Skill 10**

***Coping with stress and tension***

Things may not be going too well, you may be in danger of missing a deadline, someone in the team is absent. What action is required to ease the pressure on the group/on you as an individual?

**Skill 11**

***Evaluating your own performance***

How well did you do? How well did your group do? Can you discover ways of answering these questions?

**Skill 12**

***Use of communication skills***

How well did you ask questions/discuss/debate/listen to others/present your findings, etc?

**Skill 13**

***Application of number skills***

At any stage in your project did you need to do any calculation or need to use numbers?

**Skill 14**

***Information technology skills***

Have you used a PC or any associated software? Perhaps your group may have used IT skills in presenting a piece of information.

# THE KEY ENTERPRISING SKILLS

---

Name: \_\_\_\_\_

1 Assess strengths and weakness

1	2	3	4	5
---	---	---	---	---

2 Seek information and advice

1	2	3	4	5
---	---	---	---	---

3 Make decisions

1	2	3	4	5
---	---	---	---	---

4 Plan time and energy

1	2	3	4	5
---	---	---	---	---

5 Carry through an agreed responsibility

1	2	3	4	5
---	---	---	---	---

6 Negotiate successfully

1	2	3	4	5
---	---	---	---	---

7 Deal with people in power and authority

1	2	3	4	5
---	---	---	---	---

8 Solve problems

1	2	3	4	5
---	---	---	---	---

9 Resolve conflict

1	2	3	4	5
---	---	---	---	---

10 Cope with stress and tension

1	2	3	4	5
---	---	---	---	---

11 Evaluate your performance

1	2	3	4	5
---	---	---	---	---

12 Communicate - verbal, non-verbal & written

1	2	3	4	5
---	---	---	---	---

13 Numeracy skills

1	2	3	4	5
---	---	---	---	---

14 Information technology skills

1	2	3	4	5
---	---	---	---	---



## Criteria Summary

Year: \_\_\_\_\_ Hours: \_\_\_\_\_ Subject Name: \_\_\_\_\_

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(provide a description of the subject)

Assessment of this syllabus has been based upon the degree to which the student can:

1. demonstrate communication skills.
2. practice decision making, recognising consequences and predicting outcomes for health issues.
3. assess personal development.
4. demonstrate an ability to work constructively both as an individual  and as a member of a group.
5. demonstrate an understanding of the factors which promote and improve personal health, safety and well being.
6. recognise and explore strategies to cope with change and conflict.

*Award*

TEACHER: \_\_\_\_\_

DATE: \_\_\_\_\_

# **Developing Enterprising Skills:**

**A Handbook of Exercises that can be Integrated into  
Transition Teams Projects**

# Young People Developing Their Enterprising Skills Through Their Involvement in a Transition Team

## The Enterprising Skills

- assess one's strengths and weaknesses;
- seek information and advice;
- make decisions;
- plan one's time and energy;
- carry through an agreed responsibility;
- negotiate;
- deal with people in power and authority;
- problem-solve;
- resolve conflict;
- cope with stress and tension;
- evaluate one's performance; and
- communicate

The following twelve sets of exercises identifies these 12 core skills and the possible natural intervention points in a transition team project for learning/debriefing by a facilitator working with the participating students. This exemplar project relates to a team of students who decide to search for work and training opportunities in a local shopping complex and then organise a display of their findings for other students at their school. The 12 core skills do not necessarily occur in order, as they are interdependent and may need to be used on more than one occasion by individuals or small groups in the team, or by the entire project team.

## Skills Enterprise

## Natural Intervention points

*Searching for work and training opportunities in the local shopping complex and passing on their findings to fellow students.*

- |                                    |   |
|------------------------------------|---|
| 1. Assess Strengths and Weaknesses | The facilitator asks the class to divide into Transition Teams. One group of five students decides to investigate opportunities in the local shopping complex, and the opportunities it provides for the careers of young people. |
| 2. Seek Information and Advice     | The facilitator asks the group to research various issues that they are unsure about; who they should contact, what kind of questions they need to ask, and how will they record the information.                                 |
| 3. Make Decisions                  | The group decide to investigate six particular businesses and service functions that employ young people in the complex and create a photographic   |

display at the school to pass on the information they acquire.

4. Plan Time and Energy  
The group brainstorms all the tasks that must be undertaken for the project to occur. They then group and order the tasks into a team timetable for action.
5. Carry through an Agreed Responsibility  
Individual or small groups in the Transition Team decide the specific tasks for which they will be responsible.
6. Negotiation  
Two members decide they will make first contact with the six businesses and consider how to ensure the cooperation of the managers.
7. Deal with People in Power and Authority  
The group presents a budget and application summary to the school for the project. They identify a couple of influential people who will write support letters for their project. They then acquire those letters of support.
8. Problem Solve  
The reception area is no longer available for the display. They have to look at options and problem-solve.
9. Resolve Conflict  
The group is divided about how to 'manage' the display. Some want to wear badges that identify themselves as information-providers, whilst others do not want to stand out from their peers. They need to resolve the conflict.
10. Cope with Stress  
Two people are very tense about the colour coding of the display and show signs of stress.
11. Evaluate one's Performance  
The facilitator asks each member of the Transition Team to evaluate their role in the project and to discuss what they achieved and learnt.
12. Communicate  
The skills of communication - verbal, non-verbal, written, giving and taking feedback are inherent to the entire process. However the group ask for feedback and the completion of their project.

## Exercises for Skill Development - How a Teacher Can Use Them

The following exercises were developed by the UK based CCDU for facilitators of Transition Teams to use when they feel it is appropriate to the development of the 12 core skills by students involved in Transition Teams.

The exercises relate to one specific and exemplar project. They are ordered to reflect the unfolding of tasks and processes in the development of a project, in this case **searching for work and training opportunities in a local shopping complex and displaying their findings to other students**.

There are twelve sets of exercises, each set corresponding to one of the twelve enterprising skills. Each set of exercises can be introduced to students whilst they undertake their Transition Teams project. Each set of exercises has a **natural intervention point**, a point in the project which requires that team members use a particular skill.

The facilitator can exploit the intervention point thereby creating a special opportunity for learning. The students have an immediate need to use a skill and the facilitator can meet that need by focussing on both the progress of the project led by those students, and on the skill development they need to move their project forward.

You will note that some sections of each set of exercises directly relate to the Transition Teams whilst others are more generic, even though they build upon the project activity. **The more generic exercises can be used outside of a Transition Teams project and they have been set out in italics. These exercises could be used in a pre-project workshop. So please examine the resource materials and use them as you see fit!**

In their present form, the exercises do not necessarily meet the needs of all young people. The facilitator will need to modify them to meet particular needs. The exercises may be used with an individual or small group within the project team; they do not have to be used with the entire group. Not all the exercises in any given set have to be used. The facilitator may pick and choose from the exercises.

The exercises are participative in nature. They are based upon the assumption that some rapport already exists or is being developed between the facilitator and the project group, and between the young people in the group.

The idea of linking the exercises to the project is about cherishing **relevance**. Many young people want an immediate reason to develop a transferable or 'soft skill'. They may view life skills classes as rather irrelevant, even condescending. By linking skill development to the project, one has an opportunity to meet a stated and immediate need.

The linking of the exercises to the natural intervention points of the project also gives the facilitator a **third option**. If the young people are facing challenges in their project, the facilitator does not have to make a 'Sophie's Choice; - fix the problem for them or stand by and let the project sink. You can intervene yet not take over the responsibility for their project. This third option can be described as **'The Enabler'** and it may be far more attractive to the transition team facilitator than that of **'The Bystander'** or **'The Rescuer'**.

### Exercises

## 1. Assess Strengths and Weaknesses

### *Intervention Point*

The project group are holding their first project meeting. They know each other fairly well but are meeting to consider how they will work together on their chosen project. The facilitator wants the participants to talk about the individual skills and whether they as a group can undertake their project and meet the deadlines.

### *Objectives*

- to identify strengths and weaknesses of individual group members and the group as a whole
- to appraise how realistic the group's task is in relation to the strengths and weaknesses of the members
- to assess strengths and weaknesses in the context of the group task
- to evaluate the exercise
- to provide a bridge to the next stage of the project

### **Exercise One - Identifying Strengths and Weaknesses**

1. Each person is asked to think quietly for 2-5 minutes and answer the following three questions on a piece of paper
  - Why would you like to be involved in searching for work and training opportunities in the local shopping complex - and share that with your classmates
  - What interests, contact and/or experience do you have, that could be useful to the project, eg previous part time jobs in the complex, family contacts?
  - What skills would you like to develop through your involvement in the project?

The facilitator may want to prompt discussion by informing the group what kind of tasks need to be undertaken to implement this project, eg identifying contact people, designing questions, interviewing, budgeting, planning and promoting the presentation.

2. The facilitator briefs the group as follows:
  - Find a partner. Tell your partner what you have written in response to the three questions.
  - The partner should listen carefully.
  - Back in a large group, the listener then tells everyone his or her partner's replies to the questions.
  - Return to your partner and reverse roles. Then report back to the group as before.
  
3. While information is being shared with the large group, the facilitator will be writing up a group list of:
  - (1) reasons for involvement in the project
  - (2) interests and experience of participants
  - (3) skills participants want to develop.
  
4. The facilitator now asks the group to look at the first list. It will indicate what individuals, and the group as a whole, want to achieve from the project. Discuss with the group.
  
5. Now, examine the second and third lists under the headings given below and ask the group to draw out any themes.

**Strengths of the Group**

**Areas Needing Improvement**

6. If the 'strengths' list is fair to good, the facilitator has an opportunity to praise and enthuse the group by informing them of their collective skills. See what happens when everyone's interests and experiences are combined.
  
7. If the facilitator feels the group has, or is able to develop, the skills necessary to carry out the project, move on to "Exercise Three'.

If the facilitator is concerned that the group is unrealistic about their project or about their skills, the concept of a research project or training workshop could be introduced and followed by a re-evaluation of strengths and weaknesses.

Move on to 'Exercise Two'.

***Exercise Two - Assessing Strengths and Weaknesses***

1. *Pose the following questions for discussion:*

- *Have you ever known a person who tells everyone that he or she is an expert on pop music/sport/the opposite sex, while everyone knows that that person is fooling him/herself?*
  - *What do you think of that person?*
  - *Why would someone pretend to be an expert? What response is that person seeking?*
2. *Link this discussion back to 'Exercise One', stressing the importance of knowing what you are good at and what needs to be improved.*
  3. *In groups of three, discuss why it is important for each of the three people listed below to assess their strengths and weaknesses:*
    - *a student investigating to which University or TAFE college course they will enrol*
    - *a student of HSC Maths class, wants to get the maximum assistance from the teacher and obtain a good exam result*
    - *a person going for a job interview as a part-time checkout operator with a supermarket chain*
    - *a person(s) trying to establish a cloths shop or a small business.*
  4. *Each group of three, reports back to the large group. The facilitator responds and uses the opportunity to give the group some feedback, for example:*
    - *To be honest about what you can and can't do, what you know and need to learn, is an important skill.*
    - *Think about your good points as well as the areas you need to improve. It helps confidence. Too often people don't credit themselves with their interests and skills, Young people may not recognise their skills because they have not had experience.*
    - *Strengths and weaknesses are often directly related. For example, a good listener may need to learn to talk more freely; or a group may create many ideas for a project by are not as skilled at ensuring that the ideas are practical.*
    - *Combining skills and interests as a group, and helping each other to develop other areas, may make an idea possible. No one person can do everything.*
  5. *Re-evaluate strengths and weaknesses by reviewing the lists draw up in 'Exercise One'.*



### **Exercise 3 - Moving on**

1. Brainstorm lists of people who may be able to assist the project/group, ie people to approach for information and advice.
2. Ask the group to think about how they will make contact with the various businesses and who should be contacted for information and advice.

### *Review*

1. The participants could discuss with the facilitator what they liked and disliked about the session.
2. Everyone in the group takes ten minutes to write down five good things about themselves - strengths, and five areas for improvement - weaknesses. This list is confidential.

In a large group, discuss:

- Was it difficult to examine your own personality?
- Did anything you write surprise you?
- Was it easier to look at strengths and weaknesses? Why?

## 2. Seek Information and Advice

### *Intervention Point*

The group have decided that they definitely want to do the project. They now need to approach the shopping complex and get information and advice from various businesses.

### *Objectives*

- to identify information that is already available and what other information is needed
- to find out who can provide the necessary information
- to use the communication skills to research information
- to work as a team to collect relevant information

### **Exercise One – Identifying Sources**

1. The facilitator suggest that the group is in a position of needing information and advice. These skills are important for young people in many situation – work, study, unemployment.
2. The group is given about three minutes to work alone and think about people and places that have provided them with information in the past.

Ask participants to divide up into pairs and write down some ideas about who young people would seek advice from in the following situations:

- a young person(s) wants to start up a baby-sitting service to earn extra income
- a young person wants to enrol in a sales training course
- a group of young people want to know where a good clothes sale is being held next weekend
- a young person wants to know how to get a job interview on the other side of town
- a young person wants some extra advice for a Geography assignment
- a young person wants to find out which universities have a good reputation for their Mechanical Engineering degree.

3. Each pair reports back to the large group. The facilitator lists the ideas mentioned under two headings:

### **Who to Contact**

### **How to Contact Them**

4. Identify any people on the list who might be useful in finding out how to contact key people in the shopping complex.
5. The facilitator may want to suggest that the group itself could provide individual members with information. Create two more lists using the group as a source of information eg:
  - Relatives and friends who could help
  - Teachers at the school or workers from the careers service who could help.

### ***Exercise Two - Information Gathering***

1. The facilitator may decide to provide the group with ideas for additional sources of information, eg Citizens' Advice Bureau, local council offices, Chamber of Commerce, yellow pages/telephone book, Careers Centre.
2. The group divides up responsibility for specific tasks - telephone calls, letters, visits. The facilitator makes it clear that at this stage, the group is only exploring possibilities and not making any firm commitments. Decisions will be made as a group later.

### ***Exercise Three - Useful Information***

1. *The facilitator explains that seeking information and advice is not just useful in solving problems, it can help overcome problems before they occur and help us to create opportunities.*
2. *In groups of three, discuss how young people could find out how to deal with the following situations. Use the lists of information sources compiled in Exercises One and Two and, any additional sources you may know of.*
  - *A young person wants advice once areas. Where do you go; who do you talk to?*
  - *A young person has a job interview coming up and wants to know what questions will be asked. Who do you go to? What do you ask?*
  - *A young person wants to start up a little odd jobs business in gardening/childcare. How do they go about it; what do they need to find out?*
  - *A young person wants to find out about past exam papers, in preparation for their finals*
  - *A young person wants to find out about grants and scholarships to attend university*

3. *Report back to the large group. There are no right or wrong answers.*

### ***Review***

1. Brainstorm with the group. Why is seeking information and advice an important enterprise skill?
2. Ask participants to write 20-40 words in their journals on what they have learned about seeking information and advice.

Then ask each individual to tell the group what has been 'most useful' and 'most useless' about today's session.

### 3. Make Decisions

#### *Intervention point*

The project group have decided to undertake the project. They research the scale of the project. Three major views have been put forward by the participants:

1. Researching six shops and presenting the information to their own class.
2. Researching six shops and six maintenance functions in the shopping complex and taking a photographic record which will be displayed on a school wall.
3. Investigating six shops and six functions and writing an article for the school newspaper that can also be included in the schools career library.

The group now have to make a decision. The group as a whole have to make an important decision.

#### *Objectives*

- to obtain relevant information for making decisions
- to evaluate various options
- to identify different ways of making decisions
- to agree how decisions will be made in the project group.

#### *Exercise One – Methods of Decision-Making*

1. *The facilitator asks the group to brainstorm all the ways they can think of to make a decision in a group. The facilitator writes these down.*
2. *The facilitator presents a hypothetical situation: Three people are on an island – a priest, a young woman and an elderly man. Help comes but one person has to stay behind. Who?*
3. *Divide into four groups. Take five minutes to discuss the situation and come to a decision.*

*Group 1 – select a spokesperson. He/she makes the decision on his/her own.*

*Group 2 – select a spokesperson. He/she makes the decision but seeks your opinions.*

*Group 3 – majority vote decides.*

*Group 4 – you all have to agree before a decision can be made.*

*Report the decisions back to the large group.*

4. *In a large group, list the advantages/disadvantages of each method. Consider efficiency of time, individual feelings, quality of decision, etc.*

## **Exercise Two - Making the Project Decisions**

1. How is the group going to make decisions? Discuss.
2. Assuming the answer to exercise three is majority vote or consensus, the facilitator asks the group to brainstorm the advantages and disadvantages of each of the three project suggestions.
3. The facilitator asks if anyone needs more information before they choose and/or are there any other alternatives, eg questions of scale, will the business cooperate?

The questions are answered by either the young person who did the research or, if necessary, by the facilitator.

4. The decision is made OR, if there is an even or 'unhealthy' split between the three options, the facilitator could do some exercises or cost benefit analysis or conflict resolution.

## **Exercise Three - Dampen Expectations**

1. The facilitator tells the group that they are now employed to manage a retail careers advice service. Two people are enthusiasts - bubbling, volatile, ideas, exiting and risk-takers. Two of you are cautious people -primarily worried about the practicalities, problems, finances.
2. The two groups ( enthusiasts and cautious) take fifteen minutes to prepare how they would market the retail careers advice centre to you people.
3. The facilitator listens to their arguments and asks the large group:
  - How were the two groups different?
  - Does a project need both types of people?
  - Does the school need to consider both enthusiasm and also the pragmatics and problems - the consequences of the risk when approving a student-led project?

### ***Exercise Four – Encourage Risk-Taking***

1. *You are a group of advertising agency staff. Your job is to sell and market ideas – new ideas – and you don't want to ignore any creative ideas.*

*An innovator comes to your agency and says, 'I have two great ideas, market them'*

- *trees with roots at the top of the tree*
- *a plan with perpendicular wings*

2. *The facilitator instructs the group to: split into two groups, Be creative – think of how you could get people to buy/use one of the ideas. People often destroy new and different ideas by calling them irrelevant, crazy, risky. Instead, in your groups, take a positive view of the idea – build on it.*
3. *The two groups come back together; their ideas are listed. Then the facilitator debriefs – have we been too negative with the Transition Teams idea? Did we look at the good things? What is in it for us and others?*

### ***Review***

1. Each person writes a small article or draws a cartoon on decisions and how they are made. These should all be pasted onto a very large sheet of paper entitled, 'group newspaper'.

Next to the newspaper, is the graffiti board on another large sheet of paper. Participants are asked to write down anything they felt about the session on decision-making.

## 4. Plan Time and Energy

### *Intervention Plan*

The project group have decided that they are going to take option 2 (see last exercise). The facilitator now wishes to help the group determine the set of tasks that needs to be undertaken and a timetable for those tasks. There are six participants in the project.

### *Objectives*

- to identify tasks that need to be done to have a successful project
- to organise time, tasks and people in preparation for an event
- to introduce the concept of time management

### **Exercise One - Identifying the Tasks**

1. The facilitator introduces the concept of planning time and energy. He/she may wish to refer to the following examples:
  - a business person needs to organise all the tasks and determine in what order they have to be done if he/she is not going to go broke
  - a person writing an essay at school or college needs to work out tasks – reading book, writing notes and then ordering items before the final essay can be written
  - a person building a fence needs to work out what they need to buy, what they do first, then what tasks come later
  - a person developing their future study plans needs to organise options and action steps.

Planning time and energy is an important skill for anyone who wants to create an idea, organise an event or have order, in their life.

2. In groups of 2–4 people, write down a list of all the things that need to be done to organise your project tasks relating to both acquiring the information and then planning and organising the display. After ten minutes, groups report back on their list of ideas. The facilitator compiles the ideas into one list.
3. The facilitator examines the list and asks participants to group tasks under certain headings. The facilitator may use his/her own list to prompt discussions, such as:
  - making contacts
  - interview businesses
  - photography and display design



- budget
  - venue (place and time) for the display
4. Write each heading on a large sheet of paper. Under each heading, allocate all the tasks to a heading.
  5. In a large group, discuss whether one heading needs to be done before another. Order the headings.
  6. Divide into small groups, so that there is one group looking at each heading sheet. Order the tasks according to when they need to be done.
  7. Compile a summary of headings and tasks showing the order in which they need to be done.

### ***Exercise Two – Reinforcing Time Management Skills***

1. *The facilitator introduces the activity: in the next few weeks, you are going to be fairly busy organising this project. Being involved in the project is going to have some impact on how you spend your time and energy.*

*Take two pieces of paper and draw two large circles – one on each paper. What you put in the first circle is confidential – its only for your own purposes. Assume the circle represents the total time you have had at your disposal over Monday through Friday for the last six weeks. Divide it into sections to show how you have used your time, for example:*

- Sleep
- School
- Developing Skills/Hobbies
- Recreation
- Employment – Part-time jobs, work around home
- Time when you have been bored

*There is no correct answer – everyone is different.*

2. *After that has been completed; take your second circle and divide it up on the basis of how you would like to spend your time and energy in the next six weeks. Note down how much time you can and wish to contribute to the Transition Teams project.*
3. *In groups of three, keeping your circles to yourself, talk about whether there were any major differences/similarities between your last six weeks circle and your future six weeks circle. Were you surprised that the two circles were similar or different? Are there any changes you want to make? Why or why not?*
4. *The facilitator asks each person to think about the tasks that have to be done and the amount of time he or she is able to spend on the project. Will the tasks get done or does the number of tasks need to be reduced?*

### ***Exercise Three – Why Plan?***

1. *The facilitator divides participants into four groups. Each group is given one of the four following questions:*
  - (1) *How important is it for a student to plan their time and energy? Why?*
  - (2) *Do people running a business need to plan their time and energy? Why?*
  - (3) *When a person decides to go for a job or a training course, do they need to plan tasks?*
  - (4) *Does a parent running a family or people running a shared house need to plan time and energy?*
2. *Each person takes five minutes to think about and write down the answer to their questions.*
3. *In the group, everyone discusses their answers to the question and a list of reasons why planning time and energy is important is compiled.*
4. *A spokesperson from each small group reports back to the large group.*

### ***Review***

1. *The facilitator asks everyone to write down his/her feelings about the session. Was it useful to you and why? How do you feel about being involved in the project?*

## 5. Carry Through Responsibilities

### *Intervention Point*

The project group have identified all the tasks that need to be done and in what order. The group now wishes to allocate responsibilities to each team member.

### *Objectives*

- to appreciate the importance of carrying through an agreed responsibility
- to allocate responsibilities.

### *Exercise One – Introducing Responsibility*

1. *The facilitator introduces the concept of ‘taking on an agreed responsibility’. He/she asks the young people to think of situations where friends have said they would do something and not followed it through – returned a borrowed CD, told you they would meet you at a particular time, said they would get an essay in on time and didn’t.*

*Discuss: How do you feel when you or others were inconvenienced?*

*Most of us have taken on responsibilities and carried them through. In the last few weeks, think of things you have said you would do and followed through, eg helping a friend, baby-sitting, arriving at a class or work placement on time, meeting a deadline with an assignment.*

### **Exercise Two – Allocating Responsibilities**

1. The facilitator then gets project participants to choose their tasks and agree on a completion date, taking into account the order of tasks drawn up at the previous completion date, taking into account the order of tasks drawn up at the previous meeting. By the end of this process, the group should have developed a chart:

<b>Heading Task</b>	<b>Person Responsibility</b>	<b>Due Date</b>
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2. The facilitator then offers a safety net to project participants. Sometimes people who take on a task don’t carry it through because they really didn’t want it, or they didn’t understand the task or they took it on because it made them feel good at the time.

The facilitator sets some guidelines: If you want to change your decision, see me. If you are have problems, bring your concerns to the next meeting and we will all help you or, if urgent, speak to me sooner. If you lose

interest in the project, please tell us. Don't let us think you are meeting the responsibility when you cannot.

### *Exercise Three - Why be Responsible?*

1. The facilitator asks the group to divide into small groups and discuss one of the following:
  - Why is carrying through agreed responsibilities an important skill at school and work? How can you impress an employer at an interview if you can prove you are responsible?
  - Why is carrying through agreed responsibilities a useful skill when you go to a landlord or landlady to rent a flat, particularly if you are unemployed?
  - Why is carrying through agreed responsibilities an important skill in getting along with teachers, friends and family?
  - Why is carrying through agreed responsibilities an important skill to a self-employed person?
  - Discuss and report back to a large group.

### *Review*

1. Ask each person to write a message, of no more than 20 words stating how they felt about the session and whether the skill discussed is of value to them in carrying out the project and in other aspects of life. Present that message to the whole group.

## 6. Develop Negotiation Skills

### *Intervention Point*

The project group have determined the nature of their Transition Teams, and they have identified tasks and allocated responsibility for those tasks. However, some of the students undertaking particular tasks are not confident of gaining the support and agreement of the people they need to negotiate with, in order to move the project forward, eg:

- obtaining the cooperation of the small businesses in the shopping complex
- getting a reduction in cost for the film and materials they need for the display.

### *Objectives*

- to recognise negotiation skills and when to use them
- to improve negotiation skills.

### *Exercise One – What is Negotiation?*

1. *The facilitator points out to the group that a number of the project tasks will require negotiation. An individual has to go to another person and/or organisation and seek something from that person. The skills of negotiation is critical when a person wants something – to obtain a job, to borrow tools from a friend, to borrow the family car, to get a discount on a slightly damaged tape deck etc. So the work people will do in this project will require the same skill that people need in their lives. It is a skill which helps people to create opportunities.*
1. *The facilitator asks the group to divide into small groups and discuss situations where they have had to negotiate and how they went about getting what they wanted. Prompts may be necessary, eg:*
  - *Last Saturday night, how did your group of friends finally decide where you were going?*
  - *How did you convince your family or friend to loan you money?*
  - *How did you fix the price when you did some baby-sitting or odd jobs for a neighbour?*
3. *The small groups report back on when and how they negotiated. The facilitator records their ideas on a large sheet of paper and feeds back to group by developing themes from their contributions. The facilitator may want to draw attention to the following strategies:*
  - *express what you want and why, and decide how important it is to you*
  - *think about what is in it for the other person and point that out to them*
  - *have a compromise in mind – you may need it.*

## Exercise Two – Role Plays

1. The facilitator introduces the role play: Remember your own, and my ideas on negotiation, let's try it through role play. Find a partner and take five minutes to prepare one of the following situations:
  - you are asking the manager of a small business at the shopping centre to help you by being interviewed/photographed, and giving you information
  - you are asking the manager of the complex to allow you to interview maintenance staff and photograph them at work
  - you are asking a shop to donate film and display materials to your project.
2. Each pair, in turn, enacts their role-play. The rest of the group are asked to watch and write notes on negotiation tactics that they thought were good and on ways in which the cause could be strengthened.
3. Ask large group to provide feedback on each of the three role plays. The facilitator notes their comments on a large sheet of paper and examines the notes and draws out themes and conclusions about negotiation with the help of the group.

The group sessions can now end and/or the facilitator may choose to reinforce learning.

## Exercise Three – Negotiation in Practice

1. *Negotiation skills are important in work, school, community and home life. Ask each person to find a partner and discuss how negotiation skills relate to one or two of the following situations:*
  - *convincing an admission offer to select you on a university or vocational training course*
  - *convincing an employer that you should be employed*
  - *asking your teacher for an extension on the date a project is due*
  - *convincing a group of friends that they should come with you to a film you want to see*
  - *asking for an advance on your allowance or pay cheque.*
2. *The facilitator seeks responses and draws out ideas. He/she may wish to reiterate the skills and steps of negotiation described in 'Exercise One'. The facilitator may also wish to debrief the discussion by explaining that people negotiate in various ways:*
  - *try to bludgeon the other person into submission by words or force*
  - *try to threaten by telling the other person – if you don't help me now, my school will not be impressed with your attitude*

- *try to find a happy compromise*
  - *avoid saying anything for fear of offending someone or getting a refusal.*
3. *The facilitator could ask the large group to brainstorm the advantages and disadvantages of each style and discuss: Are they examples of negotiation, or methods of getting your own way? Is there a difference?*

### *Review*

1. The facilitator asks everyone to say how he/she felt about the session:
- Will it help you in the project?
  - Will it help you in our outside activities?

Discuss in the large group.

## 7. Deal With Power and Authority

### *Intervention Point*

The project group who wish to search and display the work and learning opportunities in the local shopping complex have completed all the tasks necessary to formulate the budget. They meet and tell the facilitator they need \$20. The facilitator suggests that the group apply to Student Project Fund.

### *Objectives*

to provide or learn how to write an application for funding  
to introduce young people to effective ways of relation to someone in power an authority  
to introduce the concept of 'letters of support' and enable young people to obtain support for their project.

### **Exercise One - Applying for Funding**

1. The project group are asked to quietly think of reasons why the project should be funded (2-3 minutes) and then the ideas are brainstormed and noted on a large sheet of paper. The facilitator suggests that the Transition Project Fund is a probably source of money. The headteacher has the power and authority over the money and so needs to be convinced that any particular project is worthwhile.

The group are asked to look at good reasons for funding their project and discuss:

- What is in it for the school?
- What is in it for you and for the people who will see the display?
- Is there any overlap in replies to the two above questions?

Points raised in discussion should be noted down.

2. From the points raised, could the project group develop a 30-100 word paper giving recommendations on why the school should fund the project.
3. The facilitator asks the large group to compare submitting this application with:
  - a student council seeking improved sport facilities at the school
  - a trade union or group of employees seeking a pay raise
  - applying to a bank manager for a loan to start up a business
  - asking a local council to create a youth centre.



Divide into small groups and discuss the similarity and differences. The results of the group discussions are presented to large group. The facilitator may want to include the following points. There are a number of ways of dealing with someone in power and authority:

- (1) state what you want and put in your terms and hope for a YES and fight if it is a NO
  - (2) work out what you want, why the power body may like it and then write a diplomatic letter or maybe a verbal request
  - (3) don't deal with the authority figure and handle the consequences
  - (4) work out as many ways as possible to 'nicely' put the power group in a situation where they can't and/or will not want to say no. This is call lobbying or persuading.
4. Write up the application in such a way that it meets the needs of the project group and the school, ie fits the Transition Teams guidelines. How can you persuade the school that it should provide funding? Will getting support letters from people in the community help? The facilitator explains what support letters are.

### **Exercise Two - Support Letters**

1. The facilitator asked the project team to divide into two groups. The first group is to list organisations and individuals in the community who would write a support letter - because they are being assisted and/or support this particular project. The second group is to write a list of individuals and organisations that they think would both impress the headteacher and who are likely to support the project.

The two lists are read out to the whole group and then individual people in the group are given one last chance to nominate one person/organisation each that could be added.

2. The facilitator asks the group to look at the two lists and to vote on which three names/organisations are most important. Each person has three votes and the two top names (most votes) are to be approached. The team members are asked to work in two groups and take on the responsibility of approaching one person or organisation for a letter of support.

If the group is lacking confidence the facilitator may want to re-use the negotiation exercise.

3. The facilitator may then ask the group if they would like a letter of introduction or any assistance to get to the nominated individuals/organisations.

The session may now finish and/or the facilitator may wish to reinforce learning on dealing with power and authority.

### *Exercise Three – Power Relationships*

1. The facilitator may ask the group to divide into three small groups of young people. Groups take on the role of students, workers, unemployed people. Each group should discuss the following questions from the perspective of whichever group of people they represent:
  - Who has some kind of power and authority over young people in this group?
  - What kind of difficulties do young people have with these people?
2. In a large group, each small group reports back and key points are noted. The facilitator asks if any of the points made relate to the four ways of dealing with power and authority as listed in 'Exercise One'.
3. The group discusses how they as individuals have dealt with the people listed, when they have had a problem; on how they have dealt with them to avoid problems.

### *Review*

1. Discuss:
  - How can dealing with people in power and authority in an effective way help you in school, college, employment, unemployment?
  - What has been useful about this session?

## 8. Problem Solve

### *Intervention Point*

The interviews have occurred, the photographs have been taken and the display has been designed. Three days before the display is to go up on the reception wall of the school, the headteacher explains that decorators are coming to improve the reception area. What will the project group do?

### *Objectives*

- to introduce an approach to problem-solving
- to practise solving a problem
- to transfer identified problem-solving skills to various situations.

### **Exercise One – Solving a Problem**

1. The facilitator informs the group of the problem that has arisen and ask the group to divide into two's and think of possible ideas to get around the problem. Pairs then come back to the large group and present ideas. Those ideas are placed on a large chart using the four headings below. Before they go to their pairs, check that everyone understands what the problem is.

#### **Ideas/Options**

#### **Good Points**

#### **Bad Points**

#### **Interesting Points**

2. The group is then asked to discuss the good and bad points of each idea. If an idea is seen to be neither good or bad, put it under a third heading. At the completion of this brainstorm, the group is asked whether there are any further new ideas or options, someone has just thought about – if so, put them on the chart and repeat the brainstorm on good, bad and interesting points.
3. The group is then asked to divide into groups and discuss the consequences of each idea.

After twenty minutes, come back to the large group and put your consequences into a fourth heading on the chart.

4. The group is now asked to look at the chart and all the information, and individually list each idea in an order of priority. The best idea should be on the top of the list and the least appealing idea should be at the bottom. Each person is to develop his/her own list.

When this has been done, the facilitator asks each person to read out their list in order. If there are six ideas, the first idea on each person's list is given six points. The last idea is given one point. Points are recorded on a separate chart and then added up to come up with a priority list, eg (1) display at another venue, (2) display delayed or (3) a mobile display.

5. The vote is to delay the display. The group are asked to look at the list of consequences. What do we need to take into account and what do we need to do. Individuals are asked to order the tasks and take responsibility for various tasks. The group is invited to do those tasks and if anyone needs help, the facilitator, and possibly adult volunteers are available. As the young people for their suggestions on what needs to be done.

Tasks include:

- check with the school and find out if the change is all right with them
  - check if it is possible to promote the change of date to all students
  - check that the new colour of the reception area will blend with the display or do you need stands.
6. When the tasks are completed participants report back to the group. If everything is all right, the problem is solved. If it is not then look at the second priority, identify the consequences, research factors/influences, and consider new ideas.

The session can now be finished or the facilitator may choose to reinforce learning about solving problems – if there is time.

### ***Exercise Two – Problem-Solving***

1. *The facilitator informs the group that they have just gone on about solving a problem and that is a really important work and life skill. Secretaries, sales staff, self-employed people, community leaders, academics, unemployed people and students are continually solving problems. Often problems arise due to no fault of your own or others you are working or living with. Use problem-solving to create opportunities for yourself.*

*The facilitator asks the group quickly to list one to three problems that the following people are likely to have to solve in any week.*

- *An unemployed person organising baby-sitting to earn a few extra dollars.*
  - *A student wanting to change courses.*
  - *A self-employed person wanting to start up a gardening business.*
  - *A young person living in a shared household who wants to move home without offending his/her co-dwellers.*
2. *The facilitator offers guidance: The List of problems you have identified can be solved in the same way we solved the project problem. I will read out a few key steps*

*to take if you wish to solve a problem. Please write each one down and reflect as to whether or not we did it, when we solved the display problem.*

- (1) Be sure what the problem actually is.*
- (2) Generate ideas, options that can overcome the problem. Respect each idea before we criticise or dismiss it.*
- (3) Work out the good, bad and interesting points of each idea.*
- (4) Think about the consequences of each idea – what does it mean for us and others involved. What would we and others have to do to make it happen.*
- (5) Prioritise the ideas – what do you want to try out first.*
- (6) Research the top or most popular idea and be open to any suggestions from people you ring or discuss the problem with.*
- (7) Still be open to any alternative.*

*The facilitator asks the group whether that is what they did, concerning their display.*

*The facilitator asks if those steps will be useful to the people who have the problem you identified a few minutes ago. Look at each of the four situations and discuss.*

### ***Review***

The facilitator now seeks to conclude the session. He/she asks each participant to write the answers to the following two questions in their diary.

- Has problem-solving been, and will it continue to be, an important skill for you?
- What you liked, disliked about today's session?

## 9. Resolve Conflict

### *Intervention Point*

The project group who are organising the display are involved in a project contract session that focus on the role of team members at the display. The group agrees about most points – rota system for team members to answer questions – but they are evenly and emotionally divided about the issue of wearing badges that identify them as project members.

### *Objectives*

- to consider different ways of responding to conflict
- to gain an appreciation of the other person's point of view
- to resolve a conflict
- to identify important factors in the process of resolving conflicts
- to transfer experience of resolving a particular conflict to other situations.

### *Exercise One – Role Play*

1. *The facilitator explains to the project group that conflict is a very normal part of working in a team. To have disagreement and conflict at work, in relationships, study and in this project team can lead to a better end result. Conflict is not bad, but what we do with it can be disastrous if it is not handled properly. Resolving conflict is a really important work and life skill.*
2. *The facilitator asks a person from the group to volunteer to take part in a simple exercise. The facilitator takes the role of pro-badge and the young person anti-badge wearer. The facilitator says to the young person, stand in front and facing me. Because I oppose your views:*
  - (a) *Try to hit me (softly – this is only a role play). The young person tries, the facilitator catches the arm and says you can't beat my opinion and walks off.*

*How is the youth feeling – angry, frustrated and wanting to hit harder next time*
  - (b) *Try to hit me again (softly). The facilitator allows him/herself to be hit, and says, "I only wanted to get an agreement about badges. I was willing listen – now you have hurt me".*

*How is the young person feeling – guilty, bad, frustrated? He/she didn't want to hurt the other person and so dropped the argument – but that leaves it unresolved*
  - (c) *Try to hit me again (softly). The facilitator grabs the arm gently and says "you have a legitimate opinion about this badge wearing, so do I – let's walk*

*away together and resolve it". The facilitator asks the young person in the role play – how did you feel after each of the three situations? The facilitator asks the group – which response is the best out of the three?*

## **Exercise Two – Resolving a Conflict**

1. Assuming that the group wishes to resolve the conflict, the facilitator asks those **in favour** of badges to move into one group and come up with two reasons why students should **not wear** badges at the display. The facilitator asks those **against badges** to do the same for the **pro-badge** wearing case. The aim is to appreciate and understand each other's views.

After ten minutes, the facilitator moves the group on by saying: Difference of opinion is normal and good – but now we are trying to resolve. Could each group present its case to a panel of three people – me and two projects participants. We will give you our assessment of each case, but we will not make the decision.

2. The facilitator then asks the two groups if:
  - it was hard to argue the opposite view
  - did it help them understand the conflict better?
3. It is not yet time to resolve this issue as the final arguments are not yet put, and the vote has not yet been taken. The facilitator asks the participants to think quietly about:
  - How important the badge wearing issue is to you?
  - Why is it important to the others – those who share your opinion and those who oppose it?
  - Is there any compromise possible and/or desirable?

The facilitator says: each person has up to two minutes to put their final position to the group – listen and respect each person's views. The facilitator lists the ideas on a large sheet of paper under two headings:

### **For Badges**

### **Against Badges**

4. The facilitator then asks for any compromise proposals. Anybody who has a proposal can speak for one to two minutes about it. Arguments are put up under each proposal heading. The facilitator asks if the participants need any information from him/her, and asks whether everyone feels that they have had an opportunity to contribute to the debate and have had their ideas and opinions respected and recognised.

There are now three proposals:

### **1. For Badges**

2. **Against Badges**
3. **A signposted information booth which the students will roster**

Given that the group have previously decided that decisions should be made by majority vote (Core Skill 3 - 'Make Decisions'), each person is given a piece of paper and gives three votes to his/her number one preference, two for the second choice, one for the third. The votes are counted and the decision made.

5. The facilitator asks: Is anyone now not willing to follow the rule of the contract session? If yes, why and what does it mean for their involvement? This can be done individually with the young person in a review session or in the group.

The facilitator can now finish the session or reinforce learning about resolving conflict.

### *Exercise Three - Transferring Conflict Resolving Skills*

1. The facilitator says: We have resolved a conflict. How did we do that? Brainstorm ideas. Prompts or feedback by the facilitator may include the following:

- talked about conflict not being bad
- talked about resolving conflict and how important it is to understand and appreciate the opposite view
- respect people's rights to express view
- looked at arguments for and against
- looked at possible compromises

and most importantly, we had an agreed method of making decisions - a majority vote.

2. Divide into groups of three or four and pick one of the following. Discuss how you would go about resolving it.

You and your parents have different views about your future. They want you to continue your studies and go on to university. You want to taste life outside school and would like either a job or training place.

You have a job and want to keep, you know the final decision is that of the boss; you know you are a member of a trade union - and the boss wants you to work Saturday mornings in addition to your normal hours. You think he is picking on you or even exploiting your situation.

You and your flatmates strongly disagree as to whether food money should be put into a kitty or whether everyone should pay for their own food.



3. Feed back the results of your discussion to the large group. There is no right or wrong answer. To resolve conflict makes life easier and more fun. It gets rid of hassles and is important in business, family, work - life.

### *Review*

1. The facilitator asks participants to both write a 20 word message on why resolving conflict is an important skill and prepare a second 20 word message stating what they liked and disliked most about today's session. Everyone reads his/her message to the group.

These messages are kept for when statements of achievement are compiled at the end of the project.

## 10. Cope with Stress and Tension

### *Intervention Point*

The display is all ready to happen in two days, it will be held in the redecorated reception area. However, two project participants involved in the erection of the display have spoken with the facilitator. They seem tense; concerned that the photographs and captions will not blend with the new wall colours and look silly.

### *Objectives*

- to use problem-solving skills to ease stress and tension
- to manage stress and tension by putting problems in perspective
- to determine what action is required to ease pressure
- to recognise some signs and symptoms of stress
- to use relaxation to relieve stress

### **Exercise One - Easing Stress and Tension**

1. The facilitator senses that the two people in this task group are stressed and tense about their contribution to the display and makes a time to meet with them later in the day. The facilitator asks the two participants what they are worried about.

The facilitator asks them to look at each concern in order.

2. The two participants go through a quick problem-solving exercise on the display (see Core Skill 10 - 'Problem-Solving'). What is the real problem about the decorations? Any ideas, etc?

It is decided that the shape or colour of the majority of the photographs and captions clash with the wall colours. However the school has a couple of big partitions/pin-up boards that can be put at either side of the reception area and be used by the display without any 'clash' in design.

At the completion of the problem-solving, the facilitator informs the project participants how natural it is to get nervous, anxious and frustrated when one thing after another goes wrong. He/she asks: How did you feel, when the headteacher told you about the redecorating of the reception area and you saw the new colour?

Prompts could include:

- feeling sick in stomach
- angry at the headteacher for redecorating the area
- frustrated at the impact on your contribution to the project

- disappointed for the other members of the team
- worried that you had made a mistake with the colour design of the display.

The two participants talk about their feelings. The facilitator responds by stating that it is absolutely normal and understandable to feel stressed when things go wrong. It's not bad to feel under stress and tense, but it is also important to try and manage it so that you and others aren't hurt. Being stressed often means that you are really interested and concerned about something. Never being under stress can be awfully boring.

### **Exercise Two - Putting Problems in Perspective**

1. Look at the problem of not having the right colours. Discuss:
  - What is the worst thing that could happen to the display if we don't have the correct blending of colours?
  - What impact will it have on the team, the school students who come to observe the display and on you, if we don't have the correct colour blend?
2. After some kind of resolution has been made, the facilitator and two participants discuss how they are feeling now about the display and their participation in the project. It is important to put the size of the problem in perspective and deal with it. To do that, it is necessary to look at one issue at a time.

This small session could now be concluded or the facilitator may wish to reinforce learning about coping with stress and tension.

### **Exercise Three - Relaxation**

1. *The facilitator asks the two participants to remember how they felt when they found out about the new colours in the reception area.*
  - *Have you felt like that before?*
  - *Have you felt like that when things have gone wrong in your previous activities?*
  - *Have you felt like that when you have done something new, something you have never done before – like organising the display?*

*Discuss: Are there some common signs for you when you are tense and become stressed?*

2. *The facilitator explains how he/she or friends feel, when they are under stress thereby reinforcing that some stress is normal and helpful. If stress becomes a problem there are a couple of good ways to relieve the feelings:*

- *When things go wrong – think of your favourite place, a place where everything is relaxed and friendly.*
- *When you think of it, just let your whole body go limp – ankles, knees, thighs, stomach, arms, neck, face and then breathe deeply and close your eyes and feel the air go through your body – face to toes.*

*Now – think of the headteacher changing the reception area*

*Now – think of your favourite place*

*Now – do the breathing exercise*

3. *Think of other situations when you would have found it useful to use that relaxation exercise – parents, boyfriend/girlfriend, school work, just before job interview or exam. Discuss.*
4. *The facilitator may want to make some comments about living with stress, such as: coping with stress is an important skill. For most people, stress becomes a problem when they're busy and starting to feel things are getting on top of them. Sometimes we just have to give ourselves a break: a favourite place; breathing; a holiday if it gets really bad or even a sickness; a change of scenery.*

*In addition, and especially when we calm down, we can:*

- *work out what is bothering us*
- *deal with one issue at a time – not one big mess with everything mixed together*
- *think about how we are feeling*
- *put the issues into perspective*
- *seek help from agencies/health services that are experienced in these matters.*

### ***Review***

1. The facilitator concludes the session by ensuring that the two participants leave knowing the good things they have done as well as the problems they have incurred.  
Discuss present feelings.

## 11. Evaluate Your Own Performance

### *Intervention Point*

The display has been held and was successful. Various young people have spoken to the facilitator individually, and asked for a combination of:

- some positive feedback
- a chance to complain about someone else in the group who did not live up to their responsibilities
- for a statement of recognition in their record of achievement

The facilitator decides that it would be useful to hold an evaluation session to discuss the project, work out statements and let the group receive some feedback from each other and him/herself. In addition the facilitator asks the headteacher and some of the student and staff observed the display come to the session.

### *Objectives*

to introduce various methods of evaluation  
to provide a process of self evaluation  
for individuals to evaluate their own performance  
to give and take feedback on performance in a group  
to explore the value of self evaluation skills in other situations

### **Exercise One – Methods of Evaluation**

1. The facilitator asks the group to think about what they liked about the display and what could be improved. Ideas are pooled on a large sheet of paper under two separate headings:

#### **Liked about Display**

#### **For Improvement**

2. The facilitator then asks the representatives from the school to inform the group of:
  - how staff felt about the display
  - how students felt about the display

The group then has the opportunity to ask for any further feedback and praise each other's performance.

3. The external people leave. The facilitator now introduces the concept of 'evaluating your own performance'; how can we work out how each of you contributed to the whole project (not just the actual display) and therefore what can be said in your statement of achievement.

The facilitator asks the group to think about how their efforts in other courses at school were evaluated. Did a teacher give you a mark or did you and teachers work out your marks together? Discuss.

4. The facilitator informs the group that in a transition team project, each member helps to write his or her own statement because they learn more, for the future, "I'll explain what I mean - let's have a bit of fun".

The facilitator announces a 'clapping contest'. Two project members are going to be judges and three participants are in the contests. The rest are to watch what happens and tell all of us what they notice, who learnt the most about clapping. The three participants are asked to go to another room and not talk about clapping before or after their turn.

Contestant 1            -     told to stand in front of the judges and clap  
                             -     then told to go away for two minutes  
   judges give a mark out of ten and then say  
   goodbye to the contestant.

Contestant 2            -     invited to come to judges and told that they want  
   a creative enthusiastic clap  
   -     given two minutes to think, and then do it  
   -     asked to leave for five minutes ; then come back  
   and be told what was good and what could be  
   improved; and then given a mark out of 10.

Contestant 3            -     is not to be assessed by the judges. He/she  
   enters the room and is met by the facilitator. The  
   facilitator informs contestant 3 that both of them  
   are going to jointly evaluate their clap. The  
   facilitator takes the lead role in informing and  
   supporting the contestant in the task:

- informs the contestants that the panel wanted a creative enthusiastic clap
- ask the contestant - what does he/she think an enthusiastic clap means? The young person responds
- what kind of enthusiastic claps have you seen friends or even people in the movies do?
- What expression does a person have on their face when they do an enthusiastic clap - happy, sad? Respond
- what do you think a creative clap means - crazy, weird, stand on head? Respond
- how would you do a creative and enthusiastic clap? Do it

- the facilitator asks the contestant what he/she thought was good about the clap and what could be improved next time. “Now let’s work out a mark together out of ten”.

5. The facilitator now asks, first the observers, and then the entire group to discuss:

Who they though learnt the most?  
Why?

Prompts may include: You learn more if you’re involved, if you know how to improve, if you know what judges want.

Now discuss what that says about writing your own statements of achievement: Should we all do it? Should I do them on my own? Can you learn more if we all do it together.

### **Exercise Two – Self Evaluation**

1. Assuming the groups are willing to participate in evaluation, the following process may assist:

- What did you do for the project? List your efforts on a piece of paper.
- What skills did you use? You may wish to use the journals, large sheets of paper and messages from previous sessions.
- What would you like to improve upon if you were to be involved again? Discuss in twos and write on one piece of paper.

Participants then write down some points that their statement of achievement should document. These points are private and will be used when the participant and facilitator meeting in a private session to write the final statement.

Remember to think about – who the statement is for, and what kind of things will impress the people or organisations who will read it.

#### **At this stage – the facilitator may:**

- reinforce learning about evaluating your own performance (‘Exercise Three’), and/or
- finish the session and organise times for the individual sessions
- reinforce learning and then go into a session on giving and taking feedback
- call another session to do more work on giving and taking feedback, especially if there are unresolved gripes.

2. The facilitator may then debrief:

- evaluating what you know and how you have done it is important
- by being involved and being part of the evaluation you learn a lot more
- ask people for feedback – let them evaluate you, and you check your ideas against theirs. Keep to your ideas unless you think you want to change
- when you are going to be evaluated, think, and ask about what the other person's looking for.

### *Exercise Three – The Value of Self-Evaluation*

1. The facilitator explain that participants have been involved in evaluating their performance and that is an important work and life skill. Participants divide into three groups. Each group chooses one of the following and discusses what happens and why:

- What do you and your friends think of someone who tells everybody they are good at a sport or activity when others know they're not?
- What would happen to a shop manager who thought of himself as a 'great business person'. He then started up a business and yet didn't really have any experience?
- What happens when someone goes to a job interview for a job they think they can do but really can't.
- What happens when a student feels they are so strong in a subject, that they do not need to prepare for an exam?

Come back into large groups and discuss.

2. The facilitator may then debrief:

- evaluating what you know and how you have done it is important
- by being involved and being part of the evaluation you learn a lot more
- ask people for feedback – let them evaluate you, and you check your ideas against theirs. Keep to your ideas unless you think you want to change
- when you are going to be evaluated, think, and ask about what the other person's looking for.

### *Review*

1. The facilitator asks participants to look at the idea/points they wrote down for their statement and to think about:

- what you have learned from this session
- how this statement can be of use to you



Prepare a twenty word message on each of these topics.

The facilitator then asks the young people to write another statement expressing their evaluation of his/her work today. Please evaluate my performance.

## 12. Use Communication Skills to Give and Take Feedback

### *Intervention Point*

The group has completed the project and its evaluation and now have made an appointment to see you to write up the final statement. You have decided that either:

- Individuals need to be seen in private because they need to receive negative feedback.
- They need to be seen in a group because they need to resolve conflict within the group (see Core Skill 9 – ‘Resolving Conflict’).
- They need to be seen in a group because it’s nearly all positive and presents an opportunity for them to learn to accept positive feedback as a group.

### *Objectives*

- to give and receive positive feedback
- to give and receive critical feedback
- to suggest ways of improving
- to give and receive feedback individually and in a group
- to recognise informal feedback

### **Exercise One – Private Feedback**

1. The facilitator informs project participant, John, that this session is for writing up the statement. John was lazy and quick to criticise and put down others in the project, but he thinks he has done well. He has a huge list of positives he has been responsible for. He thinks he is a great organiser. The facilitator asks John to read out his list of positives – its a mile long and seems unrealistic.
2. The facilitator asks John to quietly think for five minutes and write down areas he could have improved upon. His list is very short. Mainly he says any failing in the project occurred because others didn’t know what they were doing.
3. The facilitator informs John that he/she is going to give him some feedback and explains what giving and taking feedback is, what is difficult about it, why and how one has to be careful and asks John to take the feedback by listening and then responding or asking questions.
4. The facilitator gives the feedback and John responds. The facilitator listens and then in turn responds. At the end of this communication, the facilitator asks John to re-examine his list and rewrite it under the two headings:

## Good

## Needs to be Improved

5. The facilitator now asks John how he feels about his involvement in the project and what this means for the future.

A counselling session beings which aims to end positively:

- Would he like to be involved in another project which aims to develop skills?
- Would he like to talk to another student about the project?
- Would he like to do some research into a project and then he and the facilitator will work out whether it's possible to go ahead?
- Can it be done so that he can build on his good skills and develop the list of 'things to improve'?

6. If progress is such that the session needs to continue, the facilitator may ask John what kind of feedback he gets from his friends, parents, school, potential employers, etc.

Why does he get so many negatives? Does he listen to what people say? If John is really starting to open up, ask him how he can change and how he can get useful feedback from the people he will talk to about his next project.

If still not sure, the facilitator may need to practise some basic communication skills with him:

- Tell me what project you want to do in the next week. I'll listen and then tell you what you said.
- I'll tell you what I want you to do in the next week. You listen and then tell me what I have said and what you agreed with and disagreed with.
- Tell me now that you will do - but don't look at me. I'll tell you what you said but I won't look at you, in fact, I'll look and act uninterested.

Discuss: What was wrong with my listening? What shouldn't you do when talking with people in the next week?

7. The facilitator now finally checks the list of tasks John will undertake in the next week: Reinforce John by stating, "You can learn, I want to work with you so that you can work in a team successfully".

## Exercise Two - Positive Feedback in a Group

1. The facilitator introduces the session and says: "Today we will help each other and we will write our statements. To do that we are going to give each other feedback. We are going to tell each other good things about what we think of each other's efforts." Divide into twos, person 'A' is to tell person 'B' what he/she thought about the display project; his/her own contribution and your contribution - BE POSITIVE. The change roles, 'B' tells 'A'.

Use the list you developed in the evaluation session when you told the other person about your efforts and add to your list if the other person points out some idea you didn't think of or forgot. Think about what you want to say before you start. The other person shouldn't interrupt until you have finished.

2. In a large group, discuss:
  - Was it embarrassing to tell another person good things about what you did?
  - How did you feel being told about your good efforts from another person?
  - Did you add to your list?

What we did was give each other positive feedback.

3. Now in the same twos, tell each other how you think the project could have improved upon, and how your own efforts and the other persons' efforts could have been improved upon; then swap ideas, as you did before. Note down all ideas and add them to the notes you already have that will be used as the basis of your statement. Ask the other person any questions you may have after they have given you feedback.

4. In a large group, discuss:
  - Was it awkward to tell the other person?
  - Was it difficult to be self-critical?
  - What did you add to your list?
5. The facilitator debriefs by telling the group that they have now given each other three kinds of feedback - positive feedback, criticism and suggestions on how to improve. It was done in a careful way:
  - giving positives first
  - thinking about what to say before saying it
  - asking questions, clarifying after the other person had finished; understanding what the person meant before agreeing or disagreeing
  - giving a positive idea of how to improve rather than simply criticising

- having to contend with natural fears about telling others about ourselves yet not being or appearing to be big-headed, and telling others of their good and bad points without being negative.

The facilitator can now follow up: You now have a fairly honest list of points. Give them to me and I will write your final statement, but tell me what and who you want the statement for and tick the points you think are most important for your purpose. I'll send them out to you, and if you have any questions or concerns, please ring or come in and see me. If you want, write your ideas up neatly and give them to me before you go.

6. The session now concludes or the facilitator reinforces learning.

### ***Exercise Three – Experiences of Feedback***

1. *Divide into small groups and discuss one of the following:*

- *How did you get feedback from school? Could it have been better? What could you have done to learn more if you were at school, college or university seeking evaluation, marks and feedback?*
- *How do you get feedback from other young people? Do you have friends? Could you be more popular? What can you do about it?*
- *How do you get feedback from job interviews: How could employers make it more useful of unemployed applicants? How could you learn more in and after a job interview for the future?*

*Discuss in small groups and then report back to the large group.*

### ***Review***

1. The facilitator explain that giving and taking feedback is important in work, starting your own business, selling things to people, making and keeping friends. It is an important communication skill. When the future is uncertain and you have to take on new jobs, meet new people, do new studies, it is important to ask for and receive feedback. It helps you know where you stand, how you can take the next step, and how you can create opportunities for you and others – work, home, study.

The facilitator asks everyone to write a twenty word message about what they liked about today's session, what they think could be improved and the relevance of the session to their own situation.



# TEAM BUILDING MATERIALS

## Top Teams

### Purpose:

- to explore what makes a team operate effectively

### What you need:

- large sheets of paper
- thick felt-tipped pens
- A4 paper – two sheets per student (scrap will do)
- Blu-tack or masking tape

### Procedure

1. Ask the students to think for a moment about their experience of being a member of a team. Ask for examples of teams they have belonged to, then discuss with the class what it is that makes a team a team, rather than just a group. Draw out or explain that a team can be defined as a group of people who come together to do a particular task or activity together – they must get on with each other and work sufficiently well together to achieve their task.

Encourage students to add to the list of teams they are aware of, extending their thoughts beyond sports teams if possible. For example, they may now see that the group who did the scenery for the school play or who organised the tombola stall for the summer fair were, in fact, a team. Explain that teams are extremely important at work, where increasingly tasks are carried out by small teams of people who manage their own work, rather than being told what to do by a 'boss' all the time. In Higher Education students are increasingly being encouraged to work together on projects, and the marks are shared between them.

The purpose of the lesson is to look at what makes a team a 'top team' – what would make it effective, no matter what task it had to do.

2. Give each student two sheets of scrap paper, then give the instructions for individual activity.
  - Think about your experience of being part of a team. You may have good and bad experiences. Jot them down (just odd words) on one of the sheets of paper.
  - Fold the other sheet so that it is divided into six.
  - In at least four of the spaces on your sheet of paper, write down a different ending to a sentence that starts 'A top team...,' based on your experience. This must be something that could apply to any team, not just a specific one like a football team. So, if your experience is of a football one, and your example is how it feels if someone doesn't

pass the ball to you, you might generalise it into 'A top team makes sure no-one is left out' or 'A top team looks for opportunities for all its members'.

- Tear the sheet of paper so that all the statements are separate.

3. Form the students into random groups of six around tables or a group of desks. Give each group some large sheets of paper and a thick felt-tipped pen. Explain that you want them to come up with a list of statements, on which they all agree, which describe what a 'top team' does that makes it a top team. Explain what you would like them to do.
  - Place all the statements face down on the table and shuffle them. Count the slips and share them out again so that everyone has more or less the same number.
  - One person then reads out one statement and places it face up in the centre of the table. The other members of the group look to see if they have any that are similar and, if so, they are also placed in the centre.
  - The group discusses the similar statements, clarifies them and writes one statement that summarises that point on the large sheet of paper (whether or not everyone agrees with it).
  - Repeat the process, with someone else beginning, until all the statements have been discussed and summarised.

As each group reaches this stage, give the final instructions:

- Now agree on the three statements that you, as a group, think are most important and write these out on another large sheet of paper. These will be put on the wall and read out by a team-member to the rest of the class, so choose someone to do this.

4. Bring the class back together and ask for the volunteers from each group to put up their list and read it out. Look at the similarities and differences between the lists. Ask the groups to comment on the statements, saying why they chose them, and what the statements meant to them. Ask for examples of students' experiences which made them understand the importance of a particular statement to teamwork. Ask them how they would feel if any of the statements listed was missing in a team.
5. Processing - Say to the class that you want them now to reflect on what actually happened in their own groups when they were doing that activity - did they work as a team? You may wish to begin in processing with the following questions:
  - When you were in those groups, what did you do that helped you to work well together as a team?
  - How did you stay on the right track?
  - How did the way of working - the slips of paper, taking it in turn, writing the first list on a big sheet of paper so everyone could see it - help to involve you all? What can you learn from this about the best ways to make teamwork effective?
  - How did each group make the decision on which three statements to choose?
  - What are the advantages of deciding in (each of) those ways? What are the disadvantages?



6. Summarise by making points about effective teamwork from the comments offered by the groups – the need for clear goals and ways of keeping ‘on task’, the importance of having agreed procedures, consensus in decision-making, the need for everyone to feel part of the process and to find ways of valuing each other (by sharing time, listening, etc.)

Point out that ‘top teams’ are not just effective at doing what they do, but, because of the way they work, their team members feel good too, which is important to health and well-being.

7. Close with a round of ‘Next time I’m a member of a team I will.....’

# *transition teams*

helping young people make career choices

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Date

Address

Dear \_\_\_\_\_

(High School) will be conducting a Transition Team program for targeted students during the next twelve weeks. Staff involved in the program are (name) and (name).

The program is a pilot which is based on the very successful British model. The purpose of Transition Teams is to -

- Develop Enterprising Skills in young people
- Support students investigating an aspect of education/training or employment
- Provide career education for students
- Develop teamwork skills
- Build a culture of mutual responsibility and support
- Promote interdependence and self management

Participation in the program will be dependent on students agreement to -

- Work under 'Transition Teams Rules'
- Present their findings/research/project at the conclusion of the program

The first meeting of 'Transition Team' will be on (day, date time). If you wish you can join the team for their first session. Participation in the program will require students to attend team meetings at the following times:

Week (?) - (Period ?)

Week (?) - (Period ?)

Please contact either (name) or (name) if you require more information. If you do not want your child to participate please notify either of the teachers involved.

We look forward to a rewarding experience.

Yours faithfully

(name, facilitator)

(name, coordinator)



# DRAFT LETTER TO PARENTS/CARERS

Dear...

During this term your son/daughter is to be involved in a programme called Transition Teams. The programme will enable our students to gain a more comprehensive understanding of how our community functions and gives them the opportunity to develop skills in a 'real life' environment.

I believe this opportunity will enable your child to develop important study, work and personal skills such as planning, communication and teamwork. Employers continually tell us how important these skills are in the world of work.

As part of the programme your child may be required to work away from the school site. Please will you sign the *attached slip* confirming your willingness to allow your child to work off the school site, possibly unaccompanied.

I am confident that Transition Teams will be an exciting and valuable experience for our students and that it will reinforce our commitment to meaningful careers education.

Should you require further information, please do not hesitate to contact me.

Yours sincerely

Principal

Transition Teams Coordinators

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*Put your own pro forma slip at the bottom of this letter*

## WHAT PROJECT DOES YOUR TEAM WANT TO DO?

\* What does TAFE offer us when we leave school?

\* The job of a journalist. How do you get the job?

\* Creating your own business - is it a real option,  
how do you do it?

\* Life at university - the good and the bad points?

\* What kinds of jobs does the media industry provide?  
What do you need?

**\*\* What can you think of? \*\***

\* **How do you get involved in the Hospitality industry?**   
**What training is required?**  
**Where do you get that training from?**

\* **What qualifications do you need to get into the Defence Force?**

\* **What jobs provide shiftwork? What's shiftwork like?**

\* **How do you need to get into the Police force?**

\* **What kinds of part time jobs do students usually get?**

**\*\* What can you think of? \*\***



\* What benefits are available to you once you turn 16?

\* What can you do to fill your time if you are on the dole?

\* What sort of jobs does a shopping complex offer?  
What do you skills do you need?

\* What does an aged care worker do?  
Where do you get the training?

\* What do you need to do to be trained for childcare?

**\*\* What can you think of? \*\***

**\* What's it like going to TAFE? What services can they offer you?**

**\* How do you use the local CES? What can they do for you?**

**\* What qualifications do you need to work in a nursery?**

**\* What's it like being a vet? What qualifications do you need?**

**\* What kinds of local training schemes are available for school leavers?**

**\*\* What can you think of? \*\***

\* How can young people get after - school work?

\* What types of engineering careers are available?  
What courses are there? What qualifications do you need?

\* Workshadow a 'day in the life' of a mechanic - what's it like?

\* What's in like working in the beauty industry - how do you  
become a beautician?

\* Where can you find out about what kinds of  
apprenticeships or traineeships are available?

**\*\* What can you think of? \*\***

\* **How can you best utilise your careers teacher?**

\* **What types of volunteer work are available in your community? How will volunteer work help you?**

\* **What types of jobs are available within the building industry? Where do you get the necessary training?**

\* **What skills are needed to become a computer programmer? Where could you find jobs in this area?**

\* **If you wanted to enter the finance industry what types of jobs are available? What skills do you need?**

**\*\* What can you think of? \*\***



\* What are the requirements to become a nurse?  
What is the job like?

\* How do you become a teacher? What are the work conditions?

\* What types of allowances are available for full time or  
part time students?

\* How do you become a professional sports person?  
  
What are the positive and negatives you should be aware of?

\* Can you turn your hobby into a job? How?

**\*\* What can you think of? \*\***

\* **What skills and interests do you need to get a job with National Parks and Wildlife?**

\* **How do you become a flight attendant? What are the ups and downs?**

\* **What are the advantages or disadvantages of attending either a TAFE, University or College?**

\* **How do you become a fashion specialist? What skills do you need?**

\* **What's involved in a job in marketing?**

**\*\* What can you think of? \*\***

# **PRESENTATION IDEAS**

**VIDEO**

**SCALE MODEL**

**INTERVIEW**

**BOOK**

**ADVERTISEMENT**

**ANIMATION**

**SPEECH**

**DANCE**

**RESEARCH REPORT**

**PHOTO COLLAGE**

**PAMPHLET**

**SLIDE SHOW**

**ESSAY**

**MURAL**

**POSTERS**

**HOW ELSE WOULD YOU LIKE TO SHARE YOUR PROJECT  
WITH YOUR CLASSMATES ??**

# ENTERPRISING SKILLS CHECKLIST

Use the following checklist to help you understand what skills you will gain while working on your Transition Teams Project.

## **Skill 1**

### *Assess strengths and weaknesses*

Consider what you do well and what you need to improve upon. Your team may wish to consider how realistic the project is in relation to what each team member can do.

## **Skill 2**

### *Seeking information and advice*

You will need to consider what information is available, what other information you will need and where/who to get it from.

## **Skill 3**

### *Making decisions*

Your team will have to consider a number of possibilities. Have you got sufficient information to make a good choice? How/who will make the choice?

## **Skill 4**

### *Planning your time and energy*

You and your team will need to create a list of tasks that need to be done and a time for those tasks. The Action Steps will help you with this.

## **Skill 5**

### *Taking and seeing through responsibilities*

As your team divides up the tasks, you will be given or request responsibility for particular jobs. It is important that you and every member of your team understands the importance of seeing through agreed responsibilities.

## **Skill 6**

### *Developing negotiating skills*

In order to gain the support and agreement of people who may be able to help you with your project you may have to negotiate with them (eg you may need to arrange permission to be excused a lesson to do some research and will have to negotiate this with your subject teacher).

## **Skill 7**

### *Deal with power and authority*

Your team decide that they wish to make a video of their findings. They need money from the Transition Teams fund which is controlled by... What is the best way of ensuring that your teams gets the necessary money? You have to

develop effective ways of relating to people in more powerful positions than yourself.

### **Skill 8**

#### *Solve problems*

Can you/your team come up with effective solutions/alternatives when a problem arises?

### **Skill 9**

#### *Resolve conflict*

If you or other members of your team disagree with some idea/task/responsibility, how are you going to respond and keep yourself and the team 'on task'?

### **Skill 10**

#### *Coping with stress and tension*

Things may not be going too well, you may be in danger of missing a deadline, someone in the team is absent. What action is required to ease the pressure on the group/on you as an individual?

### **Skill 11**

#### *Evaluating your own performance*

How well did you do? How well did your group do? Can you discover ways of answering these questions?

### **Skill 12**

#### *Use of communication skills*

How well did you ask questions/discuss/debate/listen to others/present your findings, etc?

### **Skill 13**

#### *Application of number skills*

At any stage in your project did you need to do any calculation or need to use numbers?

### **Skill 14**

#### *Information technology skills*

Have you used a PC or any associated software? Perhaps your group may have used IT skills in presenting a piece of information.



# GROUP AGREEMENT

I \_\_\_\_\_

Agree to become a project team member for the \_\_\_\_\_

I understand and accept that my responsibilities and commitments include:

In return for my participation (as outlined above) I will receive the following benefits:

I understand that this agreement supports the team and the smooth running of the project.  
Should I wish to change my agreement, I will negotiate those changes with the project team.

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

SIGNED \_\_\_\_\_ DATE \_\_\_\_\_

# MENTOR AGREEMENT

We, \_\_\_\_\_  
\_\_\_\_\_

have agreed to enter into a mentor relationship for the \_\_\_\_\_ project.  
The following areas have been discussed:

- |   |  |
|---|--|
| <input type="checkbox"/> Confidentiality  | <input type="checkbox"/> Desired Outcomes/objectives |
| <input type="checkbox"/> Expectations   | <input type="checkbox"/> Mentor/mentoree activities  |
| <input type="checkbox"/> Frequency and method of contact <input type="checkbox"/> |  |
| <input type="checkbox"/>  | <input type="checkbox"/>                             |

## Agreements Reached:

Desired outcome:

Duration of the mentoring relationship:

Mentoring activities:

Special features of the mentor relationship:

**Date:**

**Project team members:** \_\_\_\_\_  
\_\_\_\_\_

**Mentor:** \_\_\_\_\_

# TRANSITION TEAMS PROJECT PROPOSAL

Names of Students:

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---

---

Title of Project:

---

---

Brief Description  
of Project

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---

---

---

Three things you expect to learn:

1 

---

2 

---

3 

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Describe how you will present the information you have collected:

---

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---

How will you reach group decision?

---

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---

---

Where do you intend to get your information from?

---

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---

Outline briefly the job of each group member:

---

---

---

What help will you need from your teachers?

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---

---

Identify those people whose time you will take up in completing the project:

---

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---

What time is available to you to complete this project?

Dates for review sessions:

**Now that you know exactly how you will do your project, the next step is to decide that resources you will need**

### **INFORMATION & SKILLS**

What information and skills do you need to complete your project?

What research do you need to do?

What 'training' do you need to access?

### **PEOPLE**

Who do you need to talk to for your project?

What organisations or individuals can help you with your project?

### **MATERIALS**

What kinds of supplies, tools and equipment will you need?

How much money will you need?

Where can you meet and work?

### **PRODUCTS**

What kinds of products will you need to create or find to achieve your outcome?

# TRANSITION TEAMS ONGOING GROUP RECORD

Date: \_\_\_\_\_

Names of Group Members

Responsibilities:

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---

Achievements: \_\_\_\_\_

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Tasks to carry forward: \_\_\_\_\_

---

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Resources Used: \_\_\_\_\_

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# PROJECT BUDGET

**Budget** - Include a project budget and identify where the funding (money &/or inkind) will come from.

**Expenditure** - (all expenses likely to be incurred by the project)

Administration

	\$ _____
+ Telephone/fax/internet access	_____
+ Postage	_____
+ Printing/photocopying	_____
+ Stationary	_____
+ Office/meeting space	_____

Travel

Project Resources

+ Materials	_____
+ Venue/s	_____
+ Technology	_____
+ Promotion	_____
+ Miscellaneous	_____

**TOTAL**     \$ \_\_\_\_\_

**Income** - (all financial or inkind income that has been sourced)

Inkind Support

	\$ _____
+	_____
+	_____
+	_____

External Funding

+	_____
+	_____
+	_____

Project generated funds

+	_____
+	_____
+	_____

**TOTAL**     \$ \_\_\_\_\_

**This is a sample only. Think about what you will need to deliver your project and prepare your own budget.**





# BUDGET RUNNING EXPENSES

## MONEY SPENT SO FAR:

\$ : ¢

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

7. \_\_\_\_\_

8. \_\_\_\_\_

9. \_\_\_\_\_

10. \_\_\_\_\_

Total: \$ : ¢



# PLANNING SHEET...FOR MAKING A TELEPHONE CALL

1 Call to be made to:

2 Phone number:

3 Best time to make call:

4 Purpose of the call - what I want to achieve:

5 Points I should make:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

6 Information I need from the call:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

7 Agreement reached:

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8 Follow up actions to be taken:

date	action	taken by
------	--------	----------

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# TRANSITION TEAMS VISIT - PLANNING AND RECORDING SHEET

Name: \_\_\_\_\_

Organisation: \_\_\_\_\_

When do you plan to visit?: \_\_\_\_\_

How will you get there? \_\_\_\_\_

How did you make contact? (Please 3 box)  Letter  Phone  Personal

Date you made contact: \_\_\_\_\_

Who confirmed the visit?

Name: \_\_\_\_\_

Phone No: \_\_\_\_\_

Have you obtained permission from school?  Yes  No

Name of Teacher: \_\_\_\_\_

Have you prepared a list of questions?  Yes  No

Where can these be found? \_\_\_\_\_

\_\_\_\_\_

Student Signature: \_\_\_\_\_

Staff Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

# THE MEETING - HOW DID IT GO?

When was it? \_\_\_\_\_

Who did I meet with? \_\_\_\_\_

Where did we meet? \_\_\_\_\_

What was the purpose of the meeting?

What new information did I receive in the meeting?

What were the outcomes of the meeting?

- 
- 
- 
- 

How will I follow up from the meeting?

- |                          |                                   |                          |
|--------------------------|-----------------------------------|--------------------------|
| <input type="checkbox"/> | Write a letter                    | <input type="checkbox"/> |
| <input type="checkbox"/> | Make a phone call                 | <input type="checkbox"/> |
| <input type="checkbox"/> | Send information                  | <input type="checkbox"/> |
| <input type="checkbox"/> | Send flowers                      | <input type="checkbox"/> |
| <input type="checkbox"/> | Set up another meeting            | <input type="checkbox"/> |
| <input type="checkbox"/> | Send an email                     | <input type="checkbox"/> |
| <input type="checkbox"/> | Add their name to my contact list |                          |

Other comments I want to make?

# STUDENTS REVIEWING THEIR OWN LEARNING

The ability to reflect upon experience and identify the learning is a skill which needs to be encouraged and developed in a continuous way throughout the project. Students begin to recognise their ability to influence the world about them and at a more mundane level the ability to generalise learning from one experience to another (transferability of skills).

Without the skill of learning from experience much of what is accomplished through the project can be lost. What is clear is that the young person who is able to generalise learning has the ability to review, assess and evaluate experiences. They do this by asking themselves questions like:

- What happened?
- What part did I play?
- What pleased or displeased me?
- What can I learn for next time?
- What will I do next time?

Young people can be taught these skills by helping them to develop their own self-review questions. Through analysing a particular task or part of the project they can be helped to see more clearly the ways in which they have been successful and ways in which they may wish to improve. By learning from past experience and becoming aware of their perspective on the future, they find it possible to make more effective plans for the present.

**There are a number of reviewing sheets and exercises in this section of the resource and it is strongly recommended that a particular focus is given to this aspect of the project by the facilitator/coordinator.**